SOUTHPORT STATE HIGH
INDEPENDENT PUBLIC SCHOOL

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

BASED ON THE

CODE OF SCHOOL BEHAVIOUR

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# Table of Contents

1. Rationale .................................................................................................................. 1

2. Consultation and Review Data .................................................................................. 1

3. Behaviour and Learning Statement .......................................................................... 1

4. Processes for Facilitating Standards of Behaviour and Responding to Unacceptable Behaviour ................................................................. 5
   A. Whole School Behaviour Support .................................................................................. 5
   B. Targeted Behaviour Support ...................................................................................... 6
   C. Intensive Behaviour Support ....................................................................................... 6

5. Consequences for Unacceptable Behaviour ............................................................. 7

6. Emergency or Critical Incident Responses ............................................................... 9

7. The Network of Student Support .............................................................................. 9

8. Consideration of Individual Circumstances ........................................................... 10

9. Related legislation ...................................................................................................... 11

10. Related policies .......................................................................................................... 11

11. Some related resources .............................................................................................. 11

## Appendices

1. The Use of Personal Technology Devices at School ......................................................... 12

2. Bullying and Harassment ......................................................................................... 14

3. Prohibited Items ........................................................................................................ 16

4. Student Anti-Bullying Commitment ....................................................................... 17

5. In Class Behaviour Management ........................................................................... 18

6. Out of Class Behaviour Management .................................................................... 19

7. Incident Statement ................................................................................................... 20
Southport Independent Public School and Education Queensland are committed to providing a safe, respectful and disciplined learning environment for all, where students have opportunities to engage in quality learning experiences and acquire and build on values supportive of their lifelong wellbeing.

Southport Independent Public School has a strong focus on individuals and in so doing we embrace the provision of a safe and supportive environment for all. Our vision statement below outlines our commitments to the espoused values. This focus on individuals begins before students arrive at our school by our extensive links with our partner primary schools in ensuring teachers and support personnel are well informed about the student before they arrive. It continues by utilising a wide variety of proactive and reactive strategies involving curriculum and support services within the school and through external agencies as required.

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

2. Consultation and Review Data

As part of the ongoing improvement program Southport Independent Public School continually reviews the available data pertaining to our Responsible Behaviour Plan. Our school rules have been agreed upon and endorsed by our staff and consultation with parents via the school P & C.

The plan was endorsed by the Principal, the P & C and the Regional Director in 2012, and will be reviewed in 2017.

3. Behaviour and Learning Statement

All areas of Southport Independent Public School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school supports the SWPBS (School Wide Positive Behaviour Support) model.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Expectations for student behaviour enables the school to maintain and create a positive and productive teaching and learning environment, where ALL school community members have clear and consistent expectations and understanding of their role in the educational process.
At Southport Independent Public School as part of our Positive Behaviours for Learning we have four core values that underpin everything that is endemic about our school.

These are posted in every classroom in the school and are constantly referred to in supporting positive behaviours.

### Core Values and Underpinning Elements

<table>
<thead>
<tr>
<th>Core Values and Underpinning Elements</th>
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</thead>
<tbody>
<tr>
<td><strong>Teaching and Learning</strong></td>
</tr>
<tr>
<td>● Demonstrating and supporting our diverse curriculum</td>
</tr>
<tr>
<td>● Flexibility in approach to learning</td>
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<tr>
<td>● Attending, participating and performing to the best of our ability</td>
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<tr>
<td><strong>Ourselves</strong></td>
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<tr>
<td>● Self-Awareness &amp; Self-Management</td>
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<tr>
<td>● Complying with dress standards</td>
</tr>
<tr>
<td>● Respecting property and personal rights</td>
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<tr>
<td>● Attending, participating and performing to the best of our ability</td>
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<tr>
<td><strong>Responsible Relationships</strong></td>
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<tr>
<td>● Social Awareness &amp; Relationship Skills</td>
</tr>
<tr>
<td>● Flexibility in approach to others</td>
</tr>
<tr>
<td>● Co-operating with and supporting others</td>
</tr>
<tr>
<td>● Taking responsibility for a safe and clean environment</td>
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<td><strong>Our Community</strong></td>
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<tr>
<td>● Responsible Decision Making</td>
</tr>
<tr>
<td>● Embracing a sense of community and belonging</td>
</tr>
<tr>
<td>● Flexibility in approach to others</td>
</tr>
<tr>
<td>● Co-operating with and supporting others</td>
</tr>
</tbody>
</table>
As a result our school is focussed on
  • individual achievement
  • genuine care
  • responsible behaviour and citizenship
  • education of the whole person
  • leadership development
  • providing opportunity and choices

This vision reflects the “Guiding Principles for the provision of a safe and supportive school environment” as stated in the “National Safe Schools Framework”.

Students follow the school’s Code of Conduct as follows
  • attend, participate and perform to the best of their ability
  • respect property and personal rights
  • cooperate with and support each other
  • take responsibility for a safe and clean environment
  • comply with dress standards
  • follow teacher directions
  • appropriate use of technology (Appendix 1)

Parents/Carers are strongly encouraged to
  • work with their students and Southport Independent Public School to uphold the Code of Conduct
  • use constructive communication to maintain and strengthen relationships with school staff regarding their student’s learning, wellbeing and behaviour
  • be proactive and supportive of specific interventions offered to their student

Learning and Wellbeing Framework

Southport Independent Public School promotes student health and wellbeing. Not only do we provide safe and supportive environments to ensure that schools are healthy places to learn, play and work - but we are also a key place where comprehensive education takes place in regards to a range of health, personal development and wellbeing issues.

Southport Independent Public School has a responsibility to provide students with opportunities to develop the essential knowledge, skills, attitudes and values that enable them to make informed decisions about their health behaviours. Partnerships and services with other agencies, including support and referral services, can also enhance student health and wellbeing in the school setting.

Southport Independent Public School recognises that learning and wellbeing are inextricably linked - students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning.

The Learning and Wellbeing Framework plays a vital role in supporting student wellbeing within the school context and highlights that Southport Independent Public School can influence both learning and wellbeing through four domains:
1. The Learning Environment

Southport Independent Public School fosters a culture of wellbeing through:
- Promotion of open, respectful, caring and safe learning environments
- An intensive balanced Health Program
- A whole school approach to Pastoral Care

2. Curriculum and Pedagogy

Southport Independent Public School embraces quality teaching that builds the foundation for student learning and wellbeing. This is achieved by:
- The provision of a curriculum that encourages lifelong learning
- The promotion of positive relationships between teachers and students

3. Policies and Procedures

Southport Independent Public School articulates policies and procedures that optimise wellbeing. These are actioned by:
- School staff
- Students
- Parents
- The wider community

4. Partnerships

Southport Independent Public School values productive partnerships with students, staff parents and the wider community. It is through these partnerships that the school community works together to support our students. This is achieved through:
- The provision of targeted programs to support students
- The establishment of support mechanisms for parents
- The inclusion of community members and external agencies to further enhance support
4. Processes for Facilitating Standards of Behaviour and Responding to Unacceptable Behaviour

A. Whole School Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students involved. At Southport Independent Public 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 designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

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

- Behaviour lessons conducted by classroom teachers
- Reinforcement of learning and areas of behavioural concern on year level assemblies
- Active supervision by staff during classroom and non-classroom activities.
- Focus on the individual needs of the student
- Support the student to become more proficient socially
- Promote and explicitly teach problem solving skills and strategies needed to be resilient

**Student Positive Reward System** supports and promotes our School Values TORO.

- In-class positive feedback, postcards sent home and congratulatory phone calls to parents. Academic and positive behaviour letters sent to parents. Certificates of Recognition are issued to students on a daily basis for positive behaviour.

Southport Independent Public School implements the following proactive and preventative processes and strategies to support student behaviour.

- Whole school focus on pedagogies which encourages engagement and success
- Staff focus on individual student needs in curriculum and welfare
- A variety of options to meet the individual needs and career pathways of all students
- Specialised programs such as Gifted and Talented, SEP Provision, Literacy and Numeracy Support for identified students
- Electronic attendance tracking keeps parents informed of absences on a daily basis
- The relevant Deans are responsible for ensuring students demonstrate positive behaviours on an ongoing basis
- The introduction of ID Attend to track fractional truancy to support student learning
- Student Support Services are accessible to support students and caregivers
- Bullying policy and process (see Appendix 2)
- The Use of Personal Technology Devices at School (Appendix 1)
- Procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3)
Whole School Behaviour Support (100% of students)

Targeted Behaviour Support

Intensive Behaviour Support

B. Targeted Behaviour Support

Students come to school to learn. Each year a small number of students at Southport Independent Public School are identified through our data as needing a little bit of extra in the way of targeted behaviour support. In most cases the problem behaviours of these students may not be immediately be regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

The Buddy Class is a process by which teachers can provide a disruptive free learning environment for all students. All classroom teachers incorporate a Behaviour Management Plan for each of their classes on an ongoing basis. Students who choose to disrupt teaching and learning in the classroom after, being given a opportunities to rectify their behaviour through the Behaviour Management Plan will be directed to a buddy class. Each time there is a referral the classroom teacher must record the incident on OneSchool and refer to the relevant Head of Department and Dean for follow up, as specified in the In class Behaviour Management Plan (Appendix 5).

C. Intensive Behaviour Support

Southport Independent Public School is committed to educating all students, including those who present as “at risk of significant education underachievement”, and those students who present with complex and challenging behaviours. A co-ordinated approach of more intense case management and communication takes place. The Student Support Services for both Junior Secondary and Senior Secondary meet on a weekly basis to:

- Identify any student who may be at risk
- Assign the appropriate Case Manager
- Develop appropriate behaviour support strategies.
- Devise an Individual Positive Behaviour Support Plan in consultation with the student and the caregiver. The purpose of which is to support and assist the student to reintegrate and achieve positive learning outcomes both educationally and socially.
- Inform staff of behaviour support strategies to ensure continuity and consistency.
- Engage relevant support agencies (both internal and external)
- Case Manager to provide ongoing monitoring and evaluation of student behaviours
- Regular contact with caregivers by the case manager to ensure the promotion of positive behaviours.
5. Consequences for Unacceptable Behaviour

Southport Independent Public School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, our school seeks to ensure that responses are consistent and proportionate to the nature of the behaviour.

Minor infringements – These are low intensity, low frequency behaviours that impact on the learning/culture or breach the accepted policies of the school.

Moderate infringements – These are medium intensity and medium to high frequency behaviours that impact on the learning/culture or breach the accepted policies of the school.

Major infringements – These are high intensity and possibly high frequency behaviours that may result in harm to members of the school or wider community. Major consequences may occur when all other forms of behaviour support has been exhausted.
The School Responsible Behaviour Code applies to ALL students on the way to and from school or when acting as a representative of the school in the wider community at any time. Students wearing any part of the school uniform both at school and in the wider community are deemed to be acting as a representative of the school.

For students whose behaviour is extreme, the relevant Dean will make a referral to a Deputy Principal, and/or the Principal. A thorough investigation process will be conducted and then a decision is made about the appropriate consequences.

Student Disciplinary Absences (SDA) are to be used after consideration has been given to all other consequences except with Major problem behaviours.

**Minor and Major Behaviours**

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor with the following agreed understanding;

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the relevant Dean for investigation.

**The following are examples of minor infringement levels (but not restricted to):**

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>DEFINITION/EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teasing</td>
<td>Isolated, one off teasing, disrespect, low level behaviours</td>
</tr>
<tr>
<td>Failure to follow teacher</td>
<td>Student engages in initial refusal to follow instructions</td>
</tr>
<tr>
<td>instructions</td>
<td></td>
</tr>
<tr>
<td>Failure to participate in the</td>
<td>Student engages in initial refusal to engage in program of instruction</td>
</tr>
<tr>
<td>program of instruction</td>
<td></td>
</tr>
<tr>
<td>Failure to be prepared for</td>
<td>Student is not prepared for the learning environment. This may include but is not limited to not bringing to class required learning tools such as the iPad, laptop, books, writing utensils, text books, sports uniform, subject specific material</td>
</tr>
<tr>
<td>learning</td>
<td></td>
</tr>
<tr>
<td>Intentionally disrupting the</td>
<td>Student intentionally disrupts the classroom environment.</td>
</tr>
<tr>
<td>teaching/learning process</td>
<td></td>
</tr>
<tr>
<td>Disruptive</td>
<td>Intentional/short interruptions, including calling out, loud talk</td>
</tr>
<tr>
<td>IT Misconduct</td>
<td>Unauthorised and inappropriate use of school technology including excessive or inappropriate downloading</td>
</tr>
<tr>
<td>Late</td>
<td>Occasional arrival at school after 8:50am</td>
</tr>
<tr>
<td>Misconduct involving an object</td>
<td>Using an object inappropriately</td>
</tr>
<tr>
<td>Non-compliant with routine</td>
<td>Refusal to follow school routines e.g. standing in line</td>
</tr>
<tr>
<td>Physical misconduct</td>
<td>Non-threatening physical actions e.g. horseplay, play fighting</td>
</tr>
<tr>
<td>Possess Prohibited items</td>
<td>Students in possession of skateboards, scooters, aerosols, etc.</td>
</tr>
<tr>
<td>Property misconduct</td>
<td>Student engages in activity that results in minor damage</td>
</tr>
<tr>
<td>Refusal to participate in program</td>
<td>Students refuse to participate in organised school activities</td>
</tr>
<tr>
<td>of instruction</td>
<td></td>
</tr>
<tr>
<td>Verbal Misconduct</td>
<td>Student uses inappropriate language in a conversational manner, not directed at a student or staff member and not in a manner that may be deemed as refusal to follow teacher instruction or refusal to participate in the program of instruction</td>
</tr>
<tr>
<td>Threat/s to others</td>
<td>Verbal, physical or gestural interactions that do not indicate harm</td>
</tr>
<tr>
<td>Truant/skip class</td>
<td>Student misses class without permission</td>
</tr>
<tr>
<td>Other</td>
<td>Other conduct prejudicial to the good order of the school. This may include minor breaches of school policies and procedures</td>
</tr>
</tbody>
</table>
The following are examples of major infringement levels (but not restricted to):

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>DEFINITION/EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying/harassment</td>
<td>Repeated oppression, persistent teasing. Continued negative comments.</td>
</tr>
<tr>
<td>Defiant/threat to adults</td>
<td>Persistent refusal to follow directions. Verbal or physical threats</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Persistent interruption to Teaching and Learning, sustained loud talk, yelling, behaviour causing disruption after following ECSM.</td>
</tr>
<tr>
<td>IT Misconduct</td>
<td>Unauthorised and inappropriate use of technology targeting another student or staff member via social media. Downloading inappropriate sites. Distribution of images of other students. Actions that have the potential to bring the school in to disrepute</td>
</tr>
<tr>
<td>Late</td>
<td>Consistent unexplained late arrival to school after 8.50am</td>
</tr>
<tr>
<td>Misconduct involving object</td>
<td>Using an object with intent or potential to harm others</td>
</tr>
<tr>
<td>Non-compliant with routine</td>
<td>Persistent refusal to follow school rules/routines and/or refusal to follow school rules/routines with intent or potential to jeopardise safety of students or staff</td>
</tr>
<tr>
<td>Physical misconduct</td>
<td>Actions involving physical misconduct where injury may potentially occur. Play fighting where there is potential for/or real physical harm</td>
</tr>
<tr>
<td>Possess Prohibited items</td>
<td>Student in possession objects readily capable of causing bodily harm and/or property damage. For example: knives, fake guns or objects deemed to be a weapon.</td>
</tr>
<tr>
<td>Property misconduct</td>
<td>Activity that results in destruction or disfigurement of property belonging to school, staff member, student or community outside of school</td>
</tr>
<tr>
<td>Refusal to participate in program of instruction</td>
<td>Student persistently refuses to participate in an activity that forms part of the school curriculum</td>
</tr>
<tr>
<td>Substance misconduct involving illicit substance</td>
<td>Student in possession, distribution and /or use of illegal drugs/substance, alcohol or imitation substances</td>
</tr>
<tr>
<td>Substance misconduct involving tobacco and other legal substances</td>
<td>Student in possession of, or is using tobacco, alcohol, tobacco products or illicit drug implements. This includes prescription medication not required/used for its express purpose</td>
</tr>
<tr>
<td>Third Minor referral</td>
<td>Student has received 3 buddy class referrals for similar behaviour</td>
</tr>
<tr>
<td>Threat/s to others</td>
<td>Verbal, physical or gestural behaviour that signals a desire to cause harm or intimidate/threaten</td>
</tr>
<tr>
<td>Truant/skip class</td>
<td>Student persistently leaves school or misses class without permission</td>
</tr>
<tr>
<td>Plagiarism and/or cheating</td>
<td>Student plagiarises the work of another student, staff member or wider source. Student cheats on an exam or assessment item</td>
</tr>
<tr>
<td>Verbal misconduct</td>
<td>Student uses inappropriate language directed at a student or staff member / in a manner that may be deemed as refusal to follow teacher instruction or refusal to participate in the program of instruction.</td>
</tr>
<tr>
<td>Major breaches of policies</td>
<td>Student breaches school policies and procedures.</td>
</tr>
</tbody>
</table>

Problem behaviours may result in but are not limited to the following support and consequences:

- Academic Probation
- After School detention
- Apology/restitution
- Attendance Monitoring Card
- Behaviour Contract
- Behaviour Monitoring Card
- Buddy class referral
- Cancellation of Enrolment
- Confiscation of prohibited item
- Conflict resolution
- Contact parent
- Exclusion
- External suspension 1 – 10 days
- External suspension 10 – 15 days
- External suspension 10-20 days
- Intervention by Dean & Support Staff with Parent
- Individual Positive Behaviour Support Plan
- Litter duty / Additional work
- Loss of privileges
- Lunch detention
- Recess detention
- Referral to external agency
- Referral to HOD/Dean
- Referral to internal support staff or targeted program/s
- Restricted access at Recess/Lunch
- Review of seating plan
- Rule reminder
- Subject Monitoring Card
- Warning by teacher
- Work Ethic Monitoring Card
6. Emergency or Critical Incident Responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that 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 which puts the physical safety of the student or others in serious jeopardy.

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 risk to themselves or others
• To prevent injury

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

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

• Incident Statement (Appendix 7)
• Health and Safety Incident Record

7. The Network of Student Support

All students at Southport Independent Public School are supported through the case management structure and positive reinforcement supported by the following personnel:

• Parents
• Teachers
• Support Staff
• Head of Department
• Deans of Students
• School Chaplain
• Indigenous Education Worker
• School-based Health Nurse
• School-based Police Officer
• Youth Support Co-ordinator
• Deputy Principals / Principal
• Industry Liaison Officer
• Guidance Officer
• Allied Professional and Para-Professional Services
• External agencies
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.

Southport Independent Public 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.
  - Provide a written statement during the incident investigation process.
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
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related 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 and Police or Staff Searches at State Educational Institutions
- Acceptable Use of the Department’s 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

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

Endorsement

________________________________________  ________________________________  __________________________________
Principal                                P&C President or  Regional Executive Director or
                                      Chair, School Council  Executive Director (Schools)

Effective Date: 1 January 2010 – 31 December 2013
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. Our school values a responsible use policy.

Mobile Phones
It is school policy that students are only permitted to bring mobile phones and digital technologies to school if they follow strict protocols for their use. Phones and digital technologies must be turned off in classes, or whenever a student is receiving instruction or being addressed by staff or visitors. The school accepts no responsibility for lost phones or digital technologies. If parents need to be contacted due to an emergency this can be done through the office.

Confiscation
Students who breach our responsible use policy will be required to hand in the item immediately at the student counter and will receive a receipt for the confiscated item. The item may be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

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

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others.

Students involved in
- recording: and/or
- disseminating material (through text messaging, display, internet uploading etc);
- and/or,
- knowingly being a subject of a recording
will be subject to discipline (including suspension and recommendation for exclusion).

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

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

**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 she/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.

*Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
Appendix 2

Bullying and Harassment

Our policy has two main strategies:
- We provide a supportive care structure and processes for developing positive relationships between students in our school.
- We educate our school community about bullying and provide an effective range of reporting and intervention strategies to deal with bullying when it occurs.

Definition
Bullying is typically repeated and intentional hurt inflicted on someone by words or actions or another person to exert power.

What Bullying may look like:
- Repeated Verbal threats and cruelty
  - Name calling and persistent teasing
  - Ridiculing another person’s appearance, physique or actions
- Repeated Physical threats and cruelty
  - Punching, pushing, poking, shoving, spitting, etc
  - Deliberate property damage.
- Repeated Indirect threats and cruelty
  - Malicious gossip, spreading rumours
  - Deliberately hiding property
  - Ignoring and persistent exclusion from friendship circles, social exclusion
- Cyber
  - Deliberate inappropriate use of mobile phones, text messaging and internet communications

When bullying occurs, what should be done?
By the students
- Initially use appropriate responses to solve the problem (eg walk away)
- Seek intervention by reporting bullying to a teacher, support staff or parent
- Demonstrate positive bystander behaviour and tell a teacher, support staff or parent if they see another student being bullied
- Never ignore the situation

By the parent
- Model appropriate behaviour at all times
- Support the school’s philosophy
- Watch for signs of your child being bullied
- Instruct your child to immediately tell a teacher or support staff if they are bullied
- Inform the school immediately of any suspected bullying

By staff
- Model appropriate behaviour at all times
- Reassure the individual that bullying is unacceptable
- Listen to the student and ask what you can do to help
- Provide advice, intervene and monitor.
- Investigate bullying behaviour or threats quickly and fully.
- Invite the student who has been bullied to take control of the situation.
This step addresses the potential powerlessness of the ‘victim’ in a bullying situation. Making the choice about what happens next places this person into a situation where they are at least somewhat in control of events. The Principal, Deputy Principal or Head of Year will advise about the suitability of the option chosen.

For students involved in any form of bullying a full investigation process will be conducted and appropriate consequences will be applied. (Please refer to Section 5. Consequences for Unacceptable Behaviour).
Prohibited Items

The following items are prohibited: weapons and replica weapons, tools and other sharp items, razor blades, illicit drugs, drug utensils, alcohol, cigarettes, tobacco products, lighters, aerosol sprays, lazer pointers, pornographic material or photos, gambling material, and computer viruses. The following food items should not be brought onto school premises: soft drinks, drinks in glass bottles, lollies, energy drinks containing caffeine, Take Away Food, and chewing gum.

Procedures regarding the possession of weapons:-

We can work together to keep knives out of school. At Southport Independent Public 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 at 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.

- 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.
- Southport Independent Public School can take action against a student who brings a knife to school.
- If a student has a knife at school, principals can inform the police.
- 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 any staff member suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.

Consequences

Possessing a knife at school may result in serious disciplinary consequences including suspension and or exclusion.

- 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.
I promise that I will not join the ranks of bullies.
I will not tease others, especially when I know it will hurt their feelings.
I will not mock others because of their physical appearance.
I will not humiliate others because of their family’s financial background.
I will not ostracise others because of their performance in school.
I will not post something online that will make a person the object of ridicule. I
will not make others feel left out by shunning them from my group of friends.

INSTEAD,

I will respect my peers’ opinions and choices.
I will remind myself that I am not superior to anyone.
I will be brave enough to defend those being bullied.
I will be aware that making fun of others may actually cause them pain.
I will resist the tendency to say something unkind.
I will only criticize to build up, not tear down.
I will reach out to those being left out.

As a Southport State High School Student, I know that I have to treat others as my equals.
Thus, I make these promises today in an effort to stand up against bullies and to stand up
for their victims.

________________________  ______________________
Name                                Date
### Appendix 5

#### In Class Behaviour Management

<table>
<thead>
<tr>
<th>CLASSROOM TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Uses ESCM to prevent or minimise behaviour</td>
</tr>
<tr>
<td>- <a href="#">1 Buddy Referral</a></td>
</tr>
<tr>
<td>- Contacts caregivers</td>
</tr>
<tr>
<td>- OneSchool contact – advise HOD Deans</td>
</tr>
<tr>
<td>- Consequences applied</td>
</tr>
<tr>
<td>- <a href="#">2 Buddy Referral</a></td>
</tr>
<tr>
<td>- Same procedure</td>
</tr>
<tr>
<td>- OneSchool – advise HOD/Deans</td>
</tr>
<tr>
<td>- Back in class</td>
</tr>
</tbody>
</table>

| 3rd Referral |

<table>
<thead>
<tr>
<th>HOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interviews student</td>
</tr>
<tr>
<td>• Contacts caregivers – next step explained (Referral to DOS, interview at school, suspension etc.)</td>
</tr>
<tr>
<td>• Consequences applied – detention, catch-up etc</td>
</tr>
<tr>
<td>• Back in class</td>
</tr>
<tr>
<td>• Recorded as detailed incident – Notify Deans</td>
</tr>
</tbody>
</table>

| 4th Referral |

<table>
<thead>
<tr>
<th>SERIOUS BREACHES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Physical assault</td>
</tr>
<tr>
<td>• Vandalism</td>
</tr>
<tr>
<td>• Verbal abuse</td>
</tr>
</tbody>
</table>

| 5th Referral |

<table>
<thead>
<tr>
<th>DEANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interviews student – OneSchool incident report, possible suspension</td>
</tr>
<tr>
<td>• Caregivers contacted for interview</td>
</tr>
<tr>
<td>• Interviews caregiver and student – B M Card, IPBSP formulated, Cancellation letter etc</td>
</tr>
<tr>
<td>• Consequences applied</td>
</tr>
<tr>
<td>• Referral to student support services and/or external agencies</td>
</tr>
</tbody>
</table>

Direct Referral

Stays in buddy class until end of that lesson
Appendix 6
Out of Class Behaviour Management

**Student Breaches Out of Class Behaviour Expectations**

- Minor
  - **Playground Duty Teacher**
    - Applies logical consequence

  - Resolved
  - Unresolved
    - Referral to Relevant Dean

- Major
  - Direct referral to relevant Dean

**Dean of Students Referral**

- Interview student
- Applies Appropriate Consequences,
- Enters on OneSchool as Incident
- Manage Incident

- Resolved
- Unresolved
  - Referral to Deputy Principal

**Deputy Principal Referral**

- Interview parent/caregiver
- Applies appropriate consequences
- Enters on OneSchool
- Guidance Officer/Support Team Referral
Appendix 7

Incident Statement

Your name: ____________________________________________________________

Date of Incident: ________________  Time of Incident: _______________________

Location of Incident: _________________________________________________

Where were you? ______________________________________________________

What teachers/adults were there? _________________________________________

What students were involved? ___________________________________________

What happened?

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_________________________________________  __________________________
Signature                                      Date

_________________________________________  __________________________
Principal                                     P&C President or Chair, School Council

_________________________________________  __________________________
Regional Executive Director or Executive Director (Schools)