# Hervey Bay State High School

# Responsible Behaviour Plan for Students
## based on *The Code of School Behaviour*

## 1. Purpose

Hervey Bay State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

All members of our school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for students, staff and parents.

This Responsible Behaviour Plan for Students is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and consequences to inappropriate behaviour so that the learning and teaching in our school can be most effective and students can participate positively within our school community.

## 2. Consultation and data review

Hervey Bay State High School developed this plan in collaboration with our school community – parents, staff and students.   Broad consultation was undertaken through meetings held from November 2008 to November 2009. A review of school data sets from 2014-2015 relating to attendance, absenteeism, school disciplinary absences and behaviour (both positive and incident records) also informed the development process.

A team of staff and parents leads the development of the *Schoolwide Positive Behaviour Supports / Positive Behaviour for Learning (SWPBS/PBL)* approach in the school. This lead group meet approximately twice per term and regularly consult with staff and community. Their collective work drives the review of the school plan and the key strategies that arise from it.

The Plan was endorsed by the Principal, the P&C and Executive Director (Schools) in November 2009, and was reviewed in 2012 as required by legislation.

## 3. Learning and behaviour statement

All areas of Hervey Bay State High School are teaching and learning environments.   We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

We are implementing the research validated *'Schoolwide Positive Behaviour Supports / Positive Behaviour for Learning'* framework to achieve our identified social behaviour and academic outcomes - reflected in the core elements of the school's learning approach to behaviour:

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making

4.    Clear consistent expectations for behaviour and
5.    Explicit teaching of appropriate behaviour to all students

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours.  Through our school plan, shared expectations for student behaviour (our "Behaviour Curriculum" in the form of a matrix) are plain to everyone, assisting Hervey Bay State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following three broad school rules to teach and promote our high standards of responsible behaviour:
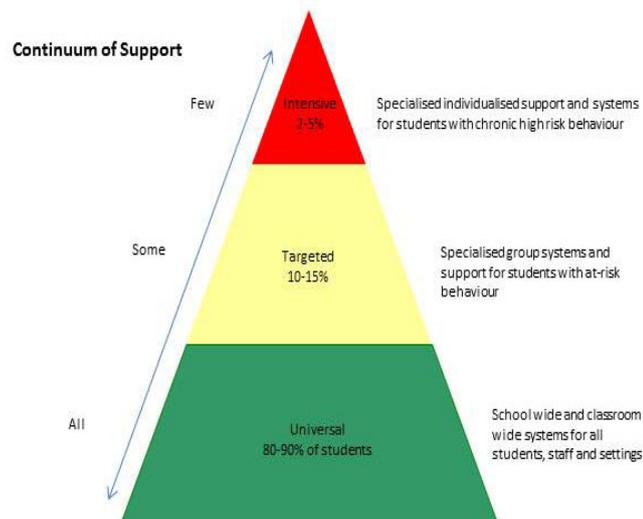- Be **safe**
- Be **respectful**
- Be an active **learner**

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

## 4.  Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

A matrix of behavioural expectations in specific settings has been attached to each of our three school rules. This matrix outlines our Behaviour Curriculum – our agreed to rules and positive behaviour definitions of appropriate behaviours in all school settings.

The PBL/SWPBS framework uses a three-tiered continuum of evidenced based supports (**Tier 1 'Universal'; Tier 2 'Targeted',** and **Tier 3 'Intensive'** levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all students.



**Continuum of Support**

Few — Intensive 2-5% — Specialised individualised support and systems for students with chronic high risk behaviour

Some — Targeted 10-15% — Specialised group systems and support for students with at-risk behaviour

All — Universal 80-90% of students — School wide and classroom wide systems for all students, staff and settings

**The Behaviour Curriculum –** Hervey Bay State High School

## SCHOOLWIDE STUDENT AND STAFF BEHAVIOUR MATRIX

| | ALL SETTINGS | CLASSROOM | SCHOOL GROUNDS | OFF CAMPUS |
|---|---|---|---|---|
| **I demonstrate the courage to** | | | | |
| **BE SAFE** | • Inform staff where there is a problem, argument, or an incident<br>• Report damage to school property<br>• Wear your school uniform correctly<br>• Use equipment safely | • Use and distribute equipment with care<br>• Move safely in the classroom<br>• Sit correctly | • Move safely around the school<br>• Play games in designated areas<br>• Be sun safe<br>• Sit correctly | • On arrival, enter the school immediately<br>• Travel safely to and from school and follow all rules |
| **BE RESPECTFUL** | • Take pride in yourself, your school and the school environment<br>• Respect others' personal space and property<br>• Use appropriate positive language and tone of voice<br>• Treat people with dignity, consideration and respect | • Leave classrooms tidy<br>• Follow teacher directions<br>• Sit according to the class seating plan | • Quiet activities around buildings<br>• Stay in own area<br>• Use pathways<br>• Leave school grounds clean | • Represent your school positively while travelling and at community, sporting and cultural events.<br>• THINK before you post online |
| **BE AN ACTIVE LEARNER** | • Be where you need to be according to your timetable.<br>• Model appropriate school expectations.<br>• Participate fully in the curriculum tasks and activities.<br>• Personal electronic devices (phones etc.) turned off and out of sight | • Be prepared to learn<br>• Follow class rules and school procedures to maximise teaching and learning<br>• Switch off distractions to switch on | • Be a good sport | • Participate positively in all excursions and extra-curricular activities<br>• Manage your school and personal commitments<br>• Complete home tasks and assessment |

SCHOOL VISION: Engage .. Support .. Reward

SCHOOL MOTTO: The courage to dream, the opportunity to succeed

Tier 1 (Universal), Tier 2 (Targeted) and Tier 3 (Intensive) behaviour support includes:

- quality learning and teaching practices;

- a balanced, relevant and engaging curriculum;

- supportive and collaboratively developed procedures;

- the implementation of evidence-based programs;

- regular monitoring and review of school procedures and programs;

- professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour;

- adoption of practices that are non-violent, non-coercive and non-discriminatory; and

- a continuum of whole school positive preventative action for all students.

### Tier 1 'Universal' Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Hervey Bay State High 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.

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

- Behaviour lessons conducted by classroom teachers;

- Reinforcement of learning through instructional feedback at School Assemblies and during active supervision by staff during classroom and non-classroom activities

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.

- Positive Behaviour Leadership / SWPBS team members' regular provision of information to staff and parents, and support to others in sharing successful practices.

- Comprehensive induction programs in Hervey Bay State High School's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.

- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

**Reinforcing expected school behaviour**

At Hervey Bay State High School communication of our key messages about behaviour is backed up through reinforcing 'instructional feedback' for students engaging in expected school behaviour. The system of 'instructional feedback' includes both non-verbal and verbal acknowledgements and is supplemented by a formal recognition and monitoring system attached to the environment in which it occurs. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and reinforcers.

Free and Frequent
- Hervey Bay State High School – VIVO points
- Staff award VIVO points to students they observe meeting the school behaviour expectations in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day/week. When staff observe a student meeting expectations they can choose to give the student a VIVO. As students collect VIVOs, they can go on-line and 'buy' a reward.
- Students are also acknowledged during school assemblies and their achievements are noted in the school newsletter.

Medium term
- Hervey Bay State High School acknowledge positive student achievements on a weekly basis at school assemblies. In addition to milestone VIVO levels, students are awarded certificates and have the opportunity to apply for a movement of levels

Long and strong
- A longer term schoolwide behaviour procedure is also in place for staff to follow to acknowledge positive student behaviour.

- Students who reach level 1-4 status are invited to attend 'Celebration Day' which is held at the end of each term. 'Celebration Day' acknowledges those students who consistently exhibit appropriate behaviour and reinforces the behaviour expectations of Hervey Bay State High School.

**Responding to unacceptable behaviour**

<u>Tier 1 'Universal' behaviour support</u> - Re-directing low-level (minor) and infrequent problem behaviour:

Staff at Hervey Bay State High School apply a preventative approach to re-direction and make appropriate use of redirection strategies based on the Essential Skills for Classroom Management.

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

'Precorrection' and 'prompts' are examples of preventative strategies. 'Least intrusive' strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. 'Most intrusive' strategies include redirections, giving choices and following through, and removal to buddy class for repeated low-level problem behaviours.

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more Safely, Respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Major problem behaviours are referred to Student Case Managers, Heads of Student Support, Deputy Principals and/or the Principal.

<u>Tier 2 'Targeted behaviour support'</u>

Each year a number of students at Hervey Bay State High School are identified by staff through our data as needing extra in the way of targeted behavioural support due to them not fully responding to Tier 1 behaviour support processes and strategies outline previously. In most cases the problem behaviours of these students may not be immediately 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.

Features of these Tier 2 supports include:

- use of behaviour data to accurately identify students requiring Tier 2 supports

- a school based referral process for teachers seeking assistance to support the identified students

- a team approach to supporting students on targeted programs

- use of data decision rules for evaluation and exits from targeted support programs

- making adjustments for individual needs

- using research-validated program options for targeted support interventions such as:

    o adult mentoring

    o check in / check out

    o targeted / small group social skilling

    o 'newcomer' programs for new students.

All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.


Tier 3 'Intensive' behaviour support:

Hervey Bay State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Intensive Behaviour Support Team (Case managers (HODs), Head of Student Support (HOSS), Administration and Support Staff:

- works with other staff members to develop appropriate behaviour support strategies (and record these appropriately eg. OneSchool)

- monitors the impact of support for individual students through ongoing data collection;

- makes adjustments as required for the student;

- works with the School Behaviour Leadership Team to achieve continuity and consistency;

- facilitates a Functional Behaviour Assessment for appropriate students to guide an individualised intervention plan;

- identifies flexible / alternative learning options including flexible arrangements and negotiated attendance (appropriate documentation to be completed);

- organise referrals to further behaviour support resources.

Once students are identified through current school behaviour data, a member of the student's **Intensive Behaviour Support Team** will contact parent/s and any relevant staff members (if not already done) to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family and a representative from the school's administration. Additional support may be sought from Regional Office personnel.

**Physical Restraints: (Individual Behaviour Support Plan)**

The *Safe, Supportive and Disciplined School Environment* policy states:

" *provision for the use of Physical Restraint, involving the manual restriction of a student's movement for reasons of safety in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage. It is used only as an immediate or emergency response or as part of a student's individual plan, including prevention of self-harming behaviours."

At Hervey Bay State High School physical restraint will only be used when verbal strategies and other lower level physical interventions have not been successful.  Where an individual plan includes the use of physical restraints to prevent self-harming behaviours, plans will:

- be approved by the principal with a copy provided to the principal's supervisor

- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours

- not use physical restraint processes in isolation

- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable

- identify strategies to reduce and eliminate the need for physical restraint.  Prevention strategies could include:

    o   restoring safety in other practicable ways such as removing harmful objects;

    o   employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff; and

    o   use of movement limiting and / or protective devices at times of high risk.

Where an individual plan includes the use of physical restraints to prevent self-harming behaviours, staff will:

- be provided with physical restraint training and professional development that is documented

- complete the required documentation following a physical restraint

- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm

- establish a regular review process to monitor effectiveness of planned strategies and procedures.

## 5. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour and use of the "critical incident" red card.  This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.  Refer to Critical Incident documentation.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

**Basic defusing strategies**

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

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

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

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

**Physical Intervention and Restraints – Immediate or Emergency Response**

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Hervey Bay 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.

Staff will:

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

- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised

- notify the principal (if not directly involved) and the student's parent of the incident detailing:

  o the behaviour that preceded the use of physical restraint

  o the type and duration of restraint used

  o staff members and other witnesses present during the period of the restraint

- o student's physical condition before and after the period of physical restraint

- o planned future action to prevent further incidents of the behaviour

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation

Physical intervention is not to be used as a response to:
- school disruption
- refusal to comply
- verbal threats
- property destruction, unless severe; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

### Debriefing

Following each instance involving the use of physical intervention:

- debriefing to be provided for the student and any other students after a suitable interval of time has elapsed

- a debriefing meeting with the relevant staff members to be held

- an individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy

### Record keeping

Each instance involving the use of physical intervention must be formally documented.  The processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx online. Following each instance involving the use of physical intervention, the following records are to be maintained:

- Physical Intervention Incident Report

- Debriefing Report

## 6. Consequences for unacceptable behaviour

Hervey Bay State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Minor behaviours are monitored through the use of *regular communication between teachers and their case managers and/or behaviour and support staff, OneSchool data and in the Case Management meetings*. OneSchool is used to record all multiple minor and major problem behaviour.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);

- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and

- Appropriate Use of Social Media (Appendix 3).

- Work together to keep Hervey Bay State High School safe – possession and use of knives at school


### 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 school Administration team.


**Minor** behaviours are those that:

- are minor breeches of the school rules;

- do not seriously harm others or cause you to suspect that the student may be harmed;

- do not violate the rights of others in any other serious way;

- are not part of a pattern of problem behaviours; and

- do not require involvement of specialist support staff or Administration.


**MINOR** problem behaviours may result in the following consequences:

- Staff will use Essential Skills for Classroom Management to correct students exhibiting minor behaviours (least to most intrusive)

- a re-direction procedure. The staff member takes the student aside and:

  o names the behaviour that the student is displaying;

  o asks the student to name expected school behaviour;

  o states and explains expected school behaviour if necessary; and

  o gives positive verbal acknowledgement for expected school behaviour.

- a minor consequence that is logically connected to the problem behaviour, such as withdrawal from an activity or event for a specified period of time, use of a buddy teacher (also part of the process of withdrawal), complete removal from an activity or event for a specified period of time, partial removal, individual meeting with the student, apology, restitution or detention for work completion, referral to support staff, meeting and/or contact with parent, behaviour contract and monitoring of the student.

**MAJOR** behaviours – multiple Incidents of minor behaviour are those that:

- are ongoing behaviour issues as recorded in OneSchool.

- follow the recording of a series(minimum of three) of minor (level 1) incidents and follow up contact by Teachers with parents and actioning of appropriate consequences

**Major** behaviours – single Incident - are those that:

- occur outside the school (on the way to and from the school)

- significantly violate the rights of others;

- put others / self at risk of harm; and

- require the involvement of school Behaviour Leadership Team.

**Major** behaviours –

When major problem behaviours occur staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour.  The student is then directed to spend time in a 'Buddy Class' to allow the opportunity to review appropriate school and class expectations.  A 'Re-entry' process is completed by staff using 'Restorative questioning' strategies. This process assists with the reinforcement of expectations and fosters positive relationships between staff and students.

Removal to a buddy class 'buddy classing / removal from the playground 'Intervention Room' for major behaviours or cumulative recordings of minor behaviour

Time Out procedures may be used:

- o   as one of a range of options for students to manage their own behaviour

- o   in order to assist a student in the calming down process

- o   as a strategy to reduce the frequency of a particular behaviour

All staff, students and parents are made aware of the appropriate use of, and procedures for, Time Out (Buddy class). These include:

- o   giving the student opportunity to rejoin class at regular intervals

- o   provide the student with opportunities to complete in class work and assessments to fulfil educational requirements

- o   ensure when using Time Out as a management technique that it is consistent with:

  - ☐   developmental stage of the student

  - ☐   any special needs that the student may have

- o   ensuring the student is safe and under supervision at all times

- o   ensuring emergency procedures are in place for students 'out of class'

- o   the regular review of time out procedures, frequency of use with particular students, and effectiveness measured using data

**Major** behaviours – Tier Two and Three

**Major** behaviours may result in an immediate referral to Case Management who will determine to whom to direct the incident because of the seriousness. The staff member notifies the office, and if needed escorts the student to Administration or calls for assistance, all information is recorded on OneSchool for the Case Manager.

Major problem behaviours may result in the following consequences:

- Time in office, removal to cross-class, alternate lunchtime activities, intervention room, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, and /or referral to Tier 2 'Targeted' behaviour supports

AND/OR

- Parent contact, referral to Case Manager, School Student Support personnel / Guidance Officer, Heads of Student Support and Administration, referral to Intensive Behaviour Support Team, suspension from school:

AND/OR

- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension. Exclusions will be

implemented in line with the Safe, Supportive and Disciplined School Environment policy page 6-9.

<u>Detentions</u> may be used by classroom teachers as a consequence for minor behaviour. Detentions can be undertaken during a student break for no more than 20 minutes.  After School detentions can be negotiated with parents where student behaviour is not improving.

<u>Withdrawal procedures</u>
These involve students being removed from an activity e.g. movement to another part of the classroom, move to a 'buddy class', sitting in the office and includes detention (which is not be to greater than 20 minutes and always allows the student the opportunity to eat their lunch) and aim to reduce the frequency of a particular behaviour. Detentions are considered to be a last resort alternative to suspension or exclusion and are conducted in line with stated EQ guidelines.

Withdrawal provides an opportunity for a student to:
- Manage their own behaviour
- Calm down.


<u>Time Out procedures</u> (Time Out will be noted in a student's *IBSP* if considered appropriate for ongoing behaviour concerns and hence will be signed by Principal and parent and a copy forwarded to the Principal's supervisor e.g. ARD).  Time Out can be used as an emergency procedure (as a last resort) if circumstances warrant, procedures outlined below must be followed


The *Safe, Supportive and Disciplined School Environment* policy p 1 states "provision for the use of Time Out as a proactive strategy as well as a behaviour management strategy. Time out is defined as giving a student time away from their regular class program/routine:

- o   to a separate area within classroom
- o   to another supervised room or setting."


The *Safe, Supportive and Disciplined School Environment* policy states "The principal is responsible for using Time Out:

- o   as one of a range of options for students to manage their own behaviour
- o   in order to assist a student in calming down process
- o   as a strategy to reduce the frequency of a particular behaviour

including procedures as part of the school's *Responsible Behaviour Plan* for students and/or as part of a student's Individual Behaviour Support Plan (IBSP), including identification of situations or conditions

- o   where use of time out is and is not appropriate
- o   ensuring all staff, students and parents are aware of the appropriate use of and procedures for time out
- o   ensuring emergency procedures are in place for students 'out of class'
- o   reviewing the use of time out regularly.

**School staff are responsible for following specific processes for Time Out.**

Specific procedures for Time Out include as per *Safe, Supportive and Disciplined School Environment* policy pp 9 - 10:

- Giving the student the opportunity to rejoin the class / activity at intervals **of no more than 10 minutes**

- Providing the student with opportunities to complete assessments to fulfil educational requirements
- Ensuring when using Time Out as a management strategy that it is consistent with:
  o The developmental stage of the student
  o Any special needs the students may have
- Ensuring the student is safe and under supervision **at all times**
- Ensuring emergency procedures are in place for students out of class i.e. during an evacuation / lock down
- Regularly reviewing Time Out procedures in general, the frequency of use with particular students (and if necessary a review of their *ISBP*) and the use of data to measure its effectiveness

Consideration will be given to the development of OneSchool Case Management procedures / recording.

Student Disciplinary Absences are only used after consideration has been given to all other responses, and the unique circumstances of the situation have been considered.

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

| | Area | Minor – Teacher | Major – Case Manager for action for further referral |
|---|---|---|---|
| **SAFETY** | Movement around school | • Running on concrete or around buildings<br>• Running in stairwells<br>• Not walking bike in school grounds | |
| | Play | • Incorrect use of equipment<br>• Not playing school approved games<br>• Playing in toilets | • Throwing objects<br>• Possession of weapons |
| | Physical contact | • Minor physical contact (for example, pushing and shoving) | • Fighting/Physical Misconduct<br>• Serious physical aggression |
| | Correct Attire | • Not wearing a hat in playground<br>• Not wearing shoes outside | |
| | Other | • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school | • Possession or selling of drugs<br>• Weapons including knives and any other items which could be considered a weapon being taken to school<br>• Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school |
| **LEARNING** | Class tasks | • Not completing set tasks that are at an appropriate level<br>• Refusing to work | |
| | Being in the right place | • Not being punctual (eg: lateness after breaks)<br>• Not in the right place at the right time | • Leaving class without permission (out of sight)<br>• Leaving school without permission |
| | Follow instructions | • Low intensity failure to respond to adult request<br>• Non compliance<br>• Unco-operative behaviour | |
| | Accept outcomes for behaviour | • Minor dishonesty (lying about involvement in a low-level incident) | • Major dishonesty that has a negative impact on others |
| | Rubbish | • Littering | |
| | Mobile Phone or personal technology devices | • Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) | • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation<br>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school |
| **RESPECT** | Language (including while online) | • Inappropriate language (written/verbal)<br>• Calling out<br>• Poor attitude<br>• Disrespectful tone | • Offensive language<br>• Aggressive language<br>• Verbal abuse / directed profanity |
| | Property | • Petty theft<br>• Lack of care for the environment | • Stealing / major theft<br>• Wilful property damage<br>• Vandalism |
| | Others | • Not playing fairly<br>• Minor disruption to class<br>• Minor defiance<br>• Minor bullying / victimisation/ harassment<br>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school | • Major bullying / victimisation /harassment<br>• Major disruption to class<br>• Blatant disrespect<br>• Major defiance<br>• Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school |

**Ensuring consistent responses to problem behaviour**

At Hervey Bay State High School, staff members are provided with appropriate professional development and/or training (eg ESCM, classroom profiling and RFOP). Through training activities, we work to ensure **consistent** responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour. This is done through assemblies, class discussions, newsletter articles, general discussions as well as individualised conversations in regards to specific and targets behaviours and expected responses.

## Behaviour Responsibilities

| | | | | |
|---|---|---|---|---|
| **STAFF – TIER 1 UNIVERSAL** | Teachers use all ESCM (Essential Skills of Classroom Management)and Dimension 1 and 5 strategies to deal with in class and out of class behaviours<br><br>Further Action<br>⇩<br><br>OneSchool for Information purposes only<br><br>OneSchool Referral to Student Case Manager following 3 minor incidents, parental/carer contact and actioning of consequences to modify behaviours | Verbal/Non Verbal Aggression<br>o swearing<br>o bullying/harassment<br>o talking back<br>Disruption Behaviour<br>o calling out to others/teacher<br>o disruptive actions<br>o making noises<br>o getting out of seat<br>o off task talking/behaviours<br>o leaving the classroom<br>Routines<br>o failure to complete work<br>o unsafe behaviours<br>o failure to submit work/homework<br>o lateness to class/truancy<br>o failure to wear uniform<br>o refusal to follow classroom rules<br>o littering<br>o low level prohibited items<br>o out of bounds<br>o IT misconduct<br>o truancy | LEVEL 1<br>LEVEL 2<br>LEVEL 3<br>LEVEL 4<br>LEVEL 5 | Possible Consequences<br>o Give choice or warning<br>o Redirection<br>o restatement of expectations<br>o rule reminders<br>o post lesson discussion<br>o move student/change seating plan<br>o withdrawal/buddy teacher<br>o behaviour referral form<br>o contact parent/carer<br>o detention in break or after school<br>o catch up on missed work<br>o record late time and make up time<br>o Academic Good Standing<br>o Community service |
| **HEAD OF DEPARTMENT – TIER 2 TARGETED** | Referrals from staff for 3 incidents + consequences + parent contact<br><br>HODs use all ESCM (Essential Skills of Classroom Management) and Dimension 1 and 5 strategies to deal with in class and out of class behaviours with students and work with teachers on implementing classroom strategies and processes<br><br>Further Action<br>⇩<br><br>OneSchool for Information purposes only or<br><br>OneSchool Referral to Head of Student Support for persistent and repeated minor behaviours across multiple classes following actioning from both teaching staff, non-teaching staff and Case Manager | o Continual and repeated **MINOR** behaviours all recorded in OneSchool and referred from staff<br>o Continual behaviours have been actioned by teachers previously<br>o Refusal to provide name or follow instructions<br>o Continued/repeated harassment or bullying including electronic means<br>o Verbal abuse<br>o Serious damage to school property<br>o Serious IT misconduct<br>o Serious misconduct prejudicial to the good order and management of the school<br>o Minor theft<br>o Banned items – including smoking<br>o Cheating/plagiarism<br>o Student welfare issues/concerns<br>o Repeated truancy | LEVEL 6 | Possible Consequences<br>o Monitoring sheet<br>o Community service<br>o Contact parent/carer<br>o Conference/ case meeting<br>o Withdrawal / detention<br>o Cross classing<br>o Intervention and reflection<br>o Suspension 1-6 days<br>o Withdrawal of Level 1-5 incentives<br>o Behaviour Expectation Agreement<br><br>Staff Assistance<br>o Mentoring and Coaching<br>o Profiling<br>o RFOP<br>o ESCM<br><br>Referrals to Support Staff<br>o Guidance Officer<br>o School based Police Officer<br>o School based Nurse<br>o Youth Support Coordinator<br>o Chaplain<br>o Indigenous Student Counsellor<br>o Attendance Officer<br>o Pathways Officer |

| | | | LEVEL 7 | Possible Consequences |
|---|---|---|---|---|
| HEAD OF STUDENT SUPPORT – TIER 3 INTENSIVE SUPPORT | Referrals from Case Manager where a student has continued and repeated behaviour in more than one class. Behaviour has been actioned by teacher according to LEVEL 1-5. Referred to Case Manager (HOD) following 3 incidents, consequences and parent contact.<br><br>Case Manager has actioned according to LEVEL 6. Behaviour continues or repeated following consequences, actions and parental contact.<br><br>Referral to HOSS<br><br>HOSS use all ESCM (Essential Skills of Classroom Management) and Dimension 1 and 5 strategies to deal with in class and out of class behaviours with students and work with teachers on implementing classroom strategies and processes<br><br>Positive Behaviour Plan (PBP)<br>Intensive Case management<br><br>Further Action<br>⇩<br><br>OneSchool<br>Referral to Deputy Principal for persistent and repeated Minor behaviours across multiple classes, Major and Severe behaviours Repeated Tier 1, Tier 2 and Tier 3 | o Persistent and repeated Minor and Major behaviours all recorded in OneSchool following intervention strategies from both teachers, non-teaching staff and Case Managers<br>o Persistent Tier 1 behaviours + Tier 2 Targeted = Tier 3 Intensive behaviour support<br>o Actioning of all referrals from Case Managers for behaviour of support students identified as Tier 3 (see welfare report)<br>o Students in Tier 3 will have a Positive Behaviour Plan | LEVEL 7 | Possible Consequences<br>o Monitoring sheet<br>o Contact parent/carer<br>o Conference/ case meeting<br>o Positive Behaviour Plan (PBP)<br>o Withdrawal / detention<br>o Cross classing<br>o Intervention and reflection<br>o Suspension 1-10 days<br>o Suspension 10-20 days<br>o Withdrawal of Level 1-4 incentives<br>o Police contact<br>o Referral to support services<br>o Academic Good Standing<br><br>Staff and HOD Assistance by HOSS<br>o Mentoring and Coaching<br>o Profiling<br>o RFOP<br>o ESCM<br>o Master Teacher<br>o Referrals to outside programs<br>o Referrals to outside staff<br>o Referrals to school support staff |
| ADMINISTRATION | Positive Behaviour Plan (PBP)<br>Intensive Case management<br><br>Discipline Improvement Plan (DIP)<br><br>Individual Behaviour Improvement Plan (IBIP) | o Actions that require immediate referral and actioning from Administration eg serious and severe behaviours<br>o Repeated Tier 1<br>o Repeated Tier 2<br>o Repeated Tier 3 – following actioning of Teachers, Non-Teaching staff and Case Managers. Intervention and support from HOSS | LEVEL 8 | Possible Consequences<br>o Suspension 15 and 20 days<br>o Suspension with a recommendation to exclude<br>o Cancellation of enrolment |

**NOTE:** the conduct of a student may be grounds for suspension or exclusion, even if the conduct does not happen on school premises, or during school hours

## 7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Engaging Early Learners - Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain/Student welfare worker
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

## 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.

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

- promoting a teaching/learning 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, ability, cultural background and other extenuating circumstances.
- recognising the rights and responsibilities of all school community members to:

  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs

## 9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

## 10. Related policies
- Statement of expectations for a disciplined school environment policy
- 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 Interviews and Police or Staff 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
- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Bullying, cyberbullying and other inappropriate online behaviour:
- [Resources for parents](#)
- [Resources for schools](#)
- [Cybersafety and schools](#)

Working together to keep schools safe – fact sheets to communicate to parents and students that carrying and using knives is inappropriate and potentially unlawful:
- [Template fact sheet about knives for parents](#) 139k
- [Template fact sheet about knives for students](#) 138k

## Endorsement

| | | |
|---|---|---|
| **Principal** | **P&C President** | **Regional Executive Director or Executive Director (Schools)** |

**Effective Date: 1 January 2016**

## 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
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office by a parent. Breaches of this prohibition may result in disciplinary action.

### 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 by a parent unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

Students who have a personal technology device confiscated more than once will be given a warning concerning the breach of school policy and further disciplinary action may be taken.

### Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight at all times. These devices will be confiscated if seen or heard and will need to be collected by a parent or carer.

### 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 Hervey Bay 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.

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.

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

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

harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

## Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS.  Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of administration.

## Assumption of cheating
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

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

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

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

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

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

<u>**Purpose**</u>
1. Hervey Bay 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 Hervey Bay 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 Hervey Bay State High School include (but are not limited to) name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading messages and/or images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours personally or via technology and social networking sites.

4. Bullying may be related (but not limited) to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Hervey Bay 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.

<u>**Rationale**</u>
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 Hervey Bay State High School are an addition to our positive behaviour for learning 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 positive behaviour for learning 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 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Hervey Bay State High School uses behavioural data for decision-making. All harassment incidents are to be recorded on OneSchool. Minor incidents of harassment are to be dealt with by classroom or PGD teachers. Where harassment is ongoing and is repeated or continual, referral is to be made to Heads of Department for classroom incidents or Administration for out of class incidents.

10. Where students engage in continuing and longterm harassment, school disciplinary absence may occur.

# Cyber Defamation Information and support for schools
## dealing with internet defamation of a school staff member by a student

*Defamation occurs when defamatory material relating to an individual is published.  Material will be defamatory if it could:*
- *Injure the reputation of the individual by exposing them to hatred, contempt or ridicule;*
- *Cause people to shun or avoid the individual;*
- *Lower the individual's estimation by right thinking members of society.*

*The Defamation Act 2005 (Qld) governs the law of defamation in Queensland.*

Defamatory practice via the internet is becoming more common.  Of current concern to schools, is the practice of students' publishing of defamatory information about school staff members on websites: particularly social networking sites such as Bebo, FaceBook and MySpace and Video-Hosting sites such as Youtube. This is a practice that clearly cannot be condoned and certainly must be addressed (Qld Defamation Act 2005, Invasion of Privacy Act 1971, Telecommunications Act 1997).

Before school responses are considered, it is necessary that we acknowledge the following important factors.
- Cyber activity by youth is an extremely common and growing practice that is both highly valued and used readily by our students.
- Students who engage in cyber activity can assume that the internet is a lawless world which provides them with great freedom.
- It is part of the nature of adolescence to act emotionally and impulsively without consideration of risk and consequence to self or others.
- It is vital that we act proactively to reduce the potential for staff defamation because merely responding punitively to every incidence will not adequately address the overall issue.

So, it is vital that the first school response to this issue is proactive work to minimise the potential for harm (as it is with any response to student behaviour concerns).  All schools must ensure that all students and their families are fully aware of the law regarding defamatory practices and the serious nature of the potential impact on victims.  They must also be fully informed regarding the agreed disciplinary response (including Student Disciplinary Absence) that will be enacted if this behaviour does occur.

This document outlines guidelines to address the issue of internet defamation of staff members by students.

First, to minimise the occurrence of internet defamation:
- Schools should ensure that all students and their families are clearly informed of the seriousness and the potential repercussions of this practice. The serious misuse of telecommunication devises is considered a breach of the law in Australia and is a Federal offence.  *Section 474 of the Criminal Code Act 1995 states that it is an offence to use a telecommunications devise to menace, harass or cause offence.*  Young people need to be aware that they could be charged with such an offence and may face legal penalties.
- It is equally important that all staff members are aware of the agreed processes for dealing with incidences of internet defamation. *School personnel should be advised that no staff member should forward any compromising emails or cyber information to anyone else, nor respond (electronically) to the student or students who allegedly published the defamatory material (Code of Conduct).*
- Class lessons, school assemblies, newsletters, parent information sessions, staff meetings, school documents such as Responsible Behaviour Plans and Enrolment Agreements are utilised to disseminate this information.  (An example letter for parents is included in this document).

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**Step One: Meet with the Staff Member.**

If a staff member becomes aware that a student or students has/have published defamatory material about them (or a work colleague), the Principal is to be informed in the first instance. A meeting with the staff member should occur as soon as possible to minimise the potential harm that could result from continued dissemination of the defamatory material.

- The Principal should advise the staff member to keep a record of the defamatory material as evidence. This can be useful to show the student; parents or carers, support staff and the Police (if necessary).
- The Principal should emphasise that the staff member should not forward any compromising emails or cyber information to anyone else, nor respond (electronically) to the student or students who allegedly published the defamatory material (Code of Conduct).
- The Principal is required to inform a staff member that they have become victim to cyber defamation by a student.

**Step Two: Meet with the Student**

- The Principal (or delegate) should meet with the student and parents/carers and request that the defamatory material be removed within an agreed (short) timeframe. The Principal (or delegate) should explain the repercussions that may occur if this is not done.
- If the student is non-compliant with reasonable requests to amend their actions and remove the defamatory content, the Principal has the right to refer to Queensland Police Service (QPS). Also, the defamed staff member maintains the right to seek legal advice and to take the matter further if they choose.
- The Principal can enact disciplinary responses including Student Disciplinary Absence. Suspension is a reasonable consequence for this behaviour.
- The Principal or staff member can report the defamatory behaviour to the internet site where it is published and can submit a request to the site to remove the content (if this service is available).

## Appendix 4

## Hervey Bay State High School Incident Statement

**Hervey Bay State High School
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: _____

Queensland Government

*POSSIBLE CONSEQUENCES*

### LEVEL 1

An exemplary outstanding school student member.
Committed to studies.
Participation in a variety of activities to a high standard and significant contribution to the school.
Model Safe, Respect, Learning behaviours.

### LEVEL 2

*Development of strengths in all three focus areas. Committed to studies and participation in school community.*

### LEVEL 3

*Repeated evidence of any of the 3 focus areas. Committed to studies.*

### LEVEL 4

*Teacher Reinforcement of positive behaviours and relationships*
- Class Seating Plan
- Counselling
- Time Out
- Detention
- Parent Contact

### LEVEL 5

- *Warning*
- Class Seating Plan
- Counselling
- AGS
- Buddy classing
- Detention
- Make up time (lateness)
- Community Service
- Recess Withdrawal
- Parental Contact
- Or appropriate alternative

### LEVEL 6

- *Monitoring Sheet*
- Behaviour expectation agreement
- Community service
- Subject withdrawal
- Parental contact
- Cross classing
- Denial of field trips, excursions, extra-curricular activities and sport at the direction of Administration
- Suspension
- Intervention Room
- AGS
- Support Staff

### LEVEL 7

- *Cancellation of Enrolment (post compulsory)*
- Referral to Administration
- Community service
- Parental Contact
- Cross Classing
- Or appropriate alternative
- Suspension
- Intervention Room
- Positive Behaviour Plan (PBP)
- Alternate Programs

### LEVEL 8

- *Suspension*
- *Discipline Improvement Plan (DIP)*
- *Individual Behaviour Support Plan (IBSP)*
- Police contact
- Exclusion
- Parental contact
- Or appropriate alternative (eg. cancellation of enrolment)

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| LEVEL 4 | All Staff | Case Manager | Head of Student Support | Administration |
|---|---|---|---|---|
| *Learning in class and behaviour is adequately managed by student and teacher.* (All students start here) | **LEVEL 5** Support and Intervention Tier 1 | **LEVEL 6** Minor Tier 2 | **LEVEL 7** Major Tier 3 | **LEVEL 8** Gross Breaches of Code |

### Rewards

| | | | | LEVEL 5 Tier 1 | LEVEL 6 Tier 2 | LEVEL 7 Tier 3 | LEVEL 8 |
|---|---|---|---|---|---|---|---|
| *Negotiated Time Off-line (Seniors)* Commendation Letter to Student and Parent Access to incentive resources and activities **Senior Leadership Applicant** **School Captain** **School Ambassador** | Congratulations letter to Student and Parent Access to incentive resources and activities **Senior Leadership Applicant** **School Ambassador** | Congratulations letter to Student and Parent Access to incentive resources and activities *Senior Leadership Applicant* NOTE: Admin determine what level students start on each year, which students move to each level and how long they stay on each level before they can **apply** to go to another level. (Levels 1-4). Movement to a higher level is by student application. | May access incentive resources and activities VIVO rewards – any student displaying correct or desired behaviour | Minor behaviour breaches Minor computer breaches Class truancy Failure to submit work Disrupting classes Disobedience Bullying and Harassment Minor Graffiti/vandalism ➢ Minimum of three strategies including parent contact ➢ Relevant information entered on OneSchool including proactive and reactive entries | Ongoing and persistent class disruption Ongoing Refusal to follow directions Repeated Truancy Repeated or major incident of Bullying/fighting Smoking Major computer breaches Banned items concerns Safety concerns Minor theft Cheating/plagiarism Repeated Harassment in class Swearing Failure to hand over mobile phones | Persistent Misbehaviour of Tier 3 students Failure to respond to HODs and Case Management referral of tier 2 students to tier 3 Tier 3 referrals for all behaviour | Continual Malicious Bullying Severe fighting Severe vandalism Gross insolence Serious offences against students and staff Serious breaches of community standards Alcohol and other drugs Weapons Serious theft Assault outside of school Gross Moral Offences Serious Criminal Offences Long term Truancy concerns |

**PARENTAL NOTIFICATION OF LEVEL MOVEMENT – WELFARE LISTS TO BE ISSUED WEEKLY – STUDENTS TO APPLY FOR MOVEMENT OF LEVELS (and be acknowledged for positive level change)**