Responsible Behaviour Plan

based on The Code of School Behaviour

1. Purpose

Windaroo Valley 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.

Windaroo Valley State High is committed to providing a safe, respectful, well managed and positive learning environment for students and staff through School Wide Positive Behaviour Systems

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

2. Consultation and data review

Windaroo Valley State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during June 2013. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010-2013 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director in August 2013, and will be reviewed in 2016 as required in legislation.

3. Learning and behaviour statement

All areas of Windaroo Valley State High School are learning and teaching environments. We consider behaviour management to be integral to social learning as well as a means of maximising the success of educational programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Windaroo Valley 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 school rules to teach and promote our high standards of responsible behaviour:

- Be Safe
- Be Timely
- Be Active
- Be Respectful

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

The first step in facilitating standards of positive behaviour is communicating those standards to all students through our SWPBS framework. At Windaroo Valley State High School we emphasise the importance of directly teaching students the behaviours we require them to embrace at school and in the wider community. 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.

An example of behavioural expectations in specific settings has been attached to each of our four school rules. The School STAR Matrix below outlines agreed rules and specific behavioural expectations in all school settings.

![School STAR Matrix](image)

Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, it is possible to outline whole school provision of universal, targeted, and intensive supports.

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

- **Targeted**
  In a supportive and well-disciplined school approximately 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.
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- Intensive

In a supportive and well-disciplined school approximately 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours.

Universal behaviour support

Windaroo Valley State High School identified universal (whole school) proactive and preventive processes and strategies for:

- facilitating the development of acceptable standards of behaviour, including:
  - explicit and scheduled teaching of rules, behavioural expectations or values
  - induction of new students and staff
  - schoolwide system of positive reinforcement
  - implementation of bullying and cyberbullying program
  - opportunities for parents to be involved with programs and activities that promote and reinforce STAR behaviour.

- encouraging positive aspirations, relationships and values by developing:
  - effective classroom management systems that encourage acceptable behaviour
  - procedures that provide students rapid access to assistance for learning problems.

- encouraging all students to take ownership and responsibility for their own behaviour and the consequences of their actions, including:
  - recognition that students have individual needs when developing social competencies and that not all students develop these competencies at the same pace
  - procedures that emphasise teaching students new skills to get their needs met in the school environment
  - procedures which recognise the importance of positive reinforcement in the teaching and learning process.
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Targeted behaviour support
Each year a small number of students at Windaroo Valley State High School are identified (e.g. through our data) as requiring targeted behavioural support. 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.

Windaroo Valley State High School has a number of school and classroom procedures for the early identification of students demonstrating higher than average rates of problem behaviour:

Staff identification and referral process
- One school data
- Responsible Learning Classroom (RLC) data
- Interagency Group
- Academic Reports
- Primary school information
- Parental/Guardian information

Windaroo Valley State High School has a wide range of strategies, adjustments and programs that facilitate acceptable standards of behaviour and provide educational support.

<table>
<thead>
<tr>
<th>Curricular</th>
<th>Cross Curricular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Adjustment Plans</td>
<td>School Wide Positive Behaviour Systems</td>
</tr>
<tr>
<td>Educational Support Plans</td>
<td>School induction program</td>
</tr>
<tr>
<td>Athletics excellence programs</td>
<td>After school tutoring – (Free)</td>
</tr>
<tr>
<td>Music excellence program</td>
<td>Boys in education - aspiring leadership group</td>
</tr>
<tr>
<td>GTEK program</td>
<td>Girls in education - aspiring leadership group</td>
</tr>
<tr>
<td>Fast Track program</td>
<td>Pastoral Care program</td>
</tr>
<tr>
<td>Learning Enhancement</td>
<td>Star Points reward system</td>
</tr>
<tr>
<td>Special Education classes</td>
<td>Shine program for girls</td>
</tr>
<tr>
<td>School based Traineeships and Apprenticeships</td>
<td>STAR program</td>
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<tr>
<td>Student Education and Training Plans</td>
<td>Connect for boys</td>
</tr>
<tr>
<td>Staff mentoring of Senior Authority students</td>
<td>Kids in Care program</td>
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<tr>
<td>Academic review process</td>
<td>Learn, Earn, Legend for Indigenous students</td>
</tr>
</tbody>
</table>

Professional learning and development supports the global development of staff

Intensive behaviour support
Windaroo Valley 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.

Students at this level of support generally have:
- Not responded to previous efforts to improve behaviour
- Demonstrated little commitment to advancing their education
- Committed serious breaches of the school Responsible Behaviour Plan
- Committed ongoing breaches of the school Responsible Behaviour Plan
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Intensive intervention procedures that respond to *chronic problem behaviour* and which support continued learning engagement include:

- An in-school referral process for teachers seeking assistance
- Use of data for the accurate identification of students requiring individualised support
- Referral for Case Management through the school Interagency Group which includes:
  - Deputy Principal
  - Guidance Officer
  - Behaviour Advisory Teacher
  - Indigenous Liaison Officer
  - School Nurse
  - Youth Support Coordinator
  - School Chaplain
  - Learning Support
- Flexible and/or alternative learning options
- Referral to external agencies; district, regional and state options

**Reinforcing expected school behaviour**

At Windaroo Valley State High School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system (STAR Points) is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

**Responding to unacceptable behaviour**

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

**Re-directing low-level and infrequent problem behaviour**

When a student exhibits low-level and infrequent problem behaviour, the first 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.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more Safely, more Timely, more Actively or more Respectfully. 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.

**5. Consequences for unacceptable behaviour**

Windaroo Valley 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. One School is used to record all minor and major problem behaviours. The recording of three minor behaviours constitutes a major behaviour.
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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 Head of Department or 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
- do not require involvement of specialist support staff or Administration.

**Re-direction procedure.** The staff member takes the student aside and:
1. names the behaviour that student is displaying,
2. asks student to name expected school behaviour,
3. states and explains expected school behaviour if necessary
4. gives positive verbal acknowledgement for expected school behaviour.

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

- 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.

Should a problem behaviour be repeated, the staff member may not repeat the discussion or explanation process but simply remind the student of the consequences of their problem behaviour.

**Major** behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

**Major** behaviours result in an immediate referral to Heads of Departments or the Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member directs the student to the relevant Head of Department or Administration and completes an Incident Report referring it to the relevant staff member.

**Major problem behaviours may result in the following consequences:**
- Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
- Parent contact, referral to Guidance Officer, referral to Interagency Support Team, suspension from school
- 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.
Incidents requiring investigation will be conducted by the relevant Deputy, Head of Department or Year Coordinator. This process will require students to complete:
- Incident statement
- Witness statement
- Interview notes of discussions will also be documented

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Serious Or 1st Offence</th>
<th>Very serious Or 2nd Offence</th>
<th>Extremely serious Or 3rd Offence</th>
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</thead>
<tbody>
<tr>
<td><strong>Aggressive Behaviours</strong></td>
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<tr>
<td>Abusive Language/Gestures or Threats</td>
<td>SDA up to 5 days</td>
<td>SDA 6 to 10 days</td>
<td>SDA 10 to 20 days</td>
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<tr>
<td>Extreme Disrespect \ Rudeness</td>
<td></td>
<td></td>
<td>Exclusion may be recommended</td>
</tr>
<tr>
<td>Physical Aggression eg: Fighting, Assault</td>
<td>SDA up to 5 days</td>
<td>SDA 6 to 10 days</td>
<td>SDA 10 to 20 days</td>
</tr>
<tr>
<td>Physical Aggression including via electronic devices (cyber-bullying)</td>
<td>SDA up to 5 days</td>
<td>SDA 6 to 10 days</td>
<td>SDA 10 to 20 days</td>
</tr>
<tr>
<td>Bullying &amp; Harassment</td>
<td>SDA up to 5 days</td>
<td>SDA 6 to 10 days</td>
<td>SDA 10 to 20 days</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>SDA up to 5 days</td>
<td>SDA 6 to 10 days</td>
<td>SDA 10 to 20 days</td>
</tr>
<tr>
<td>Inciting others to behave inappropriately</td>
<td>SDA up to 5 days</td>
<td>SDA 6 to 10 days</td>
<td>SDA 10 to 20 days</td>
</tr>
<tr>
<td>Physical / Verbal intimidation of students</td>
<td>SDA up to 5 days</td>
<td>SDA 6 to 10 days</td>
<td>SDA 10 to 20 days</td>
</tr>
<tr>
<td>Physical / Verbal intimidation or assault of member of staff</td>
<td>SDA up to 5 days</td>
<td>SDA 6 to 10 days</td>
<td>Exclusion recommended</td>
</tr>
<tr>
<td><strong>Property</strong></td>
<td></td>
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<tr>
<td>Vandalism \ Graffiti (Including Arson and damage to school property)</td>
<td>SDA up to 5 days and restitution</td>
<td>SDA 6 to 10 days</td>
<td>SDA 10 to 20 days</td>
</tr>
<tr>
<td>Stealing, Possession or dealing in stolen items</td>
<td>SDA up to 5 days and restitution. Loss of school privileges and representation</td>
<td>SDA 6 to 10 days</td>
<td>SDA 10 to 20 days</td>
</tr>
<tr>
<td><strong>Disturbance to school and \ or Disruption to learning</strong></td>
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<tr>
<td>Persistent disruption to learning</td>
<td>SDA up to 5 days</td>
<td>SDA 6 to 10 days</td>
<td>SDA 10 to 20 days</td>
</tr>
<tr>
<td>Interference with Teachers exercising authority</td>
<td>SDA 6 to 10 days</td>
<td>SDA 10 to 20 days</td>
<td>Exclusion may be recommended</td>
</tr>
<tr>
<td>Use of non-Bring Your Own Devices and electronic devices not used as per the Mobile Phone and Electronic Devices Policy are prohibited from use and sight during all class situations and assemblies</td>
<td>Mobile phone \ device confiscated and student to collect from office (period of 7 days)</td>
<td>Mobile phone \ device confiscated and parent to collect from office</td>
<td>Mobile phone \ device confiscated and parent to collect from office. Intervention conference</td>
</tr>
</tbody>
</table>
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## Breach of Technology Acceptable Use Policy (See also consequences for Aggressive and/or Immoral Behaviour)

<table>
<thead>
<tr>
<th></th>
<th>Withdrawal of user rights for determined period</th>
<th>Withdrawal of user rights for determined period and / or SDA up to 5 days</th>
<th>Withdrawal of user rights for determined period. May include banning from school network and / or SDA 6 to 20 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truancy</td>
<td>Withdrawal or after school detentions</td>
<td>Interagency intervention, suspension</td>
<td>Suspension Cancellation of enrolment</td>
</tr>
<tr>
<td>Unauthorised lateness</td>
<td>Parents notified, time made up with teacher</td>
<td>Parents notified. After school detention</td>
<td>Parent conference SDA up to 5 days</td>
</tr>
<tr>
<td>Disobedience — including; Refusing to follow teacher direction affecting learning of others, and \ or good order of the classroom \ school and \ or affecting safety of self or others</td>
<td>SDA up to 5 days</td>
<td>SDA 6 to 10 days</td>
<td>SDA 10 to 20 days Exclusion may be recommended</td>
</tr>
<tr>
<td>Refusal to participate in program of instruction</td>
<td>Intervention inc. detentions or withdrawal to complete and submit work</td>
<td>Intervention inc. detentions or withdrawal to complete and submit work</td>
<td>Cancellation of enrolment may be recommended</td>
</tr>
<tr>
<td>Intruders / Non authorised person/s onto the school grounds — to initiate or assist with deception</td>
<td>SDA up to 5 days</td>
<td>SDA 6 to 10 days</td>
<td>SDA 10 to 20 days Exclusion may be recommended</td>
</tr>
</tbody>
</table>

## Regulated, Prohibited or Illegal substances

<table>
<thead>
<tr>
<th>Possession of illegal, regulated or prohibited substances</th>
<th>SDA 6 to 10 days Contact Police</th>
<th>SDA 10 to 20 days Exclusion may be recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sale, supply or trading in illegal, regulated or prohibited substances</td>
<td></td>
<td>Exclusion recommended Contact Police</td>
</tr>
<tr>
<td>Under the influence of illegal, regulated or prohibited substances at, during school hours, travelling to or from school or at school functions</td>
<td></td>
<td>SDA 10 to 20 days Exclusion may be recommended</td>
</tr>
<tr>
<td>Possession of cigarettes, lighters etc.</td>
<td>Withdrawal — Health Education</td>
<td>SDA up to 5 days</td>
</tr>
<tr>
<td>Sale, supply or trading cigarettes or lighters etc.</td>
<td>Withdrawal — Health Education</td>
<td>SDA up to 5 days</td>
</tr>
<tr>
<td>Accompanying or acting as a “spoiler / spotter” for smokers</td>
<td>Withdrawal — Health Education</td>
<td>SDA up to 5 days</td>
</tr>
<tr>
<td>Smoking</td>
<td>Withdrawal — Health Education</td>
<td>SDA up to 5 days</td>
</tr>
</tbody>
</table>

## Immoral Behaviour

<p>| Indecent exposure | SDA up to 5 days | SDA 6 to 10 days | SDA 10 to 20 days Exclusion may be |</p>
<table>
<thead>
<tr>
<th>Behavior</th>
<th>SDA up to 5 days</th>
<th>SDA 6 to 10 days</th>
<th>SDA 10 to 20 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible Behaviour Plan: Sexting, Possession or publication of pornographic material or accessing pornography via school computers or other technology</td>
<td>SDA 6 to 10 days Police liaison</td>
<td>SDA 10 to 20 days Exclusion may be recommended</td>
<td></td>
</tr>
<tr>
<td>Indecent behaviour</td>
<td>SDA 10 to 20 days Exclusion may be recommended Police liaison</td>
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<tr>
<td><strong>Causing / risking harm to self or others</strong></td>
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<tr>
<td>Facial and Body piercing</td>
<td>Removal of piercing or Withdrawal from classes</td>
<td>Removal of piercing or Withdrawal from classes. Parent conference After school detention</td>
<td>SDA up to 5 days</td>
</tr>
<tr>
<td>Unsafe Behaviour in or around Playground (eg climbing on rooves, water bombs, entering storm drains etc)</td>
<td>Withdrawal</td>
<td>SDA up to 5 days</td>
<td></td>
</tr>
<tr>
<td>Unsafe or injurious behaviour towards others (throwing objects endangering others or property with potential for harm)</td>
<td>Withdrawal</td>
<td>SDA up to 5 days</td>
<td>SDA 6 to 10 days</td>
</tr>
<tr>
<td>Unsafe or injurious behaviour (throwing objects endangering others or property causing actual harm or injury)</td>
<td>SDA 6 to 10 days</td>
<td>SDA 10 to 20 days Exclusion may be recommended</td>
<td></td>
</tr>
<tr>
<td>Possession of items for use as a weapon</td>
<td>SDA up to 5 days Confiscation of weapon Police liaison</td>
<td>SDA 6 to 10 days Confiscation of weapon Police liaison</td>
<td>SDA 10 to 20 days Exclusion recommended Police liaison</td>
</tr>
<tr>
<td>Possession of Dangerous Weapons (eg knives, slingshots)</td>
<td>SDA 6 to 10 days Confiscation of weapon Police liaison</td>
<td>SDA 10 to 20 days Exclusion recommended Police liaison</td>
<td></td>
</tr>
<tr>
<td>Possession of banned Items</td>
<td>Confiscation of item, lunch or after school detention</td>
<td>SDA up to 5 days</td>
<td>SDA 6 to 10 days</td>
</tr>
<tr>
<td>Malicious acts towards students or staff.</td>
<td>SDA 10-20 days</td>
<td>Exclusion recommended</td>
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<tr>
<td>This includes attempts either directly or indirectly to defame or denigrate by words or actions. This includes: • use of electronic media such as mobile phones, to transmit video or sound recordings, • posting &amp; offensive material to internet sites whether for limited or general access by others that is considered by community or legal standards to be offensive or defamatory • Racism – verbal and / or posting of offensive material</td>
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<table>
<thead>
<tr>
<th>Acts of, or publication of material, that brings the school into disrepute in the wider community and \ or potentially or actually brings discredit to the school or public schools generally.</th>
<th>SDA 1-10 days</th>
<th>SDA 10-20 days</th>
<th>Exclusion recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>This includes publication of or participating in acts of public nuisance, acts of violence, drug use or other anti-social behaviours in which those involved are identified as students of Windaroo Valley State High School and where a connection to the school can be determined. Examples are, but not limited to where students have participated in such acts: • inciting others to act in a manner that discredits the school in the wider community • recorded sound or video of such behaviour on any device and or posted sound or video footage of such behaviour to any website or media for the purpose &amp; public broadcast</td>
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<table>
<thead>
<tr>
<th>Dress Code</th>
<th>Confiscation of items and held by Administration with items returned to student. Refusal to remove will result in withdrawal from classes and grounds.</th>
<th>Confiscation of items and held by Admin with items returned to parent / carer. Parent conference regarding WH&amp;S. Refusal to remove will result in withdrawal from</th>
<th>SDA up to 5 days Confiscation of items and return to parent / carer. Parent conference regarding WH&amp;S</th>
</tr>
</thead>
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## Responsible Behaviour Plan

<table>
<thead>
<tr>
<th>Makeup and explicit hair colouring</th>
<th>Removal of excess makeup or hair colouring. Refusal to remove will result in withdrawal from classes and grounds.</th>
<th>Parent conference re Dress code</th>
<th>Parent conference re Dress code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniform non-compliance</td>
<td>Temporary provision of uniform</td>
<td>Temporary provision of uniform</td>
<td>Temporary provision of uniform</td>
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<tr>
<td></td>
<td>Parent contact Community Service and detention</td>
<td>Parent contact Community Service</td>
<td>Parent contact Community Service</td>
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<td></td>
<td></td>
<td>and detention</td>
<td>and detention</td>
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</tbody>
</table>

### Academic Breach

<table>
<thead>
<tr>
<th>Cheating / Dishonesty</th>
<th>SDA up to 5 days Cheating or assisting others to cheat will result in removal of credit for that assessment</th>
<th>SDA 6 to 10 days Cheating or assisting others to cheat will result in removal of credit for that assessment</th>
<th>SDA 10 to 20 days Exclusion recommended. Cheating or assisting others to cheat will result in removal of credit for that assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism</td>
<td>SDA up to 5 days Plagiarism or assisting others to plagiarise will result in removal of credit for that assessment</td>
<td>SDA 6 to 10 days Plagiarism or assisting others to plagiarise will result in removal of credit for that assessment</td>
<td>SDA 10 to 20 days Exclusion recommended. Plagiarism or assisting others to plagiarise will result in removal of credit for that assessment</td>
</tr>
<tr>
<td>Electronic Devices</td>
<td>SDA up to 5 days Any possession or use of an electronic device during an exam will result in removal of credit for that assessment</td>
<td>SDA 6 to 10 days Any possession or use of an electronic device during an exam will result in removal of credit for that assessment</td>
<td>SDA 10 to 20 days Exclusion recommended. Any possession or use of an electronic device during an exam will result in removal of credit for that assessment</td>
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</table>

### Ensuring consistent responses to problem behaviour

At Windaroo Valley State High School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond 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.
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 appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. (See WVSHS’s Critical Incident Response plan)

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

**Basic defusing strategies**

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

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

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

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

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

**Physical Intervention**

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

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

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

**Record keeping**

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

- Incident report
- Health and Safety incident record
- debriefing report

### 7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Year Coordinators
- Head of Department
- Administration Staff
- Guidance Officer
- Behaviour Advisory Teachers
- Learning Enhancement Staff
- Special Education Unit
- School Chaplain
- Indigenous Liaison Officer
- School Based Youth Health Nurse
- Youth Support Coordinator
Support is also available through the following government and community agencies:

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

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.

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

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

9. Related legislation

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

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
11. Some related resources

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

Endorsement
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 and digital video cameras etc 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. Breaches of this prohibition may result in disciplinary action.

Confiscation
Mobile phone and personal electronic devices (iPod, iPad, mp3, Nintendo DS, PSP etc) used contrary to this policy on school premises will be confiscated by the school for a period of 7 days. They will be made available for collection from the school office at the end of the confiscation period, unless their Parent/Guardian presents at school to organise the early collection of the device.

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 directly.

Personal Technology Device Etiquette
Bringing personal technology devices (other than Bring Your Own Device or 1:1 laptop program) to school is not encouraged by the school because of the general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or class time. Personal technology devices (other than Bring Your Own Device or 1:1 laptop program) may be used before school, morning tea, lunch break 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 Windaroo Valley State High School. Students who use 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) build a culture of distrust and disharmony.

Students must not record images or sound anywhere in the classroom, grounds or school event / function.

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 or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.
Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording
are in breach of this policy and may be subject to disciplinary action (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 the Queensland Police Service.

**Text communication**
The sending of text messages that contain sexting, 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 the Queensland Police Service. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school.

**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 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.

**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.
Responsible Behaviour Plan

Appendix 2

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

Definition

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

Purpose

1. Windaroo Valley 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 Windaroo Valley 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 Windaroo Valley State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

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

5. At Windaroo Valley State High School, we will deal with all inappropriate behaviours and complaints regardless of whether it is deemed bullying or not, 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, how often it occurs, 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; “Categorically unacceptable in the school community”

Rationale

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

7. The anti-bullying procedures at Windaroo Valley State High School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour
   - All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours
   - A high level of quality active supervision in class and non-classroom areas.

9. The school anti-bullying process consists of lessons taught by Pastoral Care teachers through a school-wide schedule of instruction.

10. Students are able to report bullying and access support material and process via the school's "Say NO to Bullying" link on the school's Web page.

11. Windaroo Valley State High School uses behavioural data for decision-making. This data is entered into One School on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Response

12. School disciplinary action in accordance with the school Responsible Behaviour Plan

13. Referral through to the school's Support Staff (INTAG) for One on One support

14. Referral and enrolment into an appropriate support / development program
   - Empowering Girls - run by the school Nurse and Guidance Officer
   - STAR Program - run by the Guidance Officer (Building social skills; Skill streaming; Anger management; Moral reasoning)
   - Shine Program - run by school Chaplain (Self esteem and Social skills)
   - Connect - run by school Chaplain (At risk students developing Leadership and Self esteem)
   - Boys group – run by school staff (Develop leadership skills and acceptance of differences)
   - Girls group – run by school staff (Develop leadership skills and acceptance of differences)
Appendix 3

Queensland Government Messages for schools on the safe travel of students on buses

- The actions of students misbehaving on buses can affect the ability of drivers to concentrate and compromises the safety of the journey.

- All students who travel on the bus are expected to know and abide by the rules outlined in the Code of Conduct for School Students Travelling on Buses.

- The code outlines what behaviour is required from students while waiting for the bus and while travelling on the bus.

- Examples of appropriate behaviour include paying the correct fare, respecting other people and their property, waiting for the bus in an orderly manner, remaining seated in a calm manner while on the bus and refraining from creating unnecessary noise.

- Students should not forget to be nice to the driver and say thank you when they leave the bus.

- The code also outlines unacceptable student behaviour that will not be tolerated, including fare evasion, wilful damage of property, disrespect, verbal and physical violence towards the driver and other passengers.

- There are clear consequences in the code for students that display such behaviour.

- Students will be held responsible for their behaviour and if deemed to be in breach of the code, provisions will be enforced.

- Depending on the extent of the breach, consequences for misbehaviour range from a warning to a student being refused travel on the bus.

- Principals are working with the Department of Transport and Main Roads and the Queensland Police Service to identify students who continue to misbehave and refuse to pay the correct bus fare.

- The parents of any student found to be in breach of the code will be notified and the student will be held accountable for their actions.

- Following the code will mean a safe, comfortable journey for students and the other passengers.
Are you READY TO LEARN?

Be a STAR student

YOUR STUDENT PLANNER

A PENCIL CASE
(A single pen is not enough)

CLASS MATERIALS
(as required)

CORRECT SCHOOL UNIFORM

Before you come to school/enter the classroom check you have

A single subject
Exercise Book.

A CALCULATOR