



The Code of
**School
Behaviour**
Better Behaviour
Better Learning

Benowa State High School

Responsible Behaviour Plan for Students

based on The Code of School Behaviour

1. Purpose

Benowa State High School is committed to a safe, supportive and disciplined learning environment through our Responsible Behaviour Plan for Students This plan priorities the following:

- The rights of all students to learn;
- The rights of teachers to teach;
- The rights of all to be safe.

Our plan aligns to the values, principles, standards and expectations of Education Queensland's "The Code of School Behaviour". Students, staff and parents continue to work in partnership to develop self-management skills which enable students to leave Benowa State High School as resilient, confident and responsible young adults.

Benowa State High School's Responsible Behaviour Plan for Students is available from the school website or from the Administration Office. When students enrol at our school we require parents and students to sign an Enrolment Agreement (Appendix 1) which sets out the rights and obligations of students, parents and staff. It requires all parties to abide by Education Queensland's "The Code of School Behaviour" and other endorsed conditions as outlined by the school. A copy of the Responsible Behaviour Plan for Students is issued to all students and staff.

2. Consultation and Data Review

Benowa State High School has developed this plan in collaboration with our school community. The Plan was endorsed by the Executive Principal, the President of the P & C and the Assistant Regional Director in 2013, and has since been reviewed in 2014 to incorporate recent Education Queensland amendments. This commenced in Term 2 2014, undertaken by a team including the Director School Organisation, Head of Social Justice Junior Secondary and the Behaviour Management Teacher. It involved consultation with staff, students and parents, specifically in relation to positive rules which correspond with our core values. Data collected on attendance, absenteeism, school disciplinary absences and behaviour incidents in 2012, 2013, Term 1 2014 also informed the revision process. This plan is reviewed every three years to ensure practice remains relevant and responsive to student and staff needs. Review may occur more frequently in response to changes in departmental policy or procedures.



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3. Learning and Behaviour Statement

Benowa State High School promotes learning, creativity and innovation as the platform upon which to build prosperity and quality of life. We are strongly committed to our vision statement “*Many Pathways ~ No Limits*” and provide a professional, inclusive, diverse and futures-orientated education that enables and strongly encourages all students to achieve their full potential. Benowa’s teachers and students aim to live out the words of the school motto of “Striving and Caring.”

Essential to an effective learning environment is the expectation for all members of the school community to conduct themselves in a lawful, ethical and responsible manner. Benowa State High School sets high expectations for student conduct, and our four core values of Respect, Integrity, Diligence and Compassion, underpin our positive Behaviour Expectation Statement:

As a student at Benowa State High School I will:

Respect myself, others and the school environment;

Show integrity through my actions;

Be diligent in my education;

Show compassion towards others.

Our behavioural expectations have been developed in consultation with parents and the wider school community. Individuals are held responsible for their actions and reactions in accordance with Education Queensland’s “The Code of School Behaviour”. The principles of restorative practices and natural justice pervade our operations and aim to foster respectful relationships between staff, students and parents. We accept that teenagers will at times make poor choices, test limits, reach for adulthood, return to childhood and our task is to set boundaries, enforce limits, model behaviour, seek justice and offer forgiveness.

After taking into account individual student circumstances, we adopt logical consequences and offer counselling and mediations as effective ways of supporting students in their journey to become valuable participants in society. An extensive team of school staff helps students who require support to make positive choices and develop stronger relationships. Accepting personal responsibility crucial and our approach is to talk with students about choices and pathways as we seek to build social skills to empower them to be confident, contributing members of society.



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4. Processes For Facilitating Standards Of Positive Behaviour And Responding To Unacceptable Behaviour

The School's Charter supports 21st Century learning and it is our intent that students will foster an international perspective, are active members of their community and are equipped with skills relevant to diverse futures and global citizenship. To be successful students are expected to actively participate in the school's education program, take responsibility for their own behaviour and learning, behave respectfully in a manner that respects the rights of others to learn and cooperate with staff and others.

Universal Behaviour Support

Students are issued with a school diary at enrolment which contains Benowa State High School's expectations, rules, policies and procedures. At Assemblies and in all classes these expectations and achievements are taught, discussed, celebrated and reinforced by teachers, Heads of Year (HOY), Heads of Departments (HOD) Social Justice (Junior and Senior) and Administration members.

Developing responsible behaviour and self-management skills, including acknowledging and encouraging appropriate behaviour or correcting inappropriate behaviour, is achieved by our staff who:

- Implement this school's priorities; international perspectives, differentiation and Literacy and Numeracy
- Use "The Art of Science and Teaching" as their pedagogical framework
- Presenting engaging and stimulating lessons
- Alignment of assessment with pedagogical objectives
- Model mature, well balanced and respectful communication
- Collaboratively developing sets of rules and procedures appropriate for each different environment.
- Facilitating training in social skills, conflict resolution and anger management.
- Support the well-being of our students
- Support The Inter Year Program (T.I.P) connection between Years 7, 8 and Year 12 students.
- Support the High Resolves leadership development program across Years 8, 9 & 10 and Senior Leadership programs in Year 11 & 12.
- Follow the guidelines and procedures outlined in the Behavioural Support Plan (Appendix 2)

The key elements of the school's plan include:

1. Our four core values and four positive classroom rules, displayed across the school and reproduced in Junior and Senior Diaries.



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2. Individual teachers are also encouraged to develop rules appropriate to their classes. These rules are recorded in student's diaries.
3. The balancing of the language of acknowledgement and the language of correction for appropriate and inappropriate behaviour.
4. Modelling for teachers on ways to acknowledge appropriate behaviour from minor rewards through to major incentives, e.g. Merit Awards (Appendix 5)
5. A least intrusive to most intrusive approach to correcting inappropriate behaviour, i.e. the majority of students (80-90%) will respond to a non-verbal signal or a simple rule reminder. However, for the students who like to 'test the boundaries', or take a more challenging position, it may be necessary to move to the more intrusive responses such as offering choices between compliance and consequences.

Targeted Behaviour Support

The small percentage of students who persistently disrupt the classroom will be involved in the Responsible Thinking Room (RTR) questioning process, then can be referred to the RTR (Appendix 2). These students are interviewed by the Behaviour Management Teacher and supported with the development of a plan for re-entry back into the classroom (Appendix 3). Students who continue to be persistently disruptive in multiple classes may be placed on Behaviour Watch, where continued referrals will result in them progressing up the Behaviour Watch Ladder (Appendix 4). Consequences and support are in place on each ladder step. Disciplinary Improvement Plan (DIP) and Community Service Interventions (CSI) may be considered by the Principal in individual circumstances.

Parents are contacted and invited to contribute and support their child in being successful in the classroom and school environment. Once students have completed a re-entry to class plan, it is their responsibility to present it to the teacher who referred them. This occurs during lunch-break so private negotiations without distractions may take place. The negotiation process provides an opportunity not only to deal with the referral issues, but also to build and re-establish some rapport between the student and the teacher.

Staff and students receive coaching on how to negotiate successfully. If the negotiation is positive the student returns to the next lesson with that teacher and the teacher/ student relationship resumes. If the student fails to follow the plan they are referred to the RTR as a broken contract.

If a student is struggling with emotional distress they may wish to self-refer to the RTR for a classroom time-out. This can only occur if the RTR questioning process has not already been started by the class teacher. Whilst in the RTR, the Behaviour Management Teacher will offer the student a return to class option every 10 minutes. The following lesson the student is required to be back in that class, having sought support as necessary from school or home.



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At risk students are supported through Benowa State High School's Student Support Services which is a multidisciplinary team made up by Guidance Officers, HODs Social Justice, HOSES, HOYs and Directors. Students are supported and case managed by a member of this team and a time-out pass can be issued to allow these supported students to leave class and attend administration. This process is closely monitored by case managers who in the course of providing support, will ask the student if they wish to return to class, every 10 minutes.

Intensive Behaviour Support

Students who have a very high frequency of referrals to the RTR, or who are identified as being at risk for other reasons eg: truancy receive intensive support from our Student Support Services (SSS). SSS includes Guidance Officers (two full time), the School Chaplain with counselling qualifications, the School-based Youth Health Nurse, Head of Special Education (HOSES), Industry Liaison Officer, Literacy and Numeracy Coaches and Support staff members and eight Heads of House from 2018. This team is led by the HODs Social Justice, one in Junior School and one in Senior School. Regular meetings of SSS personnel are held to discuss proactive case management and student support issues.

A referral system co-ordinated by the full-time guidance officer is used to assign students to the appropriate support personnel (Flowchart 2 & Appendix 6). At this level there is often close consultation with parents. We believe that a collaborative approach involving all interested parties is vital to providing support for the student, and as is often the case, support for the parents or caregivers.

Outside agencies are often accessed: Accorac Health Access Partnerships, Ohana Youth Pathways, and ACT for Kids, Reconnect, Headspace, Young Carers, Child & Youth Mental Health Services (CYMHS), Nerang Neighbour Local Centre, Child Safety, and Gold Coast Youth Service.

5. Consequences for Unacceptable Behaviour

Benowa SHS sets high expectations for all students in all areas of their conduct. Student behaviour that does not comply with the expected standards is not acceptable. The Responsible Behaviour Plan for Students sets out the range and level of responses and consequences that is inconsistent with these standards. Consequences are applied to provide all students the opportunity to learn, ensure the safety of all staff and students and to assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Benowa SHS uses a range of consequences authorised by Education Queensland which includes suspension, exclusion and cancellation of enrolment. These consequences are used as the last resort for serious behaviour after consideration has been given to all other



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responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with the expected standards of behaviour.

Benowa SHS takes a restorative approach in dealing with behaviours wherever possible. We believe that in many circumstances a punitive approach can be counterproductive and often create an anger response in some students.

A definition of bullying and strategies to deal with bullying are included in Appendix 7. We run an “Anti-Bullying Project” in which regular surveys are conducted to identify students who are engaging in bullying behaviours, and also to identify students who are targets of these behaviours and require support.

Our response to serious or repeated bullying instances is to use restorative practices such as conflict resolution, mediation and community conferencing. If a full scale community conference is required, all those affected by the incident, i.e. Wrongdoers and their families, victims and their families – friends and any others affected, come together to discuss the harm done and how things can be put right. The conference is run by a trained facilitator at the school.

While these restorative practices are used in response to many and varied cases of unacceptable behaviour, this school has a range of consequences which are used in response to misbehaviour and/or non-compliance of expectations and rules. Lunchtime detentions are issued for infringements of the dress code or by class teachers for incomplete class or assignment work. After school detentions are used as a secondary consequence if a lunchtime detention is not completed. These can be issued by HOY, HOD, Directors and the Executive Principal.

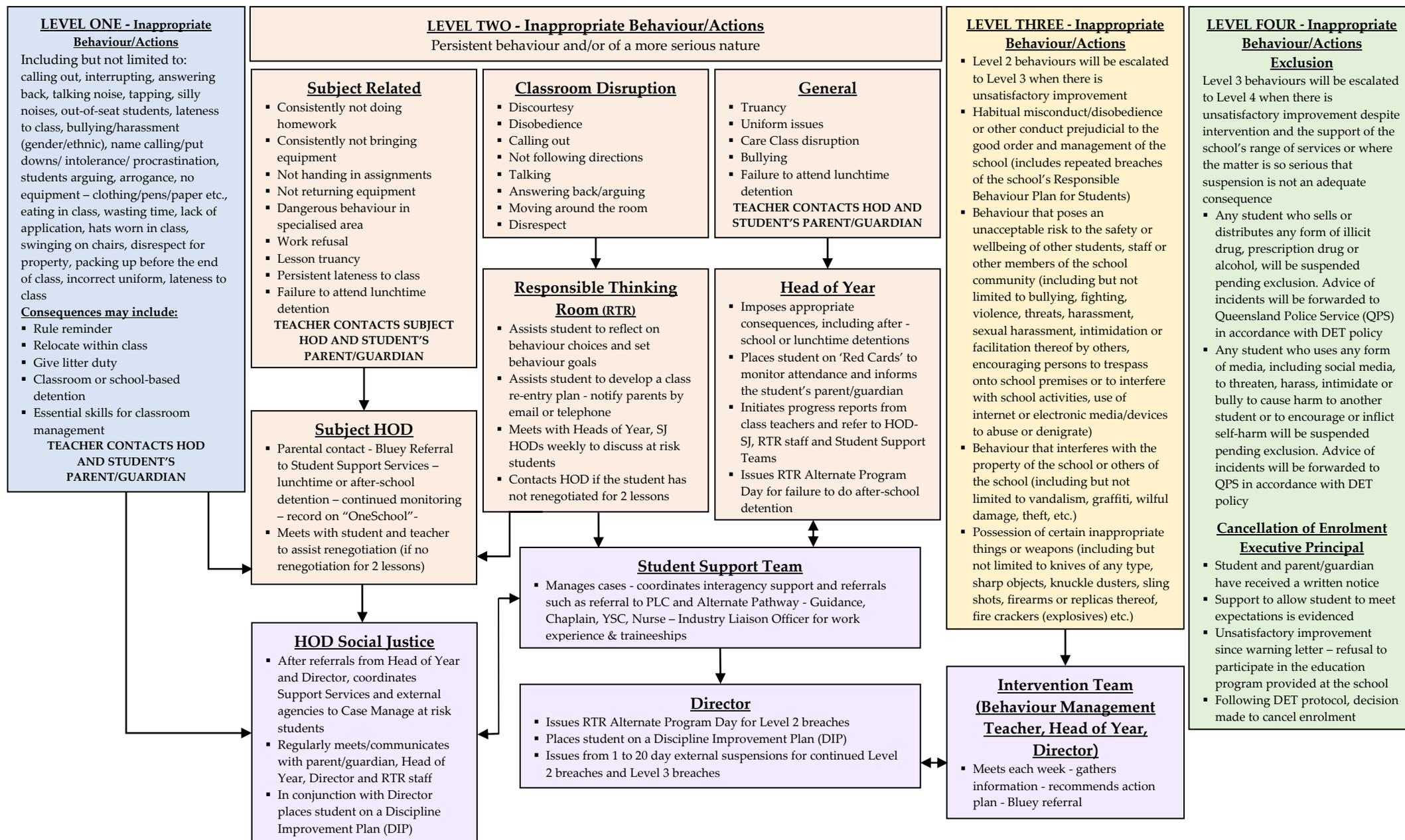
Wherever possible, the consequence will be related to the offence so that natural justice is served e.g. the response to truancy is an RTR Alternate Program Day, lateness to class results in time made up during lunch breaks or after school, littering attracts litter duty etc.

Benowa SHS has no tolerance for drug abuse and supply, violence, or possession of any form of weapon. The sharing of inappropriate images via any electronic media will be regarded as gross misconduct. Depending on the circumstances, our response may involve the police, suspension or exclusion. The school’s policy for dealing with inappropriate use of personal technological devices at school is noted in Appendix 9.

The school’s Behaviour Management Plan Levels of Intervention/Support is outlined in Flowchart 1.

Flowchart 1

Benowa State High School's Responsible Behaviour Plan for Students – LEVELS OF INTERVENTION/SUPPORT





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6. Emergency or critical incident responses

It is important for all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. **Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy. **Basic defusing strategies** may help in a critical situation and provides adequate support as to calm the situation or to call for assistance.

Consider these basic 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).



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Very infrequently staff will be required to provide support which may include **physical restraint**, as an immediate or emergency response. In these situations the Principal and school staff should:

- 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), who will arrange for contact with the student's parent of the incident, detailing:
 - the behaviour that preceded the use of physical restraint
 - the type and duration of restraint used
 - staff members and other witnesses present during the period of the incident
 - student's physical condition before and after the physical restraint
 - counselling provided to the student following the period of physical restraint
 - planned future action to prevent further incidences of the behaviour
- Prepare an Incident Report
- Provide debriefing for the student and any other students after a suitable interval of time has elapsed
- Hold a debriefing meeting with the relevant staff members
- Develop an individual plan if physical restraint is necessary as an ongoing strategy.

Occasionally physical restraint – planned response including Prevention of Self-Harming Behaviours (individual plan) may be considered by the Principal and school staff. When physical restraint is used as part of a student's individual plan the Principal will:

- provide physical restraint training for staff when individual plans involve physical restraint
- document any staff training and professional development
- include physical restraint processes in the school's Responsible Behaviour Plan for Students in locations where individual plans may involve physical restraint
- Approve individual plans and provide copy of plan to principal's supervisor or delegate

When these measures are deemed appropriate for certain situations the Principal and school staff will:

- Develop the student individual plan by



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- including strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not using physical restraint process in isolation
- developing procedures with support personnel, parents and relevant staff including medical practitioner or other appropriate professional personnel where applicable
- identifying strategies to reduce and eliminate the need for physical restraint
- In preventing self-harming behaviours
 - consider whether safety can be restored in another practicable way such as removing potentially harmful objects
 - employ a range of responses including increased monitoring and support within the classroom and/or referral to appropriately trained staff
 - use postural, or movement limiting, and/or protective devices at times when there is a high risk of injury
- Complete documentation according to Student Protection requirements
- Employ responses to support student and to support any other student or staff who may be affected by witnessing and incident of self-harm
- Establish a regular review process to monitor effectiveness of strategies and procedures, including advice from the medical practitioner or other appropriate professional personnel where applicable

The Principal's Supervisor will receive and monitors individual plans. Each instance involving the use of physical intervention must be formally documented.

The following records must be maintained:

- Incident Report (Appendix 10)
- Health and Safety incident record,
<https://oneportal.deta.qld.gov.au/Services/HumanResources/OrganisationalHealth/Documents/OfflineHealthAndSafetyIncidentForm.doc>
- Debriefing report (for student and staff) (Appendix 11)

7. The network of student support

There are many sources of problem behaviour, and at our school students are supported at all levels right through from the Executive Principal and the Administrative team to the classroom teachers, support staff and the Student Support Services. There are two main pathways of support for students at Benowa;

The first is the support services referral "bluey" form process, wherein a student may be referred by any staff member or by the student themselves. The hub of this referral process is the Support Services team, in particular the Guidance Officers, who will make the decision about which follow-up pathway(s) will be



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most appropriate for the student (Flowchart 2). The second is the learning support referral process, which can be initiated from a variety of sources - teachers, the student themselves or parents (Flowchart 3). It is a requirement that all referrals be accompanied by supporting evidence (Flowchart 3 & Appendix 6).

Students at Benowa High also have access to on-line support via the school's web page (www.benowashs.eq.edu.au). Services on-line include guidance, careers, School Chaplain, and a system for reporting any concerns about bullying. A team approach is taken at Benowa SHS and the wide variety of expertise of our staff enables us to support our students whatever the source of problem behaviour. Assistance from outside agencies such as the Department of Child Safety (DOCS) and the Community Youth Mental Health Service (CYMHS) is also sought as necessary.

8. Consideration of individual circumstances

Our students are treated as individuals, and whatever their circumstances, every effort is made to ensure that they are successful not only academically but also socially. Benowa High strives to achieve this in two main ways – a global approach and by individual consideration.

The global, or whole school approach, incorporates natural justice and fair and equitable practices. All students at Benowa who may be involved in conflict or dispute situations, are required to provide an Incident Report (Appendix 10) detailing their point of view. Benowa High's behaviour management plan includes an intervention process (Flowchart 1) which ensures bias is removed from decision making.

Input from all levels (HOY, Guidance Officers; Behaviour Management Teacher, HODs Social Justice and Directors) ensures any contributing factors which impact on decision making process are thoroughly considered. In this way Benowa High's Responsible Behaviour Plan for Students enables a fair and equitable approach.

Conflict resolution, a powerful component of Benowa's procedures, promotes a positive outcome for the majority of cases of student dispute. This process is coordinated by the HODs Social Justice and may be attended by any staff member or parent as necessary.

Individual students may, for a variety of reasons, require a negotiated timetable to suit their needs. A process identifies those students who are eligible for this (Flowchart 4).

At Benowa SHS, a flexible approach is taken in addressing unacceptable behaviour. However, while every effort is made to support our students who have behaviour difficulties, we will never allow unacceptable behaviour to disrupt the teaching and learning process.



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Student Property

The use of mobile phones and personal music players is subject to the following policy:

- Items are to be switched off during class time to protect the classroom environment and to not interfere with the learning of other students
- Items will be confiscated if used during class time and sent to the Administration Office and held in a secure place
- Items may be collected from Administration Office at 2.45pm

The sharing of inappropriate images by mobile phone will be regarded as gross misconduct and subject to consequences, Appendix 9.

Prohibited Items

The following items which may interrupt the good order and management of the school are not permitted at school, on school excursions, at school functions or on camps:

- Chewing gum – *confiscated, not returned*
- Skate Boards/Scooters – *confiscated, placed in Administration, return negotiated with Administration*
- Aerosol Cans of any kind including deodorant - *confiscated, not returned*
- Matches or lighters. Flowchart 1, Level 3 Point 5 - *confiscated, not returned.*

The above items will be confiscated.

The following items which may interrupt the good order and management of the school are not permitted at school, on school excursions, at school functions or on camps:

- Possession of illicit drugs (including cigarettes) or alcohol. Flowchart 1, Level 3 Point 5
- Weapons or any sort, whether real or imitation. Flowchart 1, Level 3 Point 4 and Appendix 12 – all weapons confiscated and not returned

Possession or use of the above items will be referred to Queensland Police Service.

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 1899/1995*
- *Anti-Discrimination Act 1991*
- *Commission for Children and Young People and Child Guardian Act 2000*



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- [Judicial Review Act 1991](#)
- [Work Health and Safety Implementation Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related policies

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

11. Some related resources

- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cyber safety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

Appendix One

Enrolment Agreement Form



This enrolment agreement sets out the responsibilities of the student, parents or carers and the school staff about the education of students enrolled at Benowa State High School.

Responsibility of student to:

- attend school on every school day for the educational program in which they are enrolled, on time, ready to learn and take part in school activities
- act at all times with respect and show tolerance towards other students and staff
- work hard and comply with requests or directions from the teacher and principal
- abide by school rules as outlined in the school's Responsible Behaviour Plan for Students, including not bringing items to school which could be considered as weapons (e.g. dangerous items such as knives)
- meet homework requirements and wear school's uniform
- respect the school property
- wear the complete school uniform with no variation.

Responsibility of parents to:

- ensure your child attends school on every school day for the educational program in which they are enrolled
- attend open meetings for parents
- let the school know if there are any problems that may affect your child's ability to learn
- ensure your child completes homework regularly in keeping with the school's homework policy
- inform school of student absences and reasons for absences in a timely manner
- treat school staff with respect
- support the authority of school staff thereby supporting their efforts to educate your child and assist your child to achieve maturity, self-discipline and self-control
- not allow your child to bring dangerous or inappropriate items to school
- abide by school's instructions regarding access to school grounds before, during and after school hours
- advise Principal if your student is in the care of the State
- keep school informed of any changes to student's details, such as student's home address and phone number
- support the school dress code.

Responsibility of school staff to:

- design and implement engaging and flexible learning experiences for individuals and groups
- inform parents and carers regularly about how their children are progressing
- design and implement intellectually challenging learning experiences which develop language, literacy and numeracy
- create and maintain safe and supportive learning environments
- support personal development and participation in society
- foster positive and productive relationships with families and the community
- inform students, parents and carers about what the teachers aim to teach the students each term

- teach effectively and to set the highest standards in work and behaviour
- clearly articulate the school’s expectations regarding the Responsible Behaviour Plan for Students and the school’s Dress Code policy
- ensure that parents and carers are aware that the school does not have personal accident insurance cover for students
- advise parents and carers of extra-curricular activities operating at the school in which their child may become involved (for example Program of Chaplaincy Services, sports programs)
- set, mark and monitor homework regularly in keeping with the school’s homework policy
- contact parents and carers as soon as is possible if the school is concerned about the child’s school work, behaviour, attendance or punctuality
- deal with complaints in an open, fair and transparent manner in accordance with departmental procedure, Complaints Management – State Schools
- treat students and parents with respect .

- Responsible Behaviour Plan for Students
- Student Dress Code
- Homework Policy
- School Charges and voluntary contributions
- School network usage and access statement requirement of Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems
- Absences
- School Excursions
- Complaints management
- Parent / Guardian Consent form for *Voluntary Student Participation in Program of Chaplaincy Services*
- Department insurance arrangements and accident cover for students
- Managing Consent to Use Student/Volunteer Copyright Materials and/or to Record, Use or Disclose Student Personal Information
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- School instructions for school access

I acknowledge:

- That I have read and understood the responsibilities of the student, parents or carers and the school staff outlined above; and
- That information about the school’s current rules, policies, programs and services, as outlined above has been provided and explained to me.

	Parent/Carer 1	Student
Signature		
Date		

Appendix Two

BEHAVIOURAL SUPPORT PLAN

STUDENT NAME _____ REFERRING TEACHER _____

DATE _____ LESSON AND TIME SENT _____

1. Management strategies used this lesson to correct unwanted behaviours

<input type="checkbox"/> Non-verbal signals (various)	<input type="checkbox"/> Consequences
<input type="checkbox"/> Call student by name... "John!"	<input type="checkbox"/> Partial agreement... "That may be so, but..."
<input type="checkbox"/> Compliment someone else on task	<input type="checkbox"/> Directed student to move seat
<input type="checkbox"/> Rule reminder... "What's our rule for..."	<input type="checkbox"/> Directed student to put mobile/ Ipod in bag
<input type="checkbox"/> Conditional direction... "Yes...When..."	<input type="checkbox"/> Directed student to hand over mobile/ Ipod
<input type="checkbox"/> Simple direction... "I want you to..."	<input type="checkbox"/> Choices offered
<input type="checkbox"/> Positive repetition (broken record method)	<input type="checkbox"/> Other.....

2. Responsible Thinking Process - ****This shaded section must be completed please****

<input type="checkbox"/> R.T.P. Questions asked verbally <input type="checkbox"/> R.T.P. Questions and responses written out on the back of this form <input type="checkbox"/> Time Out- i.e. self –referral, legitimate emotional distress (NOT work refusal)

3. Briefly indicate the persistent Level 2 behaviours demonstrated today

Persistent disruption such as: ...
Persistent discourtesy such as : ...
Persistent disobedience such as:...
Persistent calling out:...
Persistently not following directions: ...
Persistent talking:
Persistently answering back:
Persistently arguing with the teacher over:...
Persistent refusal to move seat as directed:
Persistent refusal to place Mobile/ Ipod away in bag as directed:
Persistent refusal to follow workshop safety rules:

TEACHERS SIGNATURE: _____

STUDENT'S RTP QUESTIONS – PLEASE FILL IN THE SPACE PROVIDED BELOW

1. What are you doing? _____
2. What happens at this school when you persistently disrupt the class _____
3. Is that what you want or would you prefer to stay here?
4. O.K, Well what will happen next time you disrupt? _____

TEACHER PROMPTS

IF THE STUDENT REFUSES TO ANSWER THE QUESTIONS OR IS UNCOOPERATIVE

1. Say "Do you want to deal with this or not?"
2. If they say Yes, continue with the questions.
3. If they say No, then say "I see you've chosen to go to the RTR,"
Send them to the RTR immediately

IF THE STUDENT DISRUPTS AGAIN

1. Simply say: "I see you've chosen to leave". Send them immediately off to the RTR with a referral form
2. Do not repeat the questions.
3. Do not let them talk you out of sending them.

CORRECT RTR REFERRAL AND FOLLOW UP PROCEDURES

1. Please ask the RTR questions as above.
2. Every referral to the RTR should have a referral form.
3. Make a note of the student referred and check it in the notices the following day.

PLEASE NOTE: RTR REFERRALS ARE FOR PERSISTANT DISRUPTIONS, MEANING THE TEACHER CANNOT CONTINUE WITH THE LESSON.

Level 1 Behaviours such as uniform infringements, eating in class, late to class etc. must be dealt with by the teacher using logical consequences.

Work refusal or being unprepared for class should be referred to the HOD and the parent.

Responsible Thinking Room

RE-ENTRY TO CLASS PLAN

Name _____ Care Class _____ Date _____

Class Teacher _____ Subject _____

What did I do to cause me to have to come to the RTR?

Who is affected by my actions? _____

How are they affected? _____

Do I want to be back in class / with my friends? YES NO

What am I prepared to do (list these behaviours) when I come back into class?

TEACHER'S COMMENTS / ADDITIONAL REQUIREMENTS

Student's Signature _____ Teacher's Signature _____

Responsible Thinking Room Teacher _____

THIS STUDENT ATTEMPTED TO NEGOTIATE RE-ENTRY BUT THE TEACHER WAS UNAVAILABLE

Teacher's Signature _____

Appendix Four

Behaviour Watch Ladder

Please be advised that, _____ has had frequent referrals to the RTR in the last month and will be closely monitored according to the Behaviour Watch Ladder System shown below.

If at any level on the ladder the student is not referred to the RTR for ten consecutive school days (excluded absences, weekends, public holidays, suspensions, sport carnivals etc.) he/ she will return to Level 0.

Level 5 <u>External Suspension</u> Interview with parents/ guardian and Director
Level 4 <u>RTR Alternate Program Day</u> Same as Level 2 <ul style="list-style-type: none">• Parent meeting with HOD Social Justice• Consideration of first examining alternative program• Behaviour Watch monitoring begins again
Level 3 <u>External Suspension</u> <ul style="list-style-type: none">• Interview with parents on return to school• Student placed on Red Card and assigned a Case Manager• Referral to Intervention/ Support team (Bluey)• Behaviour Watch monitoring begins again
Level 2 <u>RTR Alternate Program Day</u> <ul style="list-style-type: none">• Student completes class work in RTR• Assistance from Study Centre teacher aide if available• Isolated breaks• Referral to Intervention/ Support team (Bluey)• Behaviour Watch monitoring begins again• Student may be placed on a Discipline Improvement Plan (DIP)• Notification to parent
Level 1 <u>Behaviour Watch</u> <ul style="list-style-type: none">• Monitoring Period of ten (10) consecutive school days• Notification to parents of Behaviour Watch and further consequences of inappropriate in-class behaviours
Level 0 <u>Student Body</u> <ul style="list-style-type: none">• Zero – infrequent RTR Referrals

Appendix Five

THE MERIT SCHEME

This system is designed to recognise positive student behaviour, both inside and outside the classroom.

In the Merit Scheme of Benowa SHS students achieve placement in the positive awards system by means of merit stickers issued by teachers to recognise appropriate behaviour in such areas as study, sport, voluntary school service, courteous and cooperative behaviour and/or making a positive contribution to the school community.

Students on the Behaviour Management Ladder can receive merit awards but their position on the ladder cannot be altered unless approved by the Behaviour Management Review Committee. They also may be ineligible to receive Bronze, Silver or Gold recognition.

MERIT LEVELS

A teacher may give you a merit sticker if you make a positive contribution in any of the following areas:

- effort in studies
- improved effort and attitude in class
- effort in and at sport
- courteous and cooperative behaviour
- positive contribution to the school community
- voluntary school service
- responsible playground behaviour
- consistent, complete and correct uniform including black leather shoes

There are pages set aside at the back of the school diary on which students place their merit stickers.

BRONZE LEVEL: When students have collected five merit stickers from at least **two** subjects they are eligible for this level. Take the five stickers to the Merit Coordinator who will arrange a Bronze certificate to be presented.

SILVER LEVEL: This level is attained when students have received **ten** merit stickers from **three** or more curricular areas.

GOLD LEVEL: This level is an Executive Principal's award which will be administered when students have gained **twenty** merit stickers from **three** or more curricular areas and have received their 'Sun Safety' merit.

You will receive:

- A Gold Level Certificate
- A Gold Merit Badge
- Recognition in School Magazine
- End of year Gold Day Out

You are responsible for claiming all awards.

PLATINUM LEVEL: This Merit Level is awarded to a limited number of students, at the most four students from each Year level in recognition of their outstanding effort throughout a year. It will be based on achievement in the Merit Scheme and other school and community contributions and is presented at Awards Night.

Criteria used in the final selection process could include:

- Academic achievement
- Exemplary behaviour

- School attendance
- Dress (school uniform)
- Sporting achievement
- Wider/community involvement

MERIT CERTIFICATE GUIDELINES

- Student effort in relation to ability should be considered
- Teachers will be issued a limited number of stickers regularly. Teachers are able to personally ask for more for special cases
- To reach higher Merit Levels students should have a wide range of subjects represented. Staff should attempt to award certificates when they are earned to facilitate this
- Staff must sign issued merit stickers
- Merit Certificates should be awarded to Senior as well as Middle Phase students
- Tuesday sport is to be considered part of normal “classroom” activity for these awards.
- Students must attain their “Sun Safety” merit to be eligible for Gold Day Out.

Appendix Six

OFFICE USE ONLY

Attend	Date/Time	GO:		Attend	Date/Time	GO:		Attend	Date/Time	GO:
Yes No		1 st Appointment		Yes No		2 nd Appointment		Yes No		3 rd Appointment



STUDENT SUPPORT SERVICES (BLUEY)

	Guidance
	Chaplain

	School Health Worker
	Other

STUDENT NAME: CARE.....

CONCERN:

.....

.....

.....

.....

.....

.....

.....
TEACHER'S NAME (please print)

.....
DATE

Appendix Seven



Dear Parent/Guardian

This letter is to keep you fully informed regarding our '**Anti-Bullying**' project.

Most schools produce wonderful policies on 'bullying'. However, usually these policies are reactive i.e. they focus on how an identified bullying situation will be handled. The problem is that the majority of bullying that occurs in all schools goes on behind teachers' backs either in the playground or in the classroom. Most students are very reluctant to report bullying for fear of 'pay-backs'. So very often the students engaging in bullying behaviours remain unidentified until the damage they have done is severe.

At Benowa High we endeavour to take a proactive approach and confront bullying 'head on' before serious damage is done. We do this by following these steps:

1. During semester one, our middle phase of learning students complete an anonymous and confidential survey in which they identify the students in their class who regularly engage in bullying behaviours. They also identify students who are regularly targets of these bullying behaviours.
2. Students with very high scores for bullying behaviours are interviewed privately and discretely. They are informed of the survey results and receive counselling or warning as appropriate. We find that many of these students simply need guidance on how to communicate better with others.
3. Students identified as regular targets of bullying behaviour are discretely interviewed by a member of the Student Support Services team i.e. Behaviour Management Teacher, Guidance Officer, HOD Student Support Services, Head of Years, Youth Support Coordinator, School Nurse or School Youth Chaplain. They are given the appropriate support, counselling and strategies needed to help them to cope with bullying. A series of follow-up appointments is made.
4. The survey is repeated each term. This produces a 'deterrent' effect, as students definitely do not like to be seen by their peers as a 'bully'. Students who continue to be identified as regularly engaging in bullying behaviours will be dealt with by the School Administration.

This is a very confronting program. Emotions run high, as expected when you are dealing with a problem that is unfortunately so ingrained in our society. But when our kids are hurting we have an obligation to tackle the cause head-on.

See Flowchart IV which we believe constitutes a positive process to respond to 'bullying' behaviour and will help develop resilient behaviours in your children.

If you are concerned about your child being involved in the program please feel free to call me.

Yours faithfully

Anthony Larkin
HOD Social Justice Junior Secondary

Mark Rickard
Executive Principal

Appendix Eight

POSITIVE RELATIONSHIPS, SAFE SCHOOL POLICY

Definition

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

What Bullying may look like.

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

These actions demonstrate there has been a breakdown in relationships between students

When Bullying occurs, what should be done?

By the students

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

By the parent

- Model appropriate behaviour at all times
- Support the school's philosophy
- Watch for signs of your child being bullied (what are the signs?)
- Encourage your child to adopt the anti-bullying strategies taught at school
- Instruct your child to immediately tell a teacher or support staff if they are bullied
- Inform the school immediately of any suspected bullying

By staff

- Model appropriate behaviour at all times
- Reassure the individual that bullying is unacceptable listen to the student and ask what you can do to help
- Act appropriately to the student's concern by use of an intervention tool like (to be determined by school) *shared concern*
- Provide advice, *intervene* and monitor.

Appendix Nine

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.

Personal Technology Devices include but are not limited to, games devices (such as Portable gaming devices, Tamagochis, 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.

Use of mobile phones and other personal technology devices.

Education Queensland does not permit any personal device to be connected to the ICT network. It is the school policy that personal laptops must not be brought to school.

Please be aware of the following extract from the Department's ICT logon message:

"Unauthorised use may result in disciplinary action being taken against you.

If the Department reasonably suspects you are using the network and facilities in a manner that constitutes a crime, the Department will refer the matter to the police."

The use of mobile phones and other personal technology devices is subject to the following policy as stated in the Student Diary:

1. These are to be switched off during class time to protect the classroom/learning environment.
2. **These will be confiscated if used during class time.**
3. **These confiscated items may be collected from Administration at 2.45 pm.**

The recording of voice and images by mobile phone or other device and sharing of these recordings and images will be regarded as gross misconduct and a Level 3 Behaviour and will be subject to consequences as referred to in the school's Responsible Behaviour Plan.

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. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

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 Benowa 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 and will not be tolerated.

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 bullying¹ 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

Breach of this policy is a Level 3 Behaviour and subject to consequences (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 the school office.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which 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.

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

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 Principal or one of the Directors.

If permission is granted to use a personal device at school, use of the device will still be subject to the requirements of appropriate use as stated in the school's ICT usage policies. These policies are outlined in the student diary and are also available on the school website at <http://benowashs.eq.edu.au>

Appendix Ten

Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (E.g. was angry because I asked him/her to stop teasing).		

Appendix Eleven

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Appendix Twelve

WORKING TOGETHER TO KEEP BENOWA STATE HIGH SCHOOL SAFE

We can work together to keep knives out of school. At Benowa State High School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

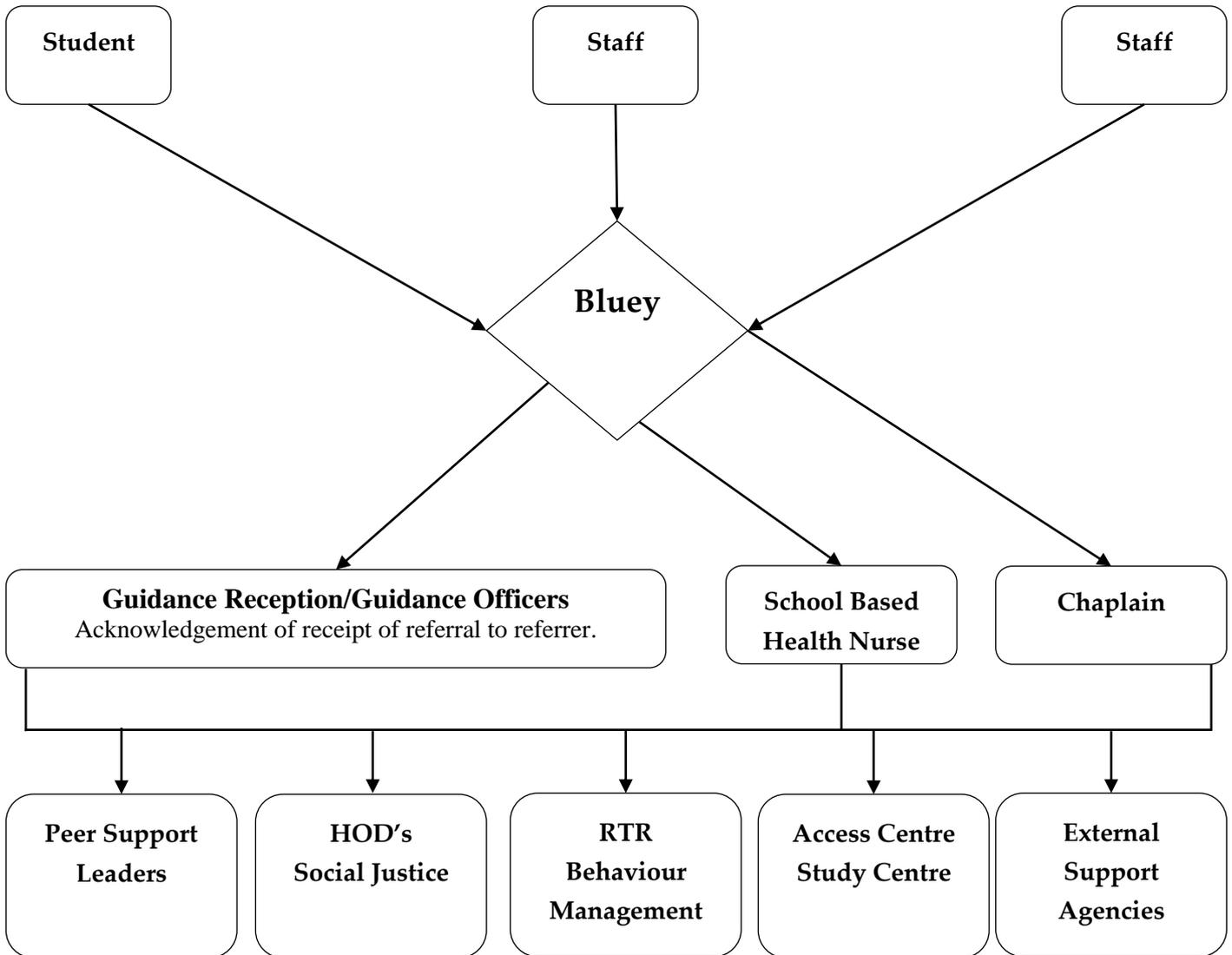
What will happen if I bring a knife to school?

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined (*Refer to Level 3 Point 5 of Levels of Intervention Flowchart*)
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Benowa State High School safe?

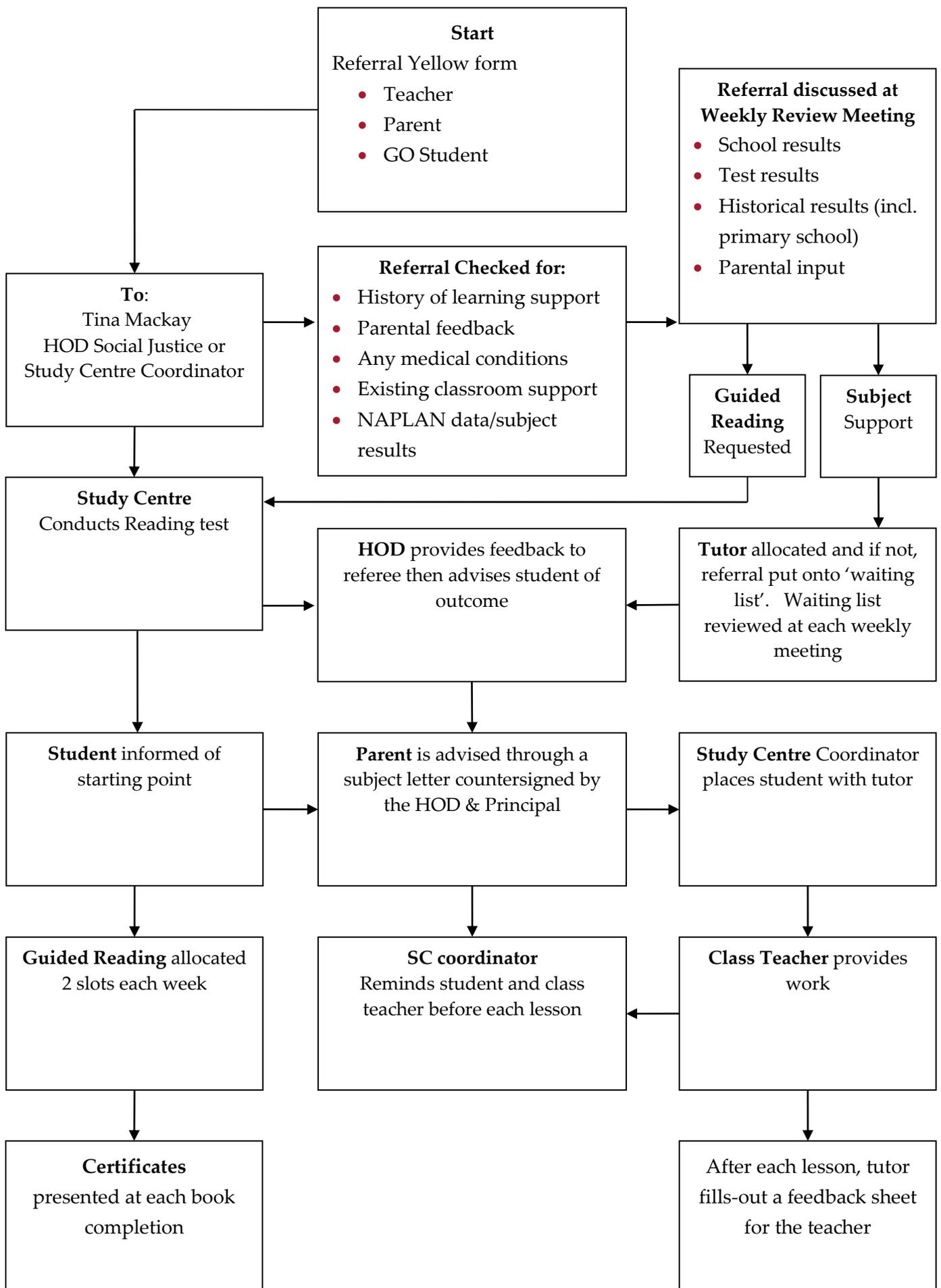
- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

BLUEY REFERRAL FORM PROCESS



Flowchart Three

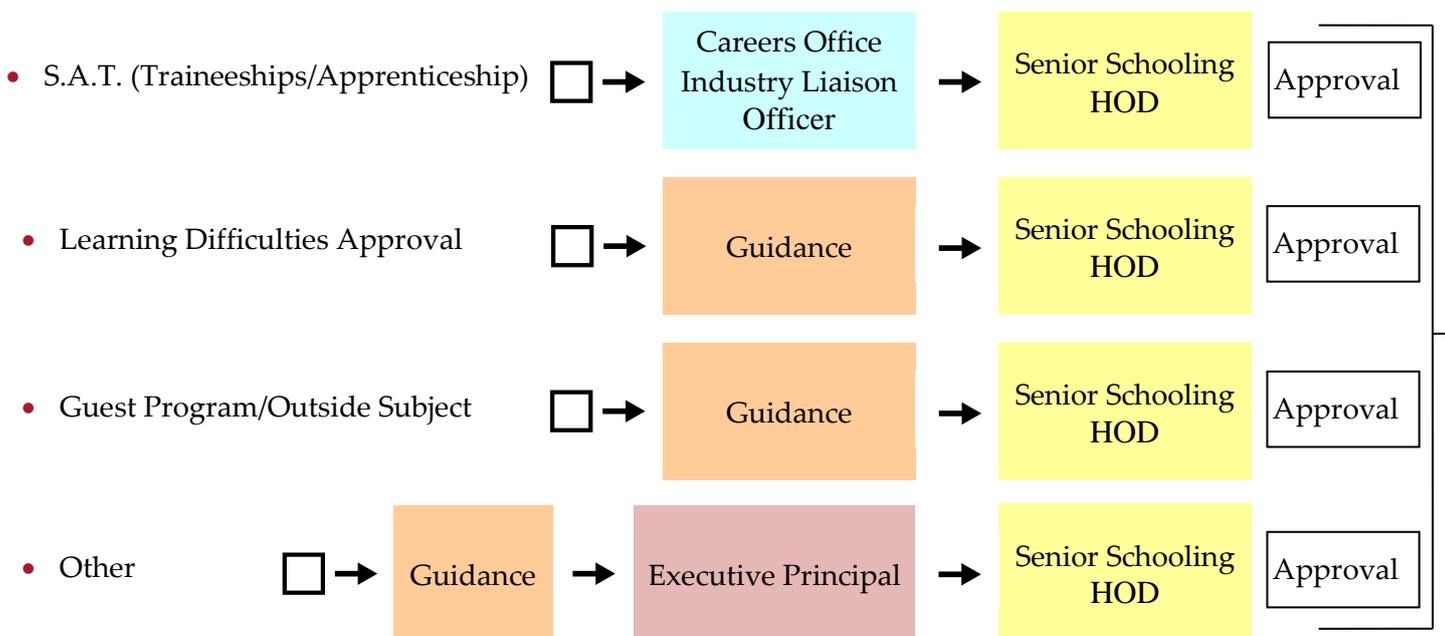
STUDY CENTRE REFERRAL PROCESS



NEGOTIATED TIMETABLE

Student Name _____ Care Class _____

Start Request from



Students bring completed form to Timetabling Director.

Timetable Director

- Changes timetable in One School
- Completes subject change form if required
- Prints timetable for:
 - Student
 - Administration Officer - Absences
 - Industry Liaison Officer with form attached or Senior Schooling HOD with form attached
 - Guidance with form attached

BENOWA STATE HIGH SCHOOL

Request for Negotiated Timetable Change

Change Requested

Senior Schooling HOD

Other- Executive Principal

(In all cases)

Approved

Approved

Not Approved

Not Approved

Signature _____

Signature _____

Reason not approved

Signature _____

Director School Organisation

Approved

Not Approved

Reason not approved

Signature _____

Parent Signature _____

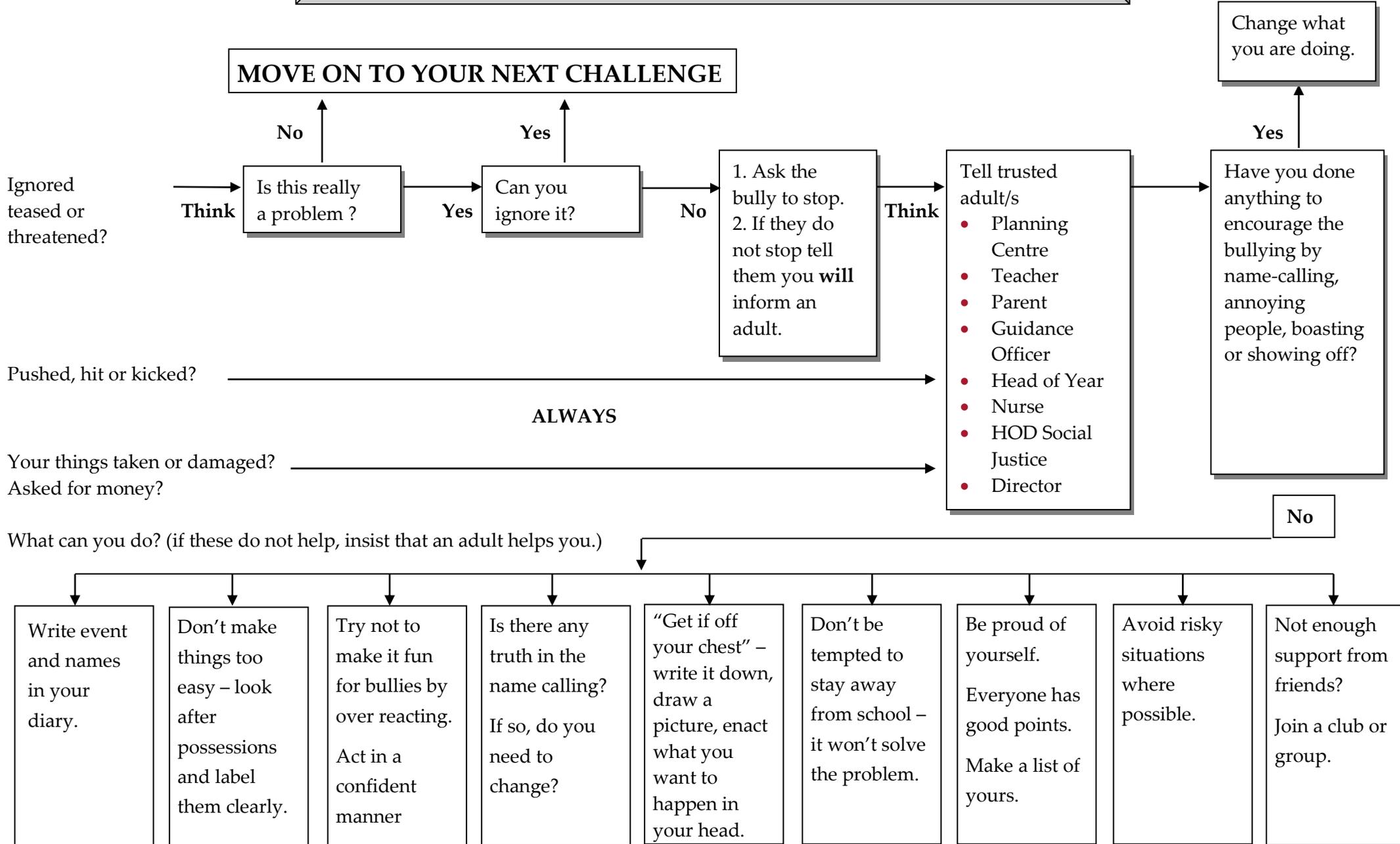
Student Signature _____

Parents Comments (if any)

Flowchart Five

BULLYING – NO WAY!!!

MOVE ON TO YOUR NEXT CHALLENGE



Ignored teased or threatened?

Think

No

Is this really a problem ?

Yes

Can you ignore it?

Yes

No

1. Ask the bully to stop.
2. If they do not stop tell them you will inform an adult.

Think

Tell trusted adult/s

- Planning Centre
- Teacher
- Parent
- Guidance Officer
- Head of Year
- Nurse
- HOD Social Justice
- Director

Have you done anything to encourage the bullying by name-calling, annoying people, boasting or showing off?

Yes

Change what you are doing.

No

Pushed, hit or kicked?

ALWAYS

Your things taken or damaged?
Asked for money?

What can you do? (if these do not help, insist that an adult helps you.)

Write event and names in your diary.

Don't make things too easy – look after possessions and label them clearly.

Try not to make it fun for bullies by over reacting. Act in a confident manner

Is there any truth in the name calling? If so, do you need to change?

"Get it off your chest" – write it down, draw a picture, enact what you want to happen in your head.

Don't be tempted to stay away from school – it won't solve the problem.

Be proud of yourself. Everyone has good points. Make a list of yours.

Avoid risky situations where possible.

Not enough support from friends? Join a club or group.