Kilcoy State High School

Responsible Behaviour Plan for Students
Based on The Code of School Behaviour

1. Purpose

Kilcoy 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.

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.

This plan is also intended to provide a practical and effective framework which supports parents in a working partnership with staff and students to ensure that Kilcoy State High School continues to be an excellent school where students do quality work and achieve success with honour.

2. Consultation and data review

This plan was developed in collaboration with our school community. Broad surveying was undertaken in Semester 2, 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process. The plan was endorsed by the Principal, the President of the P&C and the Regional Executive Director or Executive Director (Schools) in November 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

At Kilcoy State High School, we consider behaviour management to be:

1. A significant tool in our repertoire to maximise the success of academic education programs, and
2. A valuable social learning experience for students and how they act in a formal setting.

Our Responsible Behaviour Plan outlines our system for:

1. Facilitating positive behaviours,
2. Preventing problem behaviours, and
3. Responding to unacceptable behaviours.

Through our school plan, expectations for student behaviour are plain to everyone, assisting us 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.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Within the parameters of our school community, the rights and responsibilities of students, teachers and parents have been defined as:

<table>
<thead>
<tr>
<th>RIGHT</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENTS</td>
<td>TEACHERS &amp; SUPPORT STAFF</td>
</tr>
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<td>• Be allowed opportunities to improve for occasional temporary lapses of misbehaviour.</td>
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<td>• To aspire to a productive future.</td>
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<td>• Expect teachers to be punctual for class.</td>
<td>• To respect and observe the Responsible Behaviour Plan for Students and Kilcoy Considerations.</td>
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<td>• Reasonable “turnaround” time in marking.</td>
<td>• To respect parents, teachers and other people.</td>
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<td>• Fair and valid assessment procedures.</td>
<td>• To look after personal and public property.</td>
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<td>• Opportunities to make responsible decisions about their own behaviour.</td>
<td>• To expect consequences to follow misbehaviour.</td>
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Teachers always have the authority to ensure that students’ rights are protected and that students carry out their responsibilities. No student has the right to prevent a teacher from carrying out the teaching duties for which they are employed and are legally obliged to fulfil. School staff are expected to treat students and parents with respect; students and parents are expected to reciprocate.
In order to that our students are aware of their rights and responsibilities:

a) Every student, upon enrolment at the school, will be required to read and sign a Responsible Behaviour Agreement (in Appendix)

b) Every senior student, during their SET Plan interview, will additionally read and sign a Senior School Enrolment Agreement (in Appendix)
Universal Behaviour Support

Developing Positive Relationships:
The development of a team approach to learning is promoted through sharing of effective teaching strategies, distribution of school and class awards, use of praise and recognition and the reinforcement of good choices in learning and behaviour. Year Level meetings are a forum for supportive group interaction and to address year-wide issues and events.
The core business of the school is teaching and learning. The Student Support Framework is made up of each Head of Department, and Deputy Principal being responsible for a year level. The Executive have the support of a Support Services Group.
The following staff, programs and curriculum form the basis of a whole school behaviour support.

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Possible Actions/Processes</th>
<th>Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chaplain</td>
<td>Peer Support</td>
<td>Engaging relevant curriculum</td>
</tr>
<tr>
<td>Youth Support Co-ordinator</td>
<td>Mentors</td>
<td>Linkages with best practice pedagogy</td>
</tr>
<tr>
<td>Advisory Visiting Teachers</td>
<td>Restorative practices</td>
<td>Literacy and Numeracy Intervention</td>
</tr>
<tr>
<td>Guidance Officer</td>
<td>Leadership Programs</td>
<td></td>
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<tr>
<td>Teachers</td>
<td>Care Program</td>
<td></td>
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<tr>
<td>Administration staff</td>
<td>Girls program as needed</td>
<td></td>
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<tr>
<td>Peer Support</td>
<td></td>
<td></td>
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<tr>
<td>Mentors</td>
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<td>Restorative practices</td>
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<td>Care Program</td>
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<tr>
<td>Girls program as needed</td>
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<tr>
<td>Rock and Water</td>
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<tr>
<td>Drumbeat\TREK (as needed)</td>
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</tbody>
</table>

Targeted Behaviour Support

Each year a small number of students at Kilcoy State High School are identified through School Data including:

- OneSchool entries
- Student reports
- Teacher anecdotal concerns
- Semester monitoring sheets
- Parent interviews, etc.

These students are provided with targeted behaviour support in the form of the options listed above.

Intensive Behaviour Support

Further to the above responses, students who continue to display unacceptable behaviour are supported through referrals to relevant staff; engagement with parents to address behaviour; conversation outlining expectations and consequences for breaches. An Individual Student Management Plan may be created which could include:

- Use of recommendations from confidential reports eg GO report, SP assessments etc
- Functional Behaviour Analysis
- EdWrap support processes
- Adjusted timetables including a range of, but not limited to, SDE support, part day attendance with support for full return, work experience, intensive one-to-one curriculum support, intensive in-school practical work based learning
- Individual Behaviour Support Plans
STAFF REPORTING PROCEDURES FOR BEHAVIOURAL INCIDENTS

When an incident is observed or reported, staff will investigate where possible and students involved will be given the opportunity to state their case.

Teach[ers are responsible for the support of students in the full range of settings both within and outside of the school grounds.

Minor Incident (Category 1&2)

- Teacher to handle through the application of a repertoire of management techniques.
- Data entry on One School at teacher’s professional discretion.
- Contact with Primary Caregiver strongly advised, especially if entered onto One School.

Moderate Incident (Category 3)

- Involvement of YLC/HOD.
- Mandatory entry onto One School and contact with Primary Caregiver.
- HOD/YLC will also enter details onto One School and may also contact Primary Caregiver.

Major Incident (Category 4&5)

- Involvement of DP/P.
- Mandatory entry of details onto One School and contact with Primary Caregiver.
- Administration team to determine possible SDA or exclusion.
5. Emergency responses or critical incidents

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. Ensure the safe evacuation of students in the immediate area if required.

**As soon as practical notify Principal/Deputy/HOD.** Upon receiving such communication, the administrator will decide the most appropriate course of action. Depending on the circumstances, an evacuation, lock down or general school assembly may be required. After the event and as soon as possible parent contact will be made with directly impacted students (where appropriate) to notify of the incident. If a whole school response is required critical incident protocols will be instigated.

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 redirect 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 Kilcoy 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.

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 in an OneSchool report and referred to a member of the school administration.
6. Consequences for unacceptable behaviour

In 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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Behaviour</th>
<th>Possible Consequences</th>
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</thead>
</table>
| 1 Class Teachers | In this category, all students are on task and no support or intervention is required. | Positive reinforcement of appropriate behaviours and positive achievements could include:  
- verbal reinforcement  
- record of achievements for formal acknowledgement  
- phone calls/letters/emails to parents for good behaviours/achievements. |
| 2 Class Teachers | Inappropriate student behaviours to be supported in this category include:  
- minor incidents  
- ignoring instruction  
- lateness to class  
- littering  
- verbal misdemeanours  
- inappropriate use of mobile phone  
- uniform/hair/makeup/jewellery transgressions  
- eating/drinking in classrooms/foyers  
- all forms of bullying/harassment including cyber bullying (see Appendix 2) | Teacher initiated actions could include:  
- verbal negotiation  
- reminder and teacher of classroom expectations  
- in-class separation or isolation - withdrawal  
- removal from classroom for one-on-one resolution  
- send student to peer support class (See below)  
- assign student to accompany you on yard duty  
- assign student a lunchtime detention  
- contact with parents  
If repeated applications and enforcement of the above actions produce no improvement in the student’s behaviour, then the student should be referred to the year level Co-ordinator for action. |
| 3 Class Teachers School Year Level Co-ordinator & Student Support Services | Inappropriate student behaviours to be supported in this category include:  
- continued persistent category two behaviours, after consequences have been applied and enforced by the teacher  
- referrals from class and/or year level co-ordinators  
- repeated defiance  
- truancy  
- unexplained absence  
- unauthorised use of personal technology devices within grounds (see Appendix 1) | YLC, in consultation with the class teacher/ Support Team will initiate actions which may include:  
- monitoring program  
- resolution meeting as required between co-ordinator, aggrieved party and student  
- peer mediation or restorative conference  
- referral for assessment and specialist support – Support Teacher – Learning Difficulties, Advisory Visiting Teacher, Guidance Officer  
- individual Behaviour Plan  
- recess or after school detention  
- restitution  
- parent contact  
- interagency referral  
- consultation with Principal/DP |
<table>
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<tr>
<th>4</th>
<th>Deputy Principal/Principal</th>
<th>Inappropriate student behaviours to be supported in this category include:</th>
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<tr>
<td></td>
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<td>- continued persistent category three behaviours</td>
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<td></td>
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<td>- stealing</td>
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<td>- physical aggression</td>
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<td>- smoking</td>
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<td></td>
<td>- pornography</td>
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<td>- intimidation of staff / students</td>
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<td>- vandalism</td>
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<td>- sexual harassment/misconduct</td>
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<td>Deputy Principal/Principal initiated actions in response to inappropriate student behaviour may include:</td>
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<td>- referral back to Student Support Team</td>
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<td>- Individual Behaviour Plan</td>
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<td></td>
<td>- Targeted Support</td>
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<td>- parent/carer interview</td>
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<td>- detention</td>
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<td>- referral to outside agency</td>
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<td>- consultation with the Principal</td>
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<td>- recommend suspension to Principal#</td>
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<td>- restorative conference on return from suspension</td>
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<td>- police notification</td>
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<th>5</th>
<th>Deputy Principal/Principal</th>
<th>Inappropriate student behaviours to be supported in this category include:</th>
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<tbody>
<tr>
<td></td>
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<td>- extreme or repeated incidence of category four behaviour</td>
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<td>- possession of drugs</td>
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<td>- possession of a weapon including knives</td>
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<td>- supply of drugs</td>
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<td>- use of a weapon (eg. Knives)</td>
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<td>- violent assault</td>
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<td></td>
<td>- any conduct outside the school or at school related activities that is prejudicial to the school reputation and that affects the good order and management of the school (such as vandalism, abuse, bullying, truancy, use of illegal substances or tobacco)</td>
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<td>Principal in consultation with Student Support Team and Deputy Principal determines the most appropriate course of action which may include:</td>
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<td>- Individual Behaviour Agreement</td>
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<td>- Intensive Support</td>
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<td>- parent/carer interview</td>
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<td>- Action in line with SMS-PR-021: Safe, Supportive and Disciplined School Environment</td>
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<td>- Behaviour Improvement Condition</td>
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<td>- Proposal to exclude</td>
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<td>- Recommendation to exclude</td>
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</tbody>
</table>

**STUDENT DISCIPLINARY ABSENCES**

Student Disciplinary Absences are to be used after consideration has been given to all other responses.
7. Network of student support

Students at Kilcoy State High School are supported through positive reinforcement and whole school targeted and intensive behaviour support, by the following personnel:

- Parents
- Teachers
- Support Staff
- Heads of Department
- Administration Staff
- Guidance Officer
- School Chaplain
- School Based Youth Health Nurse
- Youth Support Co-ordinator
- Advisory Visiting Teachers
- SWD Staff
- Harassment Referral Officer

Support is also available through the following government and community agencies:

- Disability Services Qld
- Child & Youth Mental Health
- Qld Health
- Police
- Local Council
- Community Agencies
- Department of Child Safety

8. Consideration of individual circumstances

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

- Promoting a teaching/learning environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account students’ age, cultural background and their emotional state
- Recognising the rights of all students to:
  - Express their opinions in an appropriate manner and at the appropriate time
  - Work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation and impairment.
  - 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
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

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

Endorsement

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

Effective Date: 1 January 2010 – 31 December 2013
ADDITIONAL DETE RESOURCES

Resources for parents available at:


Resources for Schools are at:


Cyber safety and schools information is available at:

SENIOR SCHOOL ENROLMENT AGREEMENT: Compulsory Participation

STUDENT NAME: ________________________________

Preamble
Compulsory participation in schooling is seen as students who have finished year 10 or turned 16, young people then have to participate in education, training or employment for a further two years until they have:

- Gained a Queensland Certificate of Education, or
- Gained a Certificate III vocational qualification, or
- Gained employment for a minimum of 25 hours per week, or
- Turned 17.

Enrolment Conditions
Enrolment as a student (compulsory participation) at Kilcoy State High School is conditional on the following. Students are required to:

1. Abide by the Kilcoy State High School Responsible Behaviour Plan for students.
2. Be in full attendance eg.
   A. Students must be in attendance for at least 80% of timetabled lessons.
   B. All day-to-day absences must be explained by the parent/guardian.
   C. Students must arrive on time at their classes including early starts (8.35am)
3. Treat both staff and other students in a courteous and considerate manner at all times.
4. Comply with the school dress code as set out in the Prospectus and Uniform Guides (which includes jewellery and shoes).
5. Endeavour to make a positive contribution to the classroom and school at all times.
6. Maintain currency of payments in subjects where materials fees are charged (in cases of financial difficulty please advise our BSM/Principal).
7. Complete all required assessment, adhere to the Assessment Policy and participate fully in classwork ie. complete homework, maintain a study routine, and maintain an active interest in learning.
8. Come prepared for learning with correct equipment and appropriate attitude.
9. Perform to capacity and take responsibility for achieving to at least minimum standards (‘C’ standard or achievement of competencies)
10. Take responsibility for learning outcomes ie. take action to ensure the required academic standard is met.
11. Maintain a focus on their chosen pathway as indicated in Senior Education and Training Plan and take every opportunity that will enhance your chosen pathway eg Career information, QTAC program, QCS Preparation etc.
12. Utilize programs to enhance your chosen pathway. Such as:
   - Vocational Pathway – participate in workplacement etc
   - Tertiary Pathway – Students will be required to attend QCS preparation tutorials and practice sessions timetabled on Wednesdays, access extra study, tutorials with teachers at school etc
13. **Student drivers** will be required to register their details with the school. Student drivers do not have authority to carry students to or from any school event, or to and from school, without written consent from parents of passengers.

**If these conditions are not met, please note:**
- A student may be given a warning of cancellation of enrolment and referred to support if patterns of absenteeism and/or lateness and/or unsatisfactory participation in class-work and/or failure to submit assessment emerge during the school year.
- The school is obliged to report attendance data to Centrelink.

**Agreement**
I have read and agree to the conditions of compulsory participation enrolment in Year 11 and 12 at Kilcoy State High School.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Parent Signature</th>
<th>School Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: <em><strong><strong>/</strong></strong></em>/_____</td>
<td>Date: <em><strong><strong>/</strong></strong></em>/_____</td>
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Appendix 2
Kilcoy State High School
Responsible Behaviour Agreement
(to be read in conjunction with the school’s Responsible Behaviour Plan for Students)

The expectations by which we operate at Kilcoy State High School are based on the:
Kilcoy Considerations

- **Consider Yourself**    * be prepared to learn     * bring the right attitude
- **Consider Others**      * cooperate with staff/classmates   * respect the rights of others
- **Consider the Environment**   * value equipment and resources   * respect your surroundings

Within the parameters of our school community, the rights and responsibilities of students, teachers and parents have been defined as:

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<td>• be listened to in relation to grievances by following the appropriate procedures.</td>
<td>• to aspire to a productive future.</td>
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<tr>
<td>• clearly state educational and social aims of their schooling.</td>
<td>• to take responsibility for their own actions.</td>
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<tr>
<td>• expect teachers to be punctual for class.</td>
<td>• to respect and observe the Code of Behaviour and Kilcoy Considerations.</td>
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<td>• reasonable &quot;turnaround&quot; time in marking.</td>
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<table>
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<tr>
<th>PARENTS</th>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to receive a fair hearing of grievances.</td>
<td>• to help students in their organisation.</td>
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</tr>
<tr>
<td>• to be treated with respect, courtesy and civility.</td>
<td>• to respect their children.</td>
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<tr>
<td>• to be presented with clear, comprehensible assessments of student performance.</td>
<td>• to be fair and consistent.</td>
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<tr>
<td>• to receive timely notification of problems both social and scholastic.</td>
<td>• to encourage and reinforce good results and behaviours.</td>
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</tr>
<tr>
<td>• to participate in all aspects of their student’s education</td>
<td>• to apply consequences to misbehaviour.</td>
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Teachers always have the authority to ensure that students’ rights are protected and that students carry out their responsibilities. No student has the right to prevent a teacher from carrying out the teaching duties for which they are employed and are legally obliged to fulfill.

School staff are expected to treat students and parents with respect, parents are expected to treat staff with respect.

**Parent / Caregiver**

I. ___________________ (parent / caregiver) have read and understand the rights and responsibilities of students and parents as listed above. I will abide by and reinforce these rights and responsibilities for myself and for my child during his/her enrolment at Kilcoy State High School.

Signed: ___________________ Date: ___________________

**Student**

I. ___________________ (student) have read and understand the rights and responsibilities of students and parents as listed above. I will abide by these rights and responsibilities during my enrolment at Kilcoy State High School.

Signed: ___________________ Date: ___________________
Appendix 3

DEALING WITH BULLYING / CYBERBULLYING AND HARASSMENT

RATIONALE

The framework for Students at Educational Risk states that “staff of Education Queensland will take all reasonable steps to provide safe, harassment free environments” in which students can learn. Education Queensland further states that the creation of “safe, tolerant and disciplined environments” provides the setting for purposeful schooling.

As a school, we are publicly and legally accountable for the way in which we provide a “harassment and bullying free” environment. This position is embedded into the three basic rights, which make up our Code of Behaviour:

1. To be treated fairly and with courtesy and respect.
2. To feel safe and to be safe.
3. To participate in the learning process in a supportive environment.

PURPOSE

The processes and procedures, which we have implemented to create a harassment and bullying free environment, are well founded in educational theory and practice. In order to achieve this outcome, it is the purpose of this policy to identify the agreed standards, practices and procedures in relation to bullying and harassment.

GUIDELINES

1. Definitions

**Bullying** is repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons (Rigby).

Bullying behaviours are usually repeated or continuing, and may be covert and subtle, often hidden from the gaze of others. This also includes cyber-bullying through the use of technology items and/or via social interface sites such as Facebook/Twitter etc.

Bullying may include:

- Physical behaviours (hitting, kicking)
- Verbal and physical threats
- Teasing
- Exclusion

**Harassment** is used to describe unwanted negative behaviour toward someone on the basis of difference, such as:

- gender
- racial background
- religious or cultural beliefs
- sexuality
- ability or disability
- socio-economic status (Bullying – No Way)
2. **Aims**
The Bullying and Harassment Policy aims to:
- Provide a safe and tolerant environment for all at the school
- Educate students, staff and the wider community about bullying and harassment, thus promoting a culture of mutual support
- Empower students to deal with bullying and harassment, and to provide appropriate levels of protection
- Discourage bullying behaviour and harassment through clearly set out consequences which are linked to our Behaviour Management Policy.

**PROACTIVE MEASURES**
Through the Curriculum, students develop knowledge/skills in positive communication, a culture of inclusion and tolerance of others, sexual harassment, conflict resolution eg.
- 8 – 10 HPE
- English studies
- Study of Society
- Access – resilience issues
- Drug Education Strategy

Curriculum related whole school programs which focus on a culture of mutual respect and support and celebrate diversity eg.
- Year 8 Camp – developing personal resilience
- Future Directions Day – Year 9 Accepting Difference
- Multi-media performance: resilience, peer support, “how to say no”, self esteem
- Year 11/12 Leadership Program – empowerment and role models
- Student Council events – social skills interaction
- School Musicals – social skills
- Year 8/11 Peer Support Program – Buddy System
- CARE Program

Staff undertake appropriate and timely learning and development to ensure that expertise in dealing proactively with bullying is developed eg
- Infrastructure of whole school supports a tolerant, accepting, positive role model for all – ‘micro’ culture
- Legal accountabilities: staff aware and informed
- Co-operative learning strategies

Administration engages the whole school community in a cycle of continuous improvement. In everything we will promote whole school tolerance and mutual respect eg
- Surveys and other sources of data to inform action
- Provide Safe Places around school through supervision
- Newsletter articles to inform the community
- Publications eg anti-bullying brochure
- Talks on assemblies
- Equitable resource distribution: budget to support programs.
- Review policy regularly eg annually

Promote and Celebrate Diversity
- Target individuals through counselling, self-esteem programs, conflict resolution
- Ensure student voices are heard and that they participate in decision making eg Student Council
- Promote justice and equality in all school practices
- Show value of diversity events such as IWD, Harmony Day, and Sorry Day.
Recognize existing power relations
- Recognize complexity of problems of bullying and harassment
- Challenge power structures within school and wider society: promote justice and equality by open communication.

Know school community culture – actively build involvement eg
- Establish a school culture that promotes non-violence and diversity
- Foster involvement of parents and local community
- Ethical standards unit provides guidelines
- Child protection legislation
- Bring in Police, Health and Youth Counsellors
- Regular data analysis of OS reports and discussion at staff meetings.

RESPONSIVE MEASURES

Encourage and explicitly teach effective bystander behaviours to staff and students eg
- Identify bullying behaviour eg “I saw you …..”, “I heard you…..”
- Insist behaviour stops
- Give “rule reminder”
- Restate the rights of others
- Record / document – don’t let it pass!

Provide options and coping strategies for students who are being bullied eg
- Listen to student / encourage student to talk about the incident
- Withdraw / separate if necessary
- Offer options eg Harassment Officer, peer support, Guidance Officer

The consequences of bullying behaviour are documented within the school Responsible Behaviour Plan eg
- Level 1: incidents of minor harassment
- Level 2: repeated and ongoing disregard for the rights of others, discrimination, ongoing harassment
- Level 3: physically / verbally disregarding behaviour; physical harassment
- Level 4: failure to respond to the ongoing assistance and guidance of support staff to stop the bullying behaviour

A series of appropriate consequences are in place to reinforce our goal of everyone’s right to be safe at school.

Consequences are known by all and match the incident eg
- Insist behaviour stops – “I saw you….”, “I heard you…”
- Restate the expectations of the schools’ behaviour management policy
- Document ⇒ apply three strikes rule
- Manage as per Level 1, 2, 3, 4 of behaviour management policy (See Action 7)
- HRO reporting to Guidance Officer, School Nurse and EMT.
- Involve outside agencies eg, police, counselling support,
- Brief staff on the level of response
A series of strategies is in place to support the victims of bullying. Strategies match the severity of incident eg

- Listen to the student / be emphatic, but don’t become emotionally involved
- Empower the victim by having them determine the preferred course of action
- Offer short term immediate coping strategies
- Document / report concerns
- Parents contacted
- Harassment Referral Officer
- Guidance Officer / School Health Nurse
- Outside agencies – reporting and follow through
- Ongoing skill development for victims and perpetrators

Skill Development for students eg

- Peer mediation training
- Accessing support services
- Leadership programs
- Assertiveness training
- Social skills training

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Building a Safe and Supportive School to PREVENT Bullying

At Kilcoy High School, every member of the school community has the right to a safe, tolerant, harassment-free, environment that promotes purposeful schooling.

Our policy reflects the THREE BASIC RIGHTS of our Code of Behaviour:

1. To be treated fairly and with courtesy and respect.
2. To feel safe and to be safe.
3. To participate in the learning process in a supportive environment.

At Kilcoy High we:

- Provide a safe and tolerant environment
- Educate students, staff and the wider community about bullying and harassment,
- Empower students to deal with bullying and harassment,
- Provide appropriate levels of protection
- Discourage bullying behaviour and harassment through clearly set out consequences which are linked to our Behaviour Management Policy.

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Supportive Actions

- We teach and model positive communication, a culture of inclusion and tolerance of others,
- We promote mutual respect through our whole school programs
- We celebrate diversity.
- We promote fairness and quality.
- We promote non-violence and diversity.
- We train our staff to deal with bullying.
- We believe in continuous and ongoing improvement.
- Staff who can assist:
  - Guidance Officer
  - Harassment Referral Officer

Consequences of Bullying

- The victim states he wants the bullying to stop.
- Teachers support, reinforce, remind and warn.
- Teachers document and report.
- GO/YSC/YLC/HOD/DP/P offer a range of options.
Appendix 4

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

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

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

Students who have a personal technology device confiscated will be able to collect it from the office at the end of the day. On the third occasion within a single term, parents/caregivers will be required to collect the item/s.

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

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

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

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

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

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

**Text communication**

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

**Assumption of cheating**

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

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

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

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

**Special Circumstances Arrangement**

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

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*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices*
whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.
Appendix 5

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 modified to accommodate their specific receptive and expressive needs.
WORKING TOGETHER TO KEEP KILCOY STATE HIGH SCHOOL SAFE

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

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

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

What kinds of knife are banned?

• No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
• Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
• In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take tough action against a student who brings a knife to school.

• If a student has a knife at school, principals can inform the police.
• Possessing a knife at school may result in serious disciplinary consequences.
• Police can search a student and their property at school if they suspect a student has a knife.
• A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.

• School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
• If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
• If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Kilcoy State High School safe?

• Make sure your child knows what the laws and rules are about knives.
• Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
• Contact your school principal if you believe your child is being bullied or threatened at school.
• If you want to talk about students and knives at school, please contact the principal.
WORKING TOGETHER TO KEEP KILCOY STATE HIGH SCHOOL SAFE

We can work together to keep knives out of school. At Kilcoy 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
• 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 Kilcoy 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.