



The Ipswich State High School

Responsible Behaviour Plan for Students @ISH

Based on the Code of School Behaviour

1. Purpose

@ISH, we are committed to providing a safe, ethical, 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. Students are encouraged to focus on their future and chosen discipline, right here and right now, through the school's breadth of academic, vocational and enterprise pathways.

The Ipswich State High School seeks to be an extension of society where individuals take responsibility for their own behaviour, maintaining community values and respect for themselves and others. @ISH, these values are adopted through the Ipswich Super Hornets framework, where students are encouraged to be Honest, Optimistic, Respectful, Nurturing, Enterprising, Tenacious and Successful.

All members of The Ipswich State High School community have the responsibility to create a school environment where students feel they belong, where they can be happy and safe, and free from verbal, physical, electronic and sexual harassment.

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

2. Consultation and data review

This plan was developed in consultation with all members of the school community: staff, students, parents, caregivers and members of the local community.

A review of data sets for this school relating to attendance, unexplained absences, cancellations, suspensions and exclusions, behaviour incidents including bullying and cyberbullying was conducted. Records of other inappropriate online behaviour including inappropriate use of mobile phones, other electronic devices and social media carriage services (i.e. Facebook, YouTube) from previous years also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in November 2015, and will be reviewed in 2018 as required in legislation.

3. Learning and Behaviour statement

Our school believes:

- all members of the school community are responsible for their own behaviour and learning
- all members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others



- all members of the school community are expected to co-operate to achieve the best possible outcomes for all students
- in promoting care, respect, co-operation and the valuing of diversity
- in working proactively to encourage all members of the school community to take a stand against all forms of violence
- in creating and maintaining a positive productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process
- in facilitating positive behaviours and responding to inappropriate, unacceptable or challenging behaviours
- in ensuring that the Responsible Behaviour Plan is implemented consistently, fairly and responsibly @ISH

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. @ISH, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

The school has adopted Howard Gardner's "**Five Minds for the Future**" as the basis for its Curriculum and Philosophical Framework. There are 5 identified minds that are required by learners to survive and develop in the modern world which is defined by technology, information and globalisation. This links with The Ipswich State High School's ethos of preparing its students for the future, through a focus on the present – right here and right now.

Professor Gardner outlines the Five Minds as:

- The Disciplined Mind – mastery of major schools of thought, "learning to think like experts..."
- The Synthesising Mind – ability to integrate ideas from different disciplines into a whole and communicating these ideas to others, "putting it all together and deciding..."
- The Creating Mind – capacity to pose and explore new questions in different ways, "model....go beyond the known..."
- The Respectful Mind – awareness of and appreciation for differences in human beings, "how we relate...how we think...value diversity"
- The Ethical Mind – fulfilment of one's responsibilities as a global citizen, "fulfilling responsibility...models of good work"

Of these Five Minds the Respectful and the Ethical Mind provide the foundations for universal behaviour support within the school community.



The behaviour matrix outlined below presents the application of the Five Minds for the Future within the school community and in the classroom. It is a representative sample, and not an exhaustive list, of how the school applies the Framework on a daily basis.

**THE IPSWICH STATE HIGH SCHOOL BEHAVIOUR EXPECTATIONS MATRIX
SCHOOL COMMUNITY**

	RESPECTFUL MIND	ETHICAL MIND
ALL SETTINGS	<ul style="list-style-type: none"> • Respect the personal space and privacy of others • Respect others and their belongings • Wear the school uniform correctly • Show respect through words and actions • Show empathy and be kind to each other • Follow the school policies and procedures 	<ul style="list-style-type: none"> • Show care for yourself, others and the environment • Accept difference • Make safe choices • Report misconduct, conflict, bullying and harassment • Be involved in the school community • Only bring items to school that will enhance your learning
WALKWAY <i>Including transition between classes</i>	<ul style="list-style-type: none"> • Place all waste in the bins provided • During classes, walk quietly so others can continue learning • Use polite language only • Keep hands, feet and property to yourself 	<ul style="list-style-type: none"> • Know your timetable • Walk on the walkway • Keep left when walking • Stand quietly in two lines outside your classroom with class books and materials ready
CANTEEN and EATING AREAS	<ul style="list-style-type: none"> • Use manners when ordering • Monitor and maintain noise levels • Leave bags in the designated area • Place litter in the bin 	<ul style="list-style-type: none"> • Wait patiently • Make healthy choices • Do not steal
SCHOOL GROUNDS <i>Including ovals</i>	<ul style="list-style-type: none"> • Share ovals and recreation spaces • Respect other students and equipment • Return to class on time • Follow teacher directions at all times • Keep area free from food and litter • Play ball games in designated areas 	<ul style="list-style-type: none"> • Be inclusive of other students • Play/act in a safe and healthy manner • Return borrowed equipment • Stay within school boundaries • Report unauthorised visitors and accidents to office • Be sun safe and wear appropriate footwear
FORMAL ASSEMBLIES	<ul style="list-style-type: none"> • Be on time • Wear correct uniform • Remove hats • Stand and sit quietly • Accept recognition graciously 	<ul style="list-style-type: none"> • Sing the National Anthem with pride • Be a good audience • Sit with your CSI class • Acknowledge others' successes
OFF CAMPUS <i>Including train station, shops, bus</i>	<ul style="list-style-type: none"> • Be courteous and well-mannered to members of the public • Respect others and their belongings • Stay seated quietly on public transport • Use respectful language • Adhere to the safety rules of the activity • Wear the school uniform correctly • Respect all persons and property 	<ul style="list-style-type: none"> • Wait patiently and quietly • Keep an open mind and a positive attitude • Walk bicycles or scooters in the school • Observe public transport safety rules • Wear a helmet when riding a bike or scooter • Follow road rules and be careful of all traffic
ICT	<ul style="list-style-type: none"> • Respect others' rights to use ICTs productively • Use ICT equipment appropriately • Leave food and drink in your bag 	<ul style="list-style-type: none"> • Report immediately any broken or damaged equipment to a teacher • Use the internet safely • Use only approved software on school network • Keep your username and password secret

THE IPSWICH STATE HIGH SCHOOL BEHAVIOUR EXPECTATIONS MATRIX
CLASSROOM EXPECTATIONS AND CONSEQUENCES

@ISH we are	
ETHICAL and RESPECTFUL	READY to LEARN
<ul style="list-style-type: none"> • Respect yourself, others and property • Follow instructions • Be polite • Work safely 	<ul style="list-style-type: none"> • Arrive on time • Wait in two lines • Have materials ready • Put bags in the designated area • Have electronic devices turned off and out of sight • Work to the best of your ability
POSSIBLE POSITIVE CONSEQUENCES @ISH	POSSIBLE NEGATIVE CONSEQUENCES @ISH
<ul style="list-style-type: none"> • Switch Points • Positive Postcard • Preferred activity • Praise • Contact home • Stamps/stickers 	<ul style="list-style-type: none"> • Warning • Move in the room • Alternate activity • Detention • Contact home • Sent to Buddy Class • Referred to HOD

These expectations are communicated to students via a number of strategies, including but not limited to: enrolment interviews with students and their parents, the school website, the prospectus, student enrolment packages and via mail-out home to new students coming into Year 7. The reinforcement of these expectations occurs through School Assemblies, CSI parades, school newsletters, and during active supervision by staff during classroom and non-classroom activities.

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

- a clearly stated, positive purpose as outlined in the Responsible School Behaviour Plan;
- a set of expectations through the Code of School Behaviour;
- defined responsibilities and rights of students, parents and staff;
- active engagement by students which includes all students signing an enrolment agreement document to indicate they are aware of and accept the school rules and regulations;
- opportunities for teaching school-wide expectations, and;
- access to a wide range of resources.

Other important processes include;

1. Individual Learning Plans developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate, unacceptable or challenging behaviours to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
2. Implementation of specific policies to address:
 - a. the use of personal property technology devices at school (See Appendix 1: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students)
 - b. the prevention of and response to incidents of bullying (including cyber bullying and the recording of incidents for data collection) (Appendix 2)
 - c. Procedures regarding the use or possession of weapons including knives and any other prohibited item which has potential to cause harm to self or others (Appendix 3)

Quality Teaching @ISH

Classroom teachers have a duty of care to monitor and promote high standards of behaviour of students in their classes. Classroom Management is a key element of our Quality Teaching @ISH Framework.



The foundation of Quality Teaching @ISH is High Expectations, which are fostered through an engaging curriculum and positive relationships. Differentiation, strategies to maximise learning, as well as clear learning goals and feedback complete the model, providing a framework for quality teaching and learning @ISH. This framework is the starting point of our behaviour support strategies. Classroom teachers are supported in these endeavours through access to relevant professional development, mentoring from relevant Head of Departments, Master Coaches and their peers, and open and informed communication with school leaders.

Reinforcing expected school behaviour

@ISH, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed through the SWITCH points system. This school-wide positive behaviour program acknowledges students who demonstrate positive behaviour in the following focus areas:

- S - SMART Targets: The recognition of students who have achieved their personal Smart Target goals;
- W - Willingness: The recognition of students who demonstrate a positive and pro-active approach to their learning @ISH;
- I - Improvement: The recognition of students who have made improvements in their academic or behavioural endeavours through hard work and application;
- T - Take Initiative: The recognition of students who use their Disciplined and Creative Minds to take the first step toward completing a task or solving a problem;
- C - Consistency: The recognition of students who consistently apply their Five Minds in classroom, playground, or extracurricular contexts; and
- H - Homework: The recognition of students who meet the homework expectations dictated by their classroom teachers.

Recognition of student contributions

Students can accrue SWITCH points in any number of contexts @ISH, including in the classroom, in the playground, at school events, and through extra-curricular participation. Students can also accumulate points through the school's Super Hornets Awards. Students who receive gold, maroon or blue badges in the categories of community, academic, sporting and cultural, will be allocated SWITCH points- the number correlating with the badge level.

SWITCH rewards are presented at the end of each term to the highest point recipients in each year level. Students can also receive SWITCH rewards at random draws on weekly House Parades.

Each year, students who have demonstrated behaviour and effort that is consistent with school expectations are eligible to take part in positive reward initiatives, including but not limited to, Rewards Days and school camps.

This policy of active reinforcement is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are encouraged to give consistent and appropriate acknowledgement through our whole-school positive rewards program.



@ISH, we provide opportunities for students to take ownership of the school community by engaging in leadership and decision-making processes through the Student Representative Council. This student body draws from all year levels within the school to best reflect the student cohort.

Targeted Behaviour Support

@ISH we:

- utilise school staff and policies and procedure to support students in the classroom to enhance positive behaviours;
- are committed to being proactive in building quality relationships with the students and the wider school community, strengthening rapport with resultant beneficial behavioural outcomes;
- value and implement consistency across the administrative, teaching, communication and support services sectors within the school community;
- accept our responsibility to provide positive and worthwhile behaviour support by ensuring that all staff are regularly involved in meaningful and purposeful Professional Development;
- recognise the essential role of awards and acclamation for promoting positive behaviour within the student body;
- systematically review and strengthen policies and procedures that support behaviour, consequently enhancing meaningful educational and social outcomes for the entire student cohort;
- model socially acceptable and appropriate use of digital media to develop a shared understanding with parents and students of the value and power of this method of communication including social media carriage services;
- continue to use a range of behaviour support strategies to encourage positive and self-directed behaviour choices including the use of Heads of Department, Head of Special Education Services, Student Welfare Officers, Guidance Officers, Success Coach, Community Education Counsellor, Polynesian Liaison Officer, support staff, teachers, parents, caregivers and Administration staff;
- continue to work with the school-based support staff and, where necessary, external agencies in order to deliver educational adjustments for all students requiring them to reduce potential problem behaviour resulting from academic disengagement, and
- continue to work with Senior Guidance Officers, Metropolitan Region Behavioural Support Services and external agencies where necessary, in order to deliver positive intervention for those students demonstrating inappropriate, unacceptable or challenging behaviours.

Intensive Behaviour Support

In addition to the supportive school environment fostered @ISH and described above, policies and procedures also exist that target the small number of students who display serious or chronic inappropriate, unacceptable or challenging behaviours due to previous disengagement from formal education, or because of their social, medical or personal circumstances.

Data collection including report comments, and information from the OneSchool Behaviour Data, Student Progress Reports and school-based monitoring, Student Disciplinary Absences, Back on Track interviews, Withdrawal Room referrals and attendance data from ID Attend are used to identify and target those students who may display the aforementioned behaviours.

Intensive support processes are enhanced by catering to the diverse needs of the students through a commitment to ongoing review of implemented support strategies for each individual student. In addition to these reviews, teachers and support staff are provided with meaningful professional development in Behaviour Support techniques and strategies to facilitate positive behaviours in the school environment.

These support processes include, but are not limited to:

- Engagement through school programs as facilitated by the school's Student Support Services (Triple S) committee to provide intervention for identified students;
- Access to external support providers to allow identified students to engage in a range of targeted programmes; and
- Other referral pathways as appropriate.

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 serious, unacceptable behaviours. This consistency ensures that actions taken are responsive to the safety and well-being of all members of the school community.

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

Serious unacceptable behaviour is defined as behaviour of such intensity, frequency and/or duration that the physical safety and well-being of members of the school community is likely to be placed at risk. In these scenarios, responding staff will attempt to de-escalate situations through non-crisis intervention techniques however, it should be noted that physical restraint will be used where appropriate.

Physical Intervention

Staff may make legitimate use of physical intervention if non-crisis intervention techniques have not been successful and a student is causing, or has the potential to cause, harm to themselves or others.

Appropriate physical intervention may be used to ensure that The Ipswich State High School staff demonstrates a duty of care to members of the school community.

The Evacuation and Lockdown Plans are available to all staff and students and are included in all staff induction procedures. Evacuation and Lockdown procedures are practised at least once each term and both staff and students are expert in their responsibilities.

The Critical Incident Plan documents those local support agencies best suited to assist the school personnel in dealing with a variety of hypothetical situations and is available to all Administration staff and other critical personnel through the school Intranet. The Guidance Officers are members of a key support network, and collegiate support through Regional Principal, Deputy Principal, BSM and AO2 networks is also readily available.

6. Consequences for unacceptable behaviour

The Ipswich State High School focuses on proactive and preventative whole school approaches to behaviour support, and students @ISH are encouraged to take responsibility for their behaviour through a range of approaches.

To aid in the development of positive behaviours, a number of different consequences for poor/unacceptable behaviour are available:

- Teacher sanctions (see Classroom Expectations & Consequences Matrix)
- Referral to Student Welfare Officers as deemed appropriate
- Referral to Heads of Department as deemed appropriate
- Withdrawal Room and behaviour contracts, including Daily Reports
- Referral to Triple S committee or external support providers
- Referral to Administration by HODs and/or Student Welfare Officers after initial support
- Suspension – internal or external
- Imposition of a Discipline Improvement Plan
- Temporary/ permanent cancellation or exclusion

It is understood that at all times it is the student who is the focus of any intervention rather than the behaviour.

There may be occasions when one-off behaviour is of such a serious nature that a recommendation for cancellation of enrolment or exclusion may be made immediately by the Principal.

Such behaviour may include, but will not be limited to:

- The possession, use or supply of prohibited and/or illegal substances and materials;
- Violent or dangerous behaviour directed towards self or others;
- Vilification on the basis of race, sex, religion and/or sexual orientation;
- The instigation of, and/or participation in, potentially violent situations within the wider school community;
- The deliberate use of digital media through the school network for the downloading, distribution or viewing of inappropriate and unacceptable material for the school context;
- The deliberate and malicious use of digital media through the school network for harassment, denigration, trickery, exclusion, cyber-stalking, cyber-bullying by proxy or other activities designed to breach a person's privacy;
- The use of mobile telephones and other electronic equipment to download, distribute or view inappropriate and unacceptable material for the school context;
- The deliberate and malicious use of social media carriage services to engage in behaviours and actions that are inappropriate and unacceptable within the wider school community.

It should also be noted that the above offences need not happen during school hours so long as the offender can be identified as a member of the school community, thereby bringing the good name of the school into disrepute.

The school promotes and supports a culture of reporting such incidents of serious or chronic inappropriate, unacceptable or challenging behaviours. This aligns with The Ipswich State High School's "**Five Minds for the Future Framework**" with emphasis on the Respectful and Ethical Mind.

7. Network of student support

@ISH, there is an extensive network of student support services, aiding not only behaviour but also social and civic development.

Students' personal and educational needs are supported by well-established processes delivered by a range of people. Personal development programs, including school camps, are provided, targeting specific groups of students or individuals with identified needs. Care, Support and Information (CSI) teachers mentor a group of students across their five years of secondary education.

Special Education Case Managers monitor the needs and development of students with Education Adjustment Plans (EAPs).

Students in State Care have Educational Support Plans (ESPs) negotiated between the school and the relevant case worker.

Pastoral, curriculum and behavioural issues relating to students are addressed within the school through an integrated approach involving staff such as:

- Triple S committee members
- Heads of Department
- Student Welfare Faculty
- Guidance Officers
- Head of Special Education Services
- Deputy Principals
- Principal

Decisions made with regard to these issues are made with consideration to academic reporting, OneSchool Behaviour Data, Student Progress Reports and school-based monitoring, Student Disciplinary Absences, Back on Track interviews, Withdrawal Room referrals and attendance data from ID Attend.

The school provides access for students to Triple S members either through student self-referral or staff referral. External providers are also offered to targeted students throughout the school year for additional support. Services are subject to review and discussion at regular Triple S meetings and Leadership Group [LG] meetings.

Liaison with community agencies is on-going and further development of these links will improve service availability to some targeted students. Communicating information about support services is a constant challenge and the school will always endeavour to contact parent/guardians regarding accessing external providers where appropriate.

8. Consideration of individual circumstances

In determining a response to inappropriate, unacceptable or challenging behaviours, the individual student's particular situation, context and circumstances will be considered along with the needs and rights of the wider school community.

@ISH, school staff members adjust to accommodate the individual circumstances of students by providing:

- access to Triple S committee members within the school;
- student self-development programs;
- extensive support for students with disabilities and learning difficulties through the Enrichment Hub which extends to individualised programs and specialised classroom support through the use of individual education plans and Teacher Aides;
- an authentic curriculum that reflects the importance of lifelong learning, accommodating the diversity of our school community and maximising the learning outcomes for all students;
- a withdrawal facility for students who display inappropriate behaviour which disrupts the teaching and learning process allowing for minimal disruption to the teaching and learning process and an opportunity for students to take ownership of their behaviour;
- the availability of on-site alternate learning programs within the mainstream framework of the school;
- a strong communication network between Administration, Teachers and the whole school community. This enables all members of The Ipswich State High School community to be provided with the necessary information on student circumstances.

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police 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

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

12. Endorsement

Principal

P&C President

**Assistant Regional Director
(Secondary)**

Date effective from January 2016

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying their Ethical and Respectful Minds whenever they are using personal technology devices.

The school recognises that there are times when it is genuinely appropriate and beneficial for students to have access to a mobile telephone. However, the use of telephones and other electronic devices such as ipods, MP3 players and portable sound systems must remain restricted.

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. Mobile phones and other devices are brought to school at the students' own risk – devices that are lost or stolen will not be located by the school.

Students who choose to bring personal technology devices must follow the school Digital Media Policy. Breaches of this policy may result in disciplinary consequences.

Confiscation

Permitted personal technology devices used contrary to the school's Digital Media Policy 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 they will only be returned in the presence of a parent.

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

Personal Technology Device Etiquette

If personal technology devices are brought to school, they must be turned off and remain out of sight during assemblies and classes unless allowed for curriculum purposes by the supervising teacher. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Our focus is on uninterrupted teaching and learning and the safety of all students at the school. All contact with students at the school is to be by the Administration Office. All emergency contact must be made through the Administration Office.

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 @ISH. 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) build 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 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;

will be in breach of this policy and may be subject to discipline (including suspension, cancellation and/or 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 Queensland Police Service.

Text communication

The sending of text messages, including the posting of such messages on social media carriage services such as Facebook, 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 Queensland Police Service. Students receiving such text messages at school or at home 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.

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

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.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

**Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

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

Purpose

1. @ISH we strive to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures;
 - raising achievement and attendance;
 - promoting equality and diversity, and;
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying @ISH. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. @ISH we use the following definition of bullying from the "Bullying. No Way!" initiative developed by the Safe and Supportive Communities (SSC) Project:

"Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Behaviours that do not constitute bullying include:

- *mutual arguments and disagreements (where there is no power imbalance)*
- *not liking someone or a single act of social rejection*
- *one-off acts of meanness or spite*
- *isolated incidents of aggression, intimidation or violence.*

However, these conflicts still need to be addressed and resolved.

Cyberbullying refers to bullying that is carried out through information and communication technologies. Likewise not all online issues are cyberbullying"

(Source: <http://bullyingnoway.gov.au/teachers/facts/definition.html>)

4. Bullying may be related to:
 - race, religion or culture;
 - disability;
 - appearance or health conditions;
 - sexual orientation;
 - sexist or sexual language;
 - young carers or children in care.
5. @ISH, there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

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

Prevention

7. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the ‘**Five Minds for the Future**’ and how the Respectful Mind and Ethical Mind can, and should be applied, in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement through SWITCH rewards for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
8. Cyberbullying does not often occur at school. Students are explicitly taught Cybersafety practices such as how to safely conduct an internet search, what cyberbullying is and the process for responding to unwanted electronic communication. This process can be summarised as:
 - Do not respond to any communication but keep it as evidence and report it immediately to parents and/or teaching staff;
 - Report any instances they witness of cyberbullying to parents and/or teaching staff immediately;
 - The Ipswich State High School will then investigate and respond to any incidents of cyberbullying.
9. The Ipswich State High School will take part in anti-bullying and community safety campaigns such as Day for Daniel, Bullying No Way Day, Harmony Day and White Ribbon Day.
10. Research indicates that a common outcome of anti-bullying programs is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the program. The anti-bullying process @ISH takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

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

Working Together to Keep *The Ipswich State High School* Safe

We can work together to keep knives out of school. @ISH we believe:

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

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

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 action against a student who brings a knife to school:

- If a student has a knife at school, the Principal can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences. This may result in exclusion.
- 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.
- 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 keep students safe @ISH?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunchboxes, pencil cases or craft kits.
- Contact the 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 Ipswich State High School on 07 3813 4488.