The Ipswich State High School

Responsible Behaviour Plan for Students @ISH

Based on the Code of School Behaviour

Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to, and receive, a quality education. @ISH, we are committed to providing a safe, respectful and disciplined learning environment where all members feel safe, included and are valued; where social and academic learning opportunities are provided for students to engage in quality learning experiences and acquire values supportive of their lifelong learning and wellbeing; and where behaviour expectations are defined, taught, modelled and reinforced. 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.

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.

Consultation and Data Review

The implementation of the school's High Expectations Framework informed this behaviour management policy. All aspects of this plan were 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, exclusions and 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) also informed Ipswich’s Responsible Behaviour Plan for Students.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director and will be reviewed in 2021 as required in legislation.

Learning and Behaviour Statement

Ipswich SHS Responsible Behaviour Plan for Students acknowledges that behaviour should be viewed within a context that recognises the many purposes and responsibilities of schooling. 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. Behaviour is viewed as an integral part of the teaching process and not something that occurs in isolation. To focus on behaviour, we focus on how students learn most effectively and the best ways to teach the curriculum to cater for students’ individual learning styles and basic needs. We believe that if Ipswich SHS offers quality programmes and safe, supportive, disciplined learning environments, students will have the opportunity to maximise their potential.
Staff are provided with ongoing professional development and training throughout the year. Students are taught specific behavioural expectations in alignment with the school’s philosophy. Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, expectations for student behaviour are clear, assisting Ipswich State High School to create and maintain a positive and productive learning and teaching environment.

In 2018, our school fully implemented the High Expectations Framework as a key component of our Whole School Quality Teaching Model. Clear and consistent expectations are communicated to all school community members to outline their role in the educational process.

Howard Gardner’s “Five Minds for the Future” provides a philosophical platform for learners to survive and develop in the modern world which is defined by technology, information and globalisation. This links with Ipswich State High School’s ethos of preparing its students for the future, through a focus on the present – ‘Right Here, 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 the school’s High Expectations Framework within the school community.

Our school community has chosen the following core high expectations to develop a culture of responsible behaviour:

- Respect (Respectful Mind)
- Responsibility (Ethical Mind)

All members of our school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others at all times.

**Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour**

The High Expectations Framework is consistently taught and promoted to staff, students and the community to create and maintain a positive and productive learning and teaching environment. Our plan respects the rights and responsibilities of all members of our school community and outlines their role in the educational process whilst ensuring consistency and fairness for all.

The following document outlines The Ipswich State High School’s community Rights and Responsibilities.
<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All members of our school community have the right to:</strong></td>
<td><strong>All members of our school community are expected to:</strong></td>
</tr>
<tr>
<td>• Be respected and recognised as an individual.</td>
<td>• Value difference and diversity, recognising the unique attributes, skills and abilities of others.</td>
</tr>
<tr>
<td>• Be treated with fairness, courtesy and respect.</td>
<td>• Treat others with fairness, courtesy and respect.</td>
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<tr>
<td>• Work in a clean, safe and respectful environment.</td>
<td>• Demonstrate personal actions that contribute to a clean, safe, respectful and responsible school environment.</td>
</tr>
<tr>
<td>• Be guided and supported through opportunities to improve their skills, abilities and experiences.</td>
<td>• Participate fully in all learning opportunities and strive to develop their skills, abilities and positive behaviours.</td>
</tr>
<tr>
<td>• Feel safe, respected, healthy and valued.</td>
<td>• Act in a safe, non-threatening and non-violent manner.</td>
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<tr>
<td>• Be proud of their individual and collective achievements.</td>
<td>• Respect the property of others and the school.</td>
</tr>
<tr>
<td>• Have personal property respected by others.</td>
<td>• Follow all school policies and procedures.</td>
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</table>

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students have the right to:</strong></td>
<td><strong>Students are expected to:</strong></td>
</tr>
<tr>
<td>• Receive high quality teaching and learning.</td>
<td>• Attend school every day and participate fully in their educational program.</td>
</tr>
<tr>
<td>• Learn without disruption.</td>
<td>• Respect all staff by following directions.</td>
</tr>
<tr>
<td>• Be informed about their progress and receive constructive feedback to improve their skills, abilities and behaviours.</td>
<td>• Show initiative and take ownership for their own learning and behaviour.</td>
</tr>
<tr>
<td>• Respectfully raise concerns in an appropriate forum and at an appropriate time.</td>
<td>• Participate in a manner that respects the rights of others to learn and teach.</td>
</tr>
<tr>
<td><strong>PARENTS/CAREGIVERS</strong></td>
<td><strong>PARENTS/CAREGIVERS</strong></td>
</tr>
<tr>
<td><strong>Parents/caregivers have the right to:</strong></td>
<td><strong>Parents/caregivers are expected to:</strong></td>
</tr>
<tr>
<td>• Expect quality education for their student(s).</td>
<td>• Monitor and commit to their student’s academic and social performance, growth and development.</td>
</tr>
<tr>
<td>• Be informed about their student’s social and academic progress at school.</td>
<td>• Ensure that their student attends on every school day; provide a note/telephone call to explain each absence and provide medical certification for missed assessment.</td>
</tr>
<tr>
<td>• Be notified of absences from school.</td>
<td>• Ensure that their student brings appropriate materials required for learning.</td>
</tr>
<tr>
<td>• Expect that their student will have the opportunity to participate fully in their educational program.</td>
<td>• Actively participate in their student’s education and learning, working collaboratively with the school to achieve the best outcomes for their student.</td>
</tr>
<tr>
<td>• Be informed of any educational or behavioural difficulties.</td>
<td>• Initiate and maintain constructive communication and relationships with school staff regarding their student’s learning and wellbeing behaviours.</td>
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<tr>
<td>• Be afforded the opportunity to engage appropriately in their student's education and decision making.</td>
<td>• Staff have the right to:</td>
</tr>
<tr>
<td>• Raise school related concerns in an appropriate manner with administration.</td>
<td>• Staff are expected to:</td>
</tr>
<tr>
<td><strong>STAFF</strong></td>
<td><strong>STAFF</strong></td>
</tr>
<tr>
<td><strong>Staff have the right to:</strong></td>
<td><strong>Staff are expected to:</strong></td>
</tr>
<tr>
<td>• Provide quality education in a safe, supportive and respected environment.</td>
<td>• Ensure high quality organisation and planning to provide relevant and challenging educational opportunities and programs to students that align with the school’s pedagogical framework.</td>
</tr>
<tr>
<td>• Be supported to develop their personal and professional skills and abilities.</td>
<td>• Assess, report constructively and provide feedback on student learning.</td>
</tr>
<tr>
<td>• Feel valued and supported as a professional within the school community.</td>
<td>• Create and maintain safe, supportive and respectful learning environments.</td>
</tr>
<tr>
<td>• Cooperation and support from students and parents/caregivers.</td>
<td>• Foster positive and productive relationships with students, families and communities.</td>
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Universal Support

Our High Expectations Framework embeds research based, school wide processes for teaching, reinforcing and managing behaviour that recognises and supports the diverse and complex needs of the school community.

Based on the school’s Five Minds philosophy our two core high expectations underpin how we teach and promote our high standards of Responsible Behaviour:

- Respect (Respectful Mind)
- Responsibility (Ethical Mind)

Ipswich State High School implements the following proactive and preventative processes and strategies on an ongoing basis to support student behaviour:

- Students are explicitly taught school wide expectations
- Teachers use ‘Essential Skills in Classroom Management’ (ESCM’s) for classroom management
- Use of a Student Support Services Matrix to provide individualised targeted support to identified students
- Comprehensive student/parent enrolment and induction programs
- Information is shared through multiple communication methods including student diary, student assemblies, emails, school newsletter and internet based media platforms that enables parents/community to be informed about the school behaviour expectations
- Professional Development/induction for staff in relation to Ipswich State High School’s Responsible Behaviour Plan for Students
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 1: Digital Media Policy and Digital Media and Social Media User Agreement)
  - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2 Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying))
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3 Working Together to Keep The Ipswich State High School Safe)

A set of behavioural expectations in specific settings has been attached to each of our school expectations. The School wide Expectations Teaching Matrix below outlines specific behavioural expectations in school and community settings.
<table>
<thead>
<tr>
<th>Time / Place</th>
<th>RESPECT (The Respectful Mind)</th>
<th>Responsible (The Ethical Mind)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL SETTINGS</td>
<td>Follow all staff instructions immediately</td>
<td>Behave in a manner that upholds and promotes the positive reputation of the school</td>
</tr>
<tr>
<td></td>
<td>Act/speak politely and respectfully to others at all times</td>
<td>Wear your uniform correctly and with pride</td>
</tr>
<tr>
<td></td>
<td>Respect the personal space and privacy of others</td>
<td>Be honest and take responsibility for your words and actions</td>
</tr>
<tr>
<td></td>
<td>Keep hands, feet, and other objects to yourself, including and respecting others' equipment and belongings</td>
<td>Follow all school policies and procedures</td>
</tr>
<tr>
<td></td>
<td>Treat all property with respect</td>
<td>Report accidents or safety concerns to staff immediately</td>
</tr>
<tr>
<td></td>
<td>Respect your school environment</td>
<td>Maintain an environment that is safe and non-threatening</td>
</tr>
<tr>
<td></td>
<td>Be in the right place at the right time</td>
<td>Aim to improve your personal best</td>
</tr>
<tr>
<td></td>
<td>Leave your area tidy and clean</td>
<td>Take responsibility for your learning by attending, actively participating and engaging in all school activities</td>
</tr>
<tr>
<td></td>
<td>Respect boundary areas</td>
<td>Stairwells and verandas to be used for transitions only</td>
</tr>
</tbody>
</table>

| CLASSROOM | Respect the rights of others to learn and teach | Allow others to participate without interruption |
|           | Raise hand when asking/answering a question | Be on time and prepared for all classes - bring necessary equipment |
|           | Hats off in school buildings | Follow set classroom procedures |
|           | Obtain teacher's permission to leave the classroom, note in diary and return promptly | All mobile phones & personal electronic devices to be switched off and out of sight (unless directed by a teacher for educational purposes) |
|           | Use all equipment correctly | |
|           | Food and drink (water excepted) are to remain in school | |
|           | Use all equipment correctly | |

| LIBRARY | Wait outside for your teacher to let you in for class times and lunch breaks | Follow procedures for borrowing materials before leaving the library |
|         | Respect other learning spaces by remaining in your designated library area | Return borrowed materials undamaged and by their due date |
|         | Use of quiet, inside voices | |

| TRANSITIONS (movement to & from classes) | Respectfully move throughout the school with minimal disturbances | Use diary/movement log when not in class |
|                                          | Keep to the left when using pathways/stairwells | Use pedestrian crossing/lights to cross the road |
|                                          | Use footpaths and designated walkways when entering / exiting the school | Be aware of vehicles |

| NON CLASSROOM | Sit quietly in designated area and listen attentively | Turn off and put away all electronic devices |
|              | Show respect for peers and staff by applauding appropriately | Remove hat |
| Tuckshop     | Pay for all items you select | Only be in the area if you are buying food |
|              | Line up in a sensible manner and wait your turn | Report vandalism/damage immediately to Student Welfare Faculty or Student Services |
| Toilets/Bathrooms | Respect the privacy of others | Practice good hygiene |
|              | Treat facilities with respect; use toilets and wash basins appropriately | Ball games played only on ovals |
| Grounds/Ovals | Eat food in appropriate areas and place rubbish in bins | Non-contact games/sport only to be played |
|              | Share equipment /space and allow others to participate in activities | Store bikes, scooters and skateboards in allocated areas |
| Bus          | Line up in two lines behind the yellow line | Remain in the undercover designated area |
|              | Join the line respectfully | Act safely on your journey home |
|              | Wait until staff instruct you to walk to the bus | Follow sign in and sign out process |
| Office and Staffrooms | Show courtesy and respect to others through words and actions | Wait quietly and in line for your turn |

| In the Community/Excursions/To and From School/Extra-Curricular Activities | Always wear correct school uniform unless otherwise stated | Follow school procedures for signing in and out |
|                                                                            | Return permission forms and make payments (if relevant) by due date | |
| Cyberspace and Social Media      | Report any unsafe online behaviour to Student Wellbeing Faculty | Follow transport Code of Conduct |
|                               | View and send only appropriate messages and information | Follow all traffic laws and make safe choices using designated pathways and crossings |
|                               |                                                                 | Protect your personal identity and be safe with those you interact with |
|                               |                                                                 | Follow Social and Digital Media User Agreement signed on enrolment |
|                               |                                                                 | Stay on task when using technology |
|                               |                                                                 | Label, save and back up work |
|                               |                                                                 | Only post images and words that will enhance yours and the school community's digital footprint |
|                               |                                                                 | Follow laws and site policies |
|                               |                                                                 | Keep your password secret |

Expectations Matrix
To support the expectations matrix, @ISH we implement key processes to teach, reinforce and manage student behaviour on an ongoing basis. The intent of the key processes is to ensure that students are provided a transparent and consistent approach to the management of their behaviour within the classroom and school community. These processes include:

**The Universals**

Universal behaviours outline to students how to act respectfully and responsibly when:

**Entering the classroom**

In the classroom

**Exiting the classroom**

Playground Universals
The Zones of Behaviour

This explicit model consistently guides both students and staff through the reinforcement and management of expected behaviours. When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind and reteach the expected school behaviour, then support the student to change their behaviour so that it aligns with our school’s expectations.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Zone</th>
<th>Outcome</th>
</tr>
</thead>
</table>
| • I am demonstrating:  
  o Respect  
  o Responsibility | SWITCHED ON!  
  WORKING AND LEARNING | • I will be positively reinforced with staff actions such as:  
  o Verbal/non-verbal praise  
  o Switch Points  
  o ISHS Postcard home  
  o Home contacted |
| • I may be off task, or have shown a lack of regard for expectations in either the classroom, school grounds or the community. | STOP, THINK AND CHOOSE | • Staff will inform me that I am in the Blue Zone. Staff will remind and reteach me the school expectations.  
  • Staff may also:  
  o Give a detention  
  o Contact home |
| • I have chosen not to correct my behaviour after being retaught expectations by staff. I am refusing to engage with the learning or expectations of the school environment. | RETURN TO LEARNING | • Staff will inform me that I am now in the Yellow Zone.  
  • Staff will manage my behaviour by setting limits (which may include additional actions to support the correction of my behaviour).  
  • Home will be contacted  
  • Staff may also implement additional actions to support me with my behaviour. |
| • I have CONTINUALLY refused to comply with classroom/school expectations. | BUDDY CLASS | • Staff will complete a Buddy Referral Form and direct me to a buddy class with work to be completed. My bag will remain in my classroom and I will return with my work completed and the Referral Form to my teacher before the end of the lesson.  
  • Home will be contacted  
  • Staff may also implement additional actions to support me with my behaviour. |
| • I have chosen not to engage in staff directed intervention processes. | FACULTY HOD/ HOSES/ SWF | • My behaviour will be referred to the Faculty HOD or HOSES and/or SWF who may manage my behaviour by:  
  o HOD Detention  
  o Admin Detention  
  o Suspension  
  OR  
  o Other consequences outlined in the ISHS Responsible Behaviour Plan for Students.  
  • Home will be contacted |
| • I have chosen to engage in behaviours that are considered major breaches of ISHS Responsible Behaviour Plan for Students | PRINCIPAL/ DEPUTY PRINCIPAL | • My behaviour is managed by Deputy Principal and/or Principal – potential consequences include suspension and exclusion. |
‘Zones of Behaviour’ Staff Referral Guide

**SWITCHED ON!**
**WORKING AND LEARNING**
@1SH
We are RESPECTFUL and RESPONSIBLE learners

- Student involved in a classroom incident

**STOP, THINK AND CHOOSE**
(minor behaviour)

- Behaviour continues

**RETURN TO LEARNING**
(minor behaviours)
WHAT is the expectation?
WHAT was the instruction?
HOW will I change my behaviour?
Parent/carer contact should be made

- Behaviour continues, student chooses not to comply with staff direction

**BUDDY CLASS**
Parent/carer contact is made and incident is recorded on OneSchool

- Refusal to follow Buddy Class process (major behaviour), Faculty HOD/HOSES referral.
- Any other major behaviours, SWF HOD referral.
- Student informed of referral process and student remains in class.

**FACULTY HOD/HOSES/SWF**

- At any point after a major behaviour, if the students' secondary behaviours are interrupting the teaching and learning process, staff to send their Red Card with a responsible student to the nearest staffroom/Admin/SWF for assistance. Student to be escorted to Admin.
- HOD Referral to Admin for serious Major Behaviours

**Staff Responsibilities:**

- Matrix Expectations clearly and consistently stated, taught and reinforced
- Universals followed
- Classroom Data Placemats actioned
- Consistent reinforcement (SWITCH Points)

- Refer to and reteach Matrix Expectations
- Use of ESCMs (for minor behaviours):
  *Redirection to learning
  *Proximity
  *Cuing with parallel acknowledgement
  *Descriptive encouraging
  *Body language encouraging

- Inform students they are in the Yellow Zone
- After processing time, Set Limits:
  *Explain which behaviour is inappropriate
  *Explain why the behaviour is inappropriate
  *Explicitly offer two reasonable choices with two clear consequences
  *Allow time for processing – walk away to allow reflection and decision making
  *Enforce the chosen choice/consequence

- Buddy Referral Form is completed
- Students’ bag remains in the classroom
- Student is sent to a pre-arranged Buddy Classroom with work to be completed
- Student returns with their Buddy Referral Form before the end of the lesson for a restorative conversation

- Behaviour patterns emerge over numerous lessons and classroom teacher has exhausted all proactive and management options

**PRINCIPAL/DEPUTY PRINCIPAL**

**FACULTY HOD/HOSES**
School Wide Positive Recognition Initiatives

@ISH, communication of our key behavioural expectations is backed up through reinforcement, which provides students with feedback and recognition for engaging in expected school behaviour. A formal recognition system which includes reinforcement initiatives has been implemented. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and recognition. These include:

- Verbal and nonverbal acknowledgment
- Communication with parent/carer
- Positive Postcards home
- SWITCH point reinforcement program (VIVO system)
- Reward Days
- Attendance Awards
- Student Achievement Awards
- Leadership Roles

A supportive school community where students learn in an environment that is physically, socially and psychologically safe has always been a priority @ISH. Within this community we recognise the complex relationships that exist among:

- students
- parents and care givers
- all staff
- volunteers
- school community

Processes and procedures for upholding Ipswich’s Responsible Behaviour Plan are defined in terms of the interlocking roles and relationships among:

- Teachers
- House Mentors
- Guidance Officers
- Support Personnel including Teacher Aides, other non-teaching staff and external agency staff
- Heads of Departments - Faculty and Student Wellbeing
- Deputy Principals
- Associate Principal
- Principal

Targeted Support

Each year a small number of students @ISH are identified through data analysis as needing additional support in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Targeted behaviour support occurs around a specific setting, issue, student or group of students. Development and implementation of targeted support is team based and develops strategies that prevent or minimise the occurrence. Where targeted or individual support occurs in the classroom setting this support is in alignment with our high expectations framework and student services support matrix.

Some students in this targeted group are case managed. They attend their normal scheduled classes and activities with appropriate adjustments as required. However they have increased daily opportunities to receive positive contact with adults, additional support from them and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

Student support is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.
Intensive Behaviour Support

@ISH we recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. The school based team/s:

- Consist of key personnel which may include Student Wellbeing Faculty, Administration Representative, Guidance Officer, Success Coach, HOSES, Youth Support Coordinator and School Liaison Officers.
- Collaboratively compile a data informed support plan to meet the complex needs of the student.
- Work with other staff members to implement the recommended strategies to support the student in various school settings.
- Through consultation and feedback, update and review the support plan as required.
- As appropriate, use of flexible and/or alternative individualised internal or external learning options.
- Access, district, regional and state behaviour support options if required.

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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff. Within the classroom environment at Ipswich State High School we utilise a Red Card system for teachers to alert Administration of situations requiring immediate response.

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

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of a student or others is likely to be placed at serious risk.

Immediate strategies

- Consider the safety of ALL staff and students at the time of the incident. Refer to individual student support plans if in place.
- Call administration for immediate response support.
- Ensure a staff member is monitoring the student/s at all times. Remove staff and students from the situation if possible.

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

Follow through
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).
Debrief
(Enquire into the sequence of events that led to the incident, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

The Evacuation and Lockdown Plans are available to all staff and students with clear roles and responsibilities outlined. Training regarding these plans is provided annually to existing staff and upon employment for all new staff.

Risk/Crisis Management Plans are created, documented and implemented for identified students through consultation with key stakeholders. These individualised student plans should be consulted when responding to emergency or critical incidents.

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 Ipswich 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 used as a last resort response and only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Ipswich State High School has a School Emergency Response Team who are trained in the use of Non-Violent Crisis Intervention (NVCI).

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

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

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

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

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report on One School
- MY HR Workplace Health and Safety incident record
**Consequences for unacceptable behaviour**

@ISH we make systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When behaviour incidents occur, it is important that consequences are transparent. The school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

**Behaviour** incidents are recorded on OneSchool.

**Minor behaviours** are those that are minor breaches of the school rules and are generally dealt with by the supervising staff member. Repeated breaches of similar behaviour will be referred on for further action.

**Major behaviours** are those that significantly violate the rights of others to learn and be safe. Major behaviours are referred directly to the Heads of Department and according to the Zones of Behaviour Staff Referral Guide.

**Behaviours** and a selection of possible related **consequences** are as outlined:

<table>
<thead>
<tr>
<th>Zone</th>
<th>Behaviour</th>
<th>Possible Consequence</th>
</tr>
</thead>
</table>
| SWITCHED ON! WORKING AND LEARNING | In this level, students are in a designated seating plan, on task and no disciplinary action is required. Students are acting **Respectfully and Responsibly**, meeting Matrix expectations and following Universals procedures. **OR** Students are acting **Respectfully and Responsibly** within the school grounds and the community. | Positive reinforcement of appropriate behaviours and positive achievements could include:  
- Verbal/non-verbal reinforcement  
- SWITCH point (VIVO)  
- Post card home  
- Phone call/ email/ letter to parents acknowledging and reinforcing positive behaviours  
- Access to preferred activity  
- Tangible reinforcers eg. sticker, stamp  

**NB: RECORD POSITIVE BEHAVIOURS INTO ONESCHOOL** |

<table>
<thead>
<tr>
<th>Zone</th>
<th>Behaviour</th>
<th>Possible Consequence</th>
</tr>
</thead>
</table>
| STOP, THINK AND CHOOSE | In this level, student/s may be off task, or have shown a lack of regard for expectations in either the classroom, school grounds or the community. Student/s have the opportunity to correct their behaviour through the **reteaching of school expectations** and support from the teacher. Inappropriate behaviours may include but are not limited to:  
- Lateness to class  
- Littering  
- Uniform infringements  
- Inappropriate language (indirect)  
- Inappropriate use of digital devices  
- Eating/drinking in classrooms  
- Minor disruption and/or disengagement to teaching and learning  
- Minor Workplace Health and Safety incidents  
- Minor harassing behaviours towards students/staff | Staff initiated actions need to include the **explicit reteaching of expectations and the use of ESCMs**.  
**ESCMs:**  
- Cueing with parallel acknowledgement  
- Descriptive encouraging  
- Body language encouraging  
- Proximity  
- Redirection to learning  

Further actions may also include:  
- Referral to Expectations Matrix and Universals  
- Student assigned to accompany teacher on playground duty / lunch break detention  
- Contact with parents  

Note: Some major behaviours may be referred immediately to SWF/Admin |
| RETURN TO LEARNING | In this level, student/s have chosen not to correct their behaviour after being retaught expectations and given support from the teacher to do so. Student/s are refusing to engage with the learning or expectations of the school environment. Non-compliance/not following the program of instruction may include but is not limited to:  
- Continual disruption to teaching and learning  
- Repeated harassing behaviours towards students/staff  
- Habitual lateness to class  
- Repeated uniform infringements  
- Refusal to follow instructions including digital devices  
- Continual eating/drinking littering in learning areas  
- Ongoing minor Workplace Health and Safety incidents | Staff redirect student to task and inform them they are in the Yellow Zone (this may involve presenting students with a ‘Return to Learning Card’ containing reflection questions - classroom only). **Once students have sufficient processing time,** staff set limits:  
1. Explain which behaviour is inappropriate  
2. Explain why the behaviour is inappropriate  
3. Explicitly offer two reasonable choices with two clear consequences  
4. Allow time for processing  
5. Enforce the chosen consequence  
Further to this staff should also make Parent/Carer contact. 
Additional actions may include:  
- Lunch break detentions  
- Student/s assigned to accompany teachers on playground duty  
- Instructing student/s to hand digital devices into Student Services  
- Commencement of an in-class monitoring/support program  
- Resolution meeting (which may include parents/carers)  
- Peer mediation or restorative conference  
- Checking the student/s One School record for patterns of behaviour  
Note: Some major behaviours may be referred immediately to SWF/Admin |
| BUDDY CLASS | In this level student/s have CONTINUALLY refused to comply with staff limits and classroom/school expectations.  
Repeated/continual inappropriate student behaviours may include but are not limited to:  
- Repeated non compliance  
- Ongoing inappropriate language (indirect)  
- Major disruption to teaching and learning  
- Workplace Health and Safety infractions | Using a Buddy Referral Form the student is sent to a pre-arranged buddy classroom with work to be completed. The students’ bag remains in the classroom and they return with their buddy slip before the end of the lesson.  
Teacher is expected to reinforce behavioural expectations upon return to class, record the incident on One School and make contact with the parent/carer.  
The referring teacher may also implement the following actions:  
- Resolution meeting, potentially involving parent/carer  
- Referral to/consultations with HOD/HOSES/SWF |
| FACULTY HOD/HOSES/STUDENT WELLBEING FACULTY | Initiate classroom/playground plans  
• Restitution  
• Involvement of support staff if a pattern of behaviour is evident  
• Loss of privileges eg. Reward days  
• Consider referral for assessment/specalist/interagency support  
If a student refuses to relocate to a buddy classroom this becomes an immediate Faculty HOD/HOSES referral. If the student remains escalated at the classroom whereby teaching and learning cannot continue, staff to send their Red Card with a responsible student to the nearest staffroom/administration/SWF for assistance.  
**NB:** RECORD ALL INCIDENTS, ACTIONS AND CONTACTS INTO ONESCHOOL |
| In this level, student/s have chosen not to engage in **staff directed intervention processes.**  
Major behaviours and/or repeated/continual inappropriate student behaviours to be dealt with may include but are not limited to:  
• Refusal to attend buddy class  
• Harassment/intimidation/threats towards students/staff  
• Verbal, physical, social or psychological behaviour that is harmful to others  
• Inappropriate language directed at staff  
• Truancy  
• Refusal to follow instructions  
• Workplace health and safety  
• Failure to complete assessment  
• Uniform infringements  
• Suspicion of prohibited items  
• Refusal to follow mobile phone processes  
The referred Faculty HOD/HOSES/SWF member may implement the following consequences:  
• Permanent/temporary withdrawal from a class or activity  
• HOD Detention  
• Admin Detention  
• Referral to/consultation with the Deputy Principal  
• Initiate classroom/playground plans  
• Restorative mediation  
• Restitution  
• Referral to support staff if a pattern of behaviour is evident  
• 1-10 day suspension  
• Loss of privileges  
If a major behaviour is to occur in the classroom (i.e. refusal to hand phone into Student Services; inappropriate language directed at a teacher) and the student’s secondary behaviour does not interrupt the teaching and learning of others, student to remain in the classroom and staff are to inform the student that the behaviour will be referred to SWF.  
**NB:** RECORD ALL INCIDENTS, ACTIONS AND CONTACTS INTO ONESCHOOL |
| PRINCIPAL/DEPUTY PRINCIPAL | Inappropriate student behaviour to be dealt with may include but is not limited to:  
Deputy Principal in consultation with Principal determines the most appropriate course of action which may include any of the following – reference |
- Repeated Faculty HOD/HOSES/SWF behaviour referrals
- Inappropriate use of electronic media as per the ISHS Responsible Behaviour Plan and Digital Media Policies
- Vandalism/graffiti/illegal entry/trespassing/wilful damage
- Theft
- School invasion
- Pornography
- Vilification on the basis of race, sex, religion and/or sexual/gender orientation
- Possessing, taking/under the influence of, supplying alcohol and/or drugs/implements/illegal substances
- Repeated smoking/possession of smoke implements (eg. lighter)
- Possession of weapons or objects of harm
- Physical assault/sexual assault/physical contact – staff, students, parents, community
- Dangerous/careless actions at school or while travelling to and from school – danger/risk to self/others
- Serious breaches of workplace health safety
- Unacceptable moral behaviour, inappropriate intimacy, sexual misconduct/harassment, sexual exposure
- Ongoing misuse of power through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm to others
- Wearing of items to identify attachment to and/or involvement in gang related activities

is made to: Education (General Provisions) Act 2006 and SMS-PR-21: Safe, Supportive and Disciplined School Environment. This list is not exhaustive and one or more responses may be applied depending on the situation:
- Parent/Carers notified
- Administration interview
- Alternative program
- Loss of privileges
- Counselling (internal/external agencies)
- Police notified
- External support provided
- Behaviour monitoring program
- Individual behaviour plan
- Restitution
- Restorative mediation
- 11-20 day suspension
- Recommendation for Exclusion

Please note: All illegal Drug and Alcohol Related Offences and Physical Assault may result in proposal for exclusion in the first offence.

NB: RECORD ALL INCIDENTS, ACTIONS AND CONTACTS INTO ONESCHOOL
It is the responsibility of all staff to ensure consistency is achieved. At all times students and staff are to be given the chance to outline issues.

Our school uses a range of strategies and consequences that are authorised by Education Queensland which include any of or a combination of:

- detentions
- buddy class
- suspensions
- exclusions
- cancellations of enrolment

@ISH most situations can be dealt with at the classroom level through a range of strategies including micro skilling, warnings, isolation, detentions and contact with parents.

**Be Proactive**

- Identify the causes of misbehaviour and develop classroom routines and experiences that reduce these occurrences.
- Utilize proximity to monitor student involvement and behaviour.
- Model appropriate behaviours.
- Communicate and reinforce class rules and procedures.
- Implement your class rules to maintain peaceable behaviours.
- Use verbal and non-verbal cues to redirect inappropriate behaviours.

**Be Consistent**

- Follow through with all infractions by assigning a consequence
- Communicate both positive and negative behaviours with parents and students.
- Use appropriate consequences.
- Immediately correct behaviours.
- Help students to recognize inappropriate behaviours and related consequences.
- Use neutral language when correcting behaviours.

Throughout their daily activities, teachers are advised to be proactive in contacting parents in relation to continued or major inappropriate behaviours in the classroom soon after the event. Teachers and HODs also record the details of incidents and contacts on One School where significant consequences or regular intervention is necessary and the actions or consequences applied.
**Definition of Consequences**

<table>
<thead>
<tr>
<th><strong>Buddy Class</strong></th>
<th>Teacher redirects student with work to be completed to a prearranged alternative classroom for the remainder of the lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Detention</strong></td>
<td>Staff may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention may be held at lunch break.</td>
</tr>
<tr>
<td><strong>Admin Detention</strong></td>
<td>HOD’s and/or Administration may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. An Admin detention is held at the 1st lunch break. Non attendance of the detention incurs an additional detention.</td>
</tr>
<tr>
<td><strong>Temporary Removal of Property</strong></td>
<td>A staff member of Ipswich State High School has the power to temporarily remove property from a student, as per the procedure <em>Temporary Removal of Student Property by School Staff</em>. Staff have the authority to instruct students to hand personal items (eg. Mobile devices) to Student Services. A receipt is issued for collection of devices at the end of the school day.</td>
</tr>
</tbody>
</table>
| **School Disciplinary Absences (SDA)** | Suspension is a serious disciplinary consequence applied to address inappropriate behaviour. If a student is suspended, it means that they are required to stay away from school for a set period of time. A short suspension is from 1-10 days and is not appealable. A long suspension is from 11-20 days with the entitlement to appeal. Suspensions may be issued on the following ground/s:  
 a. Disobedience  
 b. Misbehaviour  
 c. conduct that adversely affects, or is likely to adversely affect, other students conduct that adversely affects, or is likely to adversely affect, the good order and management of the school  
 d. the student is charged with a serious offence (as defined in the Commission for Children Young People and Child Guardian Act 2000)  
 e. the student is charged with an offence, other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending |
| **Exclusion** | A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:  
 a. persistent disobedience  
 b. misbehaviour  
 c. conduct of the student, including conduct occurring outside of school grounds and outside of school hours, that:  
 d. adversely affects, or is likely to adversely affect other students enrolled at the school  
 e. adversely affects, or is likely to adversely affect the good order and management of the school  
 f. the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school  
 g. the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to continue to be enrolled at the school. |
| **Cancellation of enrolment** | The principal can cancel the enrolment of a post compulsory school age student if the student refuses to participate in the educational program. If a student's enrolment is cancelled, it means they can no longer attend that school. A student is no longer of compulsory school age once they turn 16 years of age or complete Year 10, whichever comes first. |
As a community we are aiming to create a safe, supportive and disciplined learning environment that is:

- Violence Free – hands off other people and their property
- Harassment Free - address and target bullying behaviours in a constructive manner
- Smoke, Alcohol & Drug Free – keep drugs, alcohol & smoking out of the school environment

The Network of Student Support

Students at Ipswich SHS are supported through positive reinforcement and whole school, targeted and intensive behaviour support, by the following personnel:

Parents, Teachers, Heads of Departments, Deputy Principals, Associate Principal, Principal, Guidance Officers, School Chaplain, House Mentors, School Based Youth Health Nurse, School Based Police Officer, Success Coach, Youth Support Coordinator, Community Education Counsellor, Defence Transition Mentor, MPI Liaison Officer, Student Leaders, International & EALD support staff, Transition Officer, Attendance Officer and other Support Staff.

Support is also available through government and community agencies:

Child Youth Mental Health, Young People’s Health, Women’s Health, Aboriginal Legal Aid, Disability Services Queensland, Reconnect, Lifeline, Kid’s Help Line, Parent Helpline, Family Planning, Eating Disorder Group, Rape Crisis Helpline, Ipswich Community Youth Service, Ipswich Youth Support Shelter, South West Legal Services, Children of the Dreaming, Pregnant and Parenting, ATODS, NOFFs, Department of Child Safety, Child Protection Investigation Unit, Juvenile Justice, General Practitioners, Paediatricians, Psychologists, Bremer TAFE, Apprenticeships Queensland and Get Set for Work

Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

@ISH we consider the individual circumstances of students when applying support and consequences by:

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

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
Related policies and 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**

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**

Endorsement

_________________________  _________________________  _______________________
Principal                  P&C President              Assistant Regional Director
(Secondary)

Date effective from January 2019
Digital Media Policy @ISH

This policy reflects the importance the school places on students displaying their Ethical and Respectful Minds whenever they are using digital media devices. We recognise that there are times when it is genuinely appropriate and beneficial for students to have access to a mobile phone. However, the use of mobile phones and other electronic devices must remain restricted. The use of personal iPads, laptops or tablets must be negotiated with the school and the Bring Your Own Device (BYOD) agreement must be signed.

If students choose to bring personal mobile phones and/or other electronic devices to school, the following rules apply:

- Students may only use their mobile phones or other electronic devices before or after school, during first and second lunch or at the supervising teacher’s discretion. They must not be used in any manner or place which is disruptive to school routine
- Students must display courtesy, consideration and respect for others when using a mobile phone or other electronic devices
- As per our Universals, students must have their mobile phones or other electronic devices switched off and out of sight during classes, unless part of the BYOD agreement
- Parents/Guardians are requested to limit any phone/text communication to out of class time (11:25 – 12:05pm and 1:15 – 1:45pm). At no time will staff communicate with parents or caregivers via a student’s mobile phone
- Mobile phones and other electronic devices are brought to school at student’s own risk. Mobile phones are other electronic devices that are lost or stolen will not be located by the school. Safe custody of these devices is only provided at Student Services
- Any mobile phones or other electronic devices which disturb the teaching and learning environment of the school will result in the offending student being sent to the office and they will be required to hand in the item until 2:55pm. This includes instances where parent/guardian calls the student during class hours. Student refusal to comply with this request will result in a Red Zone referral in accordance with the school’s Responsible Behaviour Plan for Students
- In-device cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- Appropriate action, in accordance with the school’s Responsible Behaviour Plan, will be taken against any student who photographs, films or otherwise records any individual without their consent or who sends inappropriate, harassing or threatening communications
- Disciplinary action in line with the school’s Responsible Behaviour Plan, will be taken against any student who is caught using a mobile phone or other electronic device to cheat in exams or assessment. Staff will assume students in possession of such devices during exams or assessment are cheating
- This policy also applies to students during excursions, camps, extra-curricular activities or at any time when they are representing the school
- Devices confiscated for purposes of disciplinary investigation will be only 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 Services (QPS) directly
- Students are not permitted to record any footage, visual or audio, unless explicit consent is provided by school staff.
- A student at school who uses recording devices to record private conversation, ordinary school activities or violent, illegal or embarrassing matter capable of bringing a person or the school into disrepute is considered to be in breach of the policy. 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 they are not a party to publish or communicate the substance or meaning of the conversation to others. Even when consent is obtained for such recording, the school will not tolerate images or sound captures by 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, or the purpose of bullying/cyberbullying 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 face appropriate action, in accordance with the school’s Responsible Behaviour Plan. 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.

- The sending of text messages, online messaging or online posting 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 appropriate action, in accordance with the school’s Responsible Behaviour Plan and possible referral to QPS.

- Students may receive appropriate action, in accordance with schools RBP 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.

- 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 schools Administrations Team.

*Other electronic devices include, but are not limited to, iPods, iWatch, Fitbits, Bluetooth devices, portable gaming devices, recording devices and devices of a similar nature.

**Digital Media and Social Media User Agreement**

Students and staff @ISH understand that the internet can connect them to information stored on computers around the world. The @ISH community must also understand that while the school has its own Facebook and Twitter pages, all content is approved by the site administrator, and open access is disallowed. Parents must sign a separate Social Media Agreement on enrolment in order for students to be given approval to appear on these sites.

While accessing the Internet or any computer in the school:

- You must not search for anything that is illegal, dangerous or offensive, or engage with unauthorised social media platforms.
- If you accidentally come across something that is illegal, dangerous or offensive, you must: clear any offensive pictures or information from the screen; and immediately, quietly, inform the closest or appropriate staff member.
- Information published on the Internet may be inaccurate or may misrepresent a person or situation, thus care must be taken in the use of this information.
- All students and staff should abide by copyright laws. You must not break copyright laws by copying and/or redistributing another’s work, and you must not use another person’s work without correctly acknowledging it.

When using Education Queensland equipment or platforms student and staff should not:

- Run programs other than those provided on the system menu, including any unauthorised social media platforms.
- Communicate with non-school personnel without permission from a staff member (students only).
- Attempt to bypass Education Queensland filters.
- Deliberately attempt to physically deface, disable or destroy computers, peripherals (including all cabling or other network hardware/software).
- Destroy or modify data of another user or network site.
- Create or transmit computer viruses.
- Reveal your own or another person’s details.
- Reveal your login code or password to anyone.
- Attempt to use/enter another person’s account.
- Copy files onto the network without permission.
- Stream data such as videos, music, webcam etc.
- Use digital and/or social media to harass or offend anyone else by using obscene, threatening, inflammatory and disrespectful language.
- Produce or respond to any digital and/or social media image or statement which brings the school into disrepute.
• Produce or respond to any digital and/or social media image or statement in which the school logo, uniform or buildings can be identified

Understand
If the agreement is breached you may have your access cancelled or suspended and/or face appropriate disciplinary or legal action. Additionally, students may face subject reselection, loss of computer access, financial reimbursement for damages, and/or appropriate action in accordance with the Responsible Behaviour Plan for Students.
Appendix 2

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: https://bullyingnoway.gov.au)

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.

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, 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.

9. 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.

10. 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.

11. 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’.

12. @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.
Appendix 3

Working Together to Keep 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.