Responsible Behaviour Plan for Students

1. Purpose

Our Responsible Behaviour Plan for Students reflects our school's purpose to work in partnerships with parents, students and the wider community to ensure that all students have a right to engage, enjoy, succeed and be challenged in learning experiences appropriate to their needs. It signals our whole school approach to providing high quality education within a safe and supportive environment.

The Plan affirms that learning is the core business of our school and that each individual within our school community has worth and is respected. It articulates how our school values influence the way we behave, learn, relate and interact with one another. In so doing it highlights a recognisable sense of community and pride, characterised by mutually-agreed behaviour standards and a focus on the principles of natural justice.

This management plan creates a non-threatening, supportive, challenging and disciplined school environment in which fair, relevant and logical consequences for inappropriate behaviour will apply.

2. Consultation and data review

Trinity Bay State High School developed this plan in collaboration with our school community. Consultation with parents and staff was undertaken through survey distribution and feedback during July 2016. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012-2015 also informed the development process.

The Plan was endorsed by the Principal, the President of the Parents and Citizen's Association and Regional Director in July 2016, and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

At Trinity Bay State High School our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing inappropriate behaviours and responding to unacceptable behaviours. The Plan aims to maintain, enhance and continue to develop a supportive school environment for all members of the school community in which:

- Teaching staff have the opportunity to deliver effective teaching and
- Students have the opportunity to engage in meaningful learning.

Our Responsible Behaviour Plan for Students is based on the Code of School Behaviour and the shared beliefs of the school community. These beliefs are to be achieved within the context of our school's vision and a set of values that Trinity Bay has espoused through its history and will continue to uphold:

Our Vision:
- To ENGAGE students in a learning environment that will ENABLE them to achieve rewarding life paths.

Our Values:
We value a positive school environment where all:
- Feel safe and supported
- Have positive attitudes, respect individual differences, beliefs and cultures
- Appreciate and use diverse resources in our school community
- Respect and enjoy a stimulating and attractive physical environment

We value education that emphasises:
- The development of students as productive members of the school and the wider community,
- A deep understanding of the learner catering for diverse needs,
- Personal responsibility for continued learning,
- Active involvement in lifelong learning.

We value a school characterised by:
- High expectations in teaching and learning,
- Innovative responsive curriculum,
- Respectful friendly relationships,
- Open effective communication.

Our Beliefs:

All members of the Trinity Bay State High School community will:
- Show respect for self, others and the environment
- Have rights and responsibilities as partners in education
- Be able to enjoy a safe and supportive environment, free from fear, harassment, intimidation or bullying in any form
- Support and follow practices which enable equality of opportunity and full participation in all areas of learning and working
- Model and practice behaviours which promote a positive attitude to health and safety
- Respect the laws and regulations of our society.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Arrive prepared
- Be in the right place ... on time
- Consider the learning needs, space and property of everyone ... at all times
- Use a respectful voice and manner
- Stay on task

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Our School’s Responsible Behaviour Plan has been designed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

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

At Trinity Bay State High School the behaviour support needs of all students are addressed within a whole school context. The processes facilitating appropriate standards of behaviour are embedded within the school support structures:

- Whole school support
- Targeted and classroom support
- Intensive individual student support
and are defined within the broad parameters of:

- the creation of a positive whole school culture
- quality teaching and learning
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures
- managed professional development for all teaching staff
- a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices
- a continuum from whole school positive preventive action for all students, through to intensive intervention for specific individuals or groups.

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Trinity Bay State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. We communicate the behavioural expectations as follows:

- **Universal behaviour support**

- Creation of a positive whole school culture (the Trinity Bay Ethic)

The Trinity Bay State High School community has an agreed understanding of what constitutes responsible and irresponsible, appropriate and inappropriate behaviours: a concise and easily understood Set of Rules (Ethic) that applies to all aspects of school life on a daily and long term basis. These are posted in every classroom and provide students, staff and partners with a clear point of reference and expectation at any time.

The expectation of students is that they:

- Arrive prepared
- Be in the right place ... on time
- Consider the learning needs, space and property of everyone ... at all times
- Use a respectful voice and manner
- Stay on task

- Strong promotion of school values, recognition processes for students, leadership and co-curricular opportunities for students, commitment to uniform and positive behaviours, strong anti-bullying policy –“Speak Up, Speak Out”;

- Endeavour Awards – to promote engagement and achievement in four key performance areas: Academic, Cultural, Sport and Community Service.

- Quality Learning and teaching practices and inclusive practices, Principles of Effective Teaching and Learning; professional development emphasis; classroom profiling; Refugee Preparation and Inclusion Program and Special Needs Programs

- A balanced, relevant and engaging curriculum
  Alignment with best practice in Junior and Senior Secondary; embedded technology; literacy across the Key Learning Areas

- Supportive and collaboratively developed programs and procedures
  School Council; P&C; embedded pastoral care system; programmed sessions (SSS / SET PLANNING / QCE Eligibility); technology
infrastructure; established systems and procedures for students and staff including attendance (late/absent); submission of assessment works; uniform regulations.

Whole School Support Strategies

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

- Enrolment process - Responsible Behaviour Plan is outlined to all new students and parents on enrolment and new staff on commencement of duty.

- Quality teaching focus using a school wide pedagogy which places students at the centre of learning.

- Classroom strategies – The micro skills adopted by classroom teachers include:
  - selective attending/tactical ignoring
  - appropriate non-verbal responses (body language)
  - redirection/rule restatement
  - student taken aside to restate rules, expectations and identification of other factors contributing
  - change in seating arrangements
  - isolation in the classroom
  - application of minor consequences
  - choices given with clearly stated consequences

- Senior Management Committee (Principal, Deputy Principals, Heads of Departments, Guidance Officer and Business Service Manager) + Micro-skill Profilers support staff in the acquisition and employment of these skills through timely and effective Professional Development.

- Student Wellbeing and Attendance Team (SWAT) members regularly provide information to staff and parents, and support to others in sharing successful practices.

- Positive Programs that support growth and language:
  - Talk Sense to Yourself; Good Habits Program; Choices/Consequences approach to Responsible Behaviour which encourages students to make resourceful rather than risky choices with respect to their behaviour. Students are supported and encouraged to think about their behaviour and make the appropriate choice.

  - Good Habits Awards – a program which recognises the improvement or continued demonstration of Good Habits based on the 16 Habits of Mind. These awards are recorded on OneSchool under Positive Behaviours for each individual student.

  - Speak Up, Speak Out (Appendix 1) is a formal approach through the curriculum in addressing the issue of bullying and harassment. It is a program which encourages students to speak up about issues which concern themselves or others who cannot speak up for themselves. SPEAK UP, SPEAK OUT allows for early intervention.

  - Co-Curricula Activities - Assemblies; leadership camps; Indigenous Leadership; Big Day Outs; Year 8 students & parents – Meet & Greet
nights; School Orientation/Induction Activities; Educational Events such as Constitutional Convention.

- Clearance for Representation – Students representing the school in sports, trips, concerts, work experience etc are required to meet the following expectations to get a clearance:
  1. Finance – Resource Hire Scheme paid or payment plan up to date
  2. Attendance – 85% attendance or greater
  3. Assignments – all complete
  4. Behaviour – 3 RTCs or a suspension will remove clearance for behaviour for the term
  5. Library – no overdue library books

This process ensures that those who represent Trinity Bay State High School are worthy representatives.

- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 2)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 3).

**Targeted behaviour support**

Development and implementation of targeted support is team based involving the Senior Management Committee; Year Coordinators; Community Educational Counsellors; Guidance Officers; School Based Youth Health Nurse; School Based Police Officer and class teachers. Where targeted individual support occurs in the classroom setting, this support is in alignment with our whole school positive behaviour support approach and procedures.

Steps to Implement Supportive, Fair, and Consistent Consequences include:
- Classroom management – use of micro-skilling
- Restatement, Rule Reminders (teacher restates the rule or gives choices)
- Referral to the Responsible Thinking Classroom (RTC)
- School Intervention and Recording of Student’s inappropriate behaviour – Letters and personal contact home to parents; Choices / Consequences sessions / Detentions and finally suspension.
- Monitoring and Review

**Targeted Behaviour Support Strategies**
- Administrative Identification Processes

The school has a number of administration processes in place to monitor student attendance, assessment completion and Responsible Thinking Classroom and detention referrals.

- Referral Processes

Classroom teachers may refer students to:

- Responsible Behaviour Teacher (classroom / playground issues; repeated referrals to the Responsible Thinking Classroom)
- Attendance Officer (attendance / truancy)
- Head of Department (Curriculum – in-class / homework assessment issues)
- SWAT (Student Wellbeing and Assessment Team) – concerns will be identified and appropriate case manager support will be put in place.
- Guidance Officer / Community Education Counsellor / School Nurse (social / economic / welfare matters / health related matters)
- Responsible Thinking Classroom (infringement of classroom rules / failure to meet school expectations / interrupting teaching and learning)
- Deputy Principal and Principal (Persistent disruption to the learning and teaching; use of obscene language; any behaviour that may threaten the safety of others – such as, use of illicit substances, verbal and or physical abuse to self or others).

Reflective Thinking Processes (Appendix 4)

- Responsible Thinking Classroom (RTC)
  All teachers have the right to teach without interruption and students have the right to learn without interruption. Students who interrupt teaching and learning will be referred to the Responsible Thinking Classroom (RTC). A student is referred to the RTC so that he/she may reflect on his/her behaviour and on how their behaviour affects the right and responsibilities of community members. Parents receive a letter (with tear-off section to be returned to the school as acknowledgement of receipt) for the second, third and fourth referrals. Students will be suspended on the fifth referral. The RTC referral count will start and finish in each school year with a new count beginning each year.

- Detention
  Detention may be used to change inappropriate behaviour. Teachers may detain students at lunch times (20 minutes) or after school (30 minutes). If after school detention is set, teachers must notify parents so that alternative arrangements in relation to transport may be made. After School and Lunch time detentions must be supervised.

  During these detentions, students will be required to participate in behaviour related activities e.g. writing out the responsibilities of being a student.

- Monitoring
  Students may be monitored. This means that the student is issued with a 'Monitoring Card' and is required to obtain a comment/rating (with respect to the school rules) from each of his/her teachers for each lesson for 5 days (longer if required). Parents are required to sign the card each night. The Deputy Principal / Responsible Behaviour Teacher signs off on the booklet every afternoon – this allows time for positive comment and if needed redirection.

- Intensive behaviour support

  Intensive Behaviour support is required to support students who demonstrate very challenging behaviour. That is, behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and / or serious injury to the student or to others. The level of support generally occurs when less intensive support strategies have been used but have not fully met the student’s learning support needs.

  Our school values are reflected in the intensive behaviour support provided for students:
- A coordinated, collaborative supportive approach to each individual case with the goal of re-engaging students and maintaining their sense of belonging and well-being.

- Strong emphasis on Counselling from form teacher/class teacher (Responsible Thinking Contracts); Year Co-coordinators; Heads of Departments to School Counselling Specialists – Guidance Officer; School Based Youth Health Nurse; School Based Police Officer; Youth Support Coordinator; Chaplain; Community Education Counsellor, Deputy Principal, Principal to outside school expertise – Positive Learning Centre, Open Learning Campus and External agencies such as Centre-Care.

- Trinity Bay State High School Intensive Behaviour Support Plan

The Trinity Bay State High School Intensive Behaviour Support Process is shown in Appendix 5. The Plan documents the school's processes and strategies in dealing with students (2-5%) who exhibit high levels of frequent unacceptable behaviour with little or no commitment to change and / or are involved in isolated high level incidents of behaviour against the rules e.g. wilful and persistent disobedience, bullying, physical and verbal violence, both provoked and unprovoked, abusive language and gestures to a teacher, vandalism. It also includes those students for other reasons (socio-economic) who are at risk of disengaging from school.

The students at this level are referred to the SWAT for support through the appointment of a Case Manager; Guidance Officer or referral to other support agencies. The school seeks the support of parents in assisting the student to commit to making resourceful choices in relation to their behaviour through Individual Support Plans. Access to alternative programs may however be necessary for repeated non-compliance with expected standards of behaviour.

- Case Managers

Case Managers may be appointed to support and monitor 'at risk' students. An Individual Support Plan may be developed for those students considered to be "at risk". This plan will outline support personnel, strategies and placements which may be useful in achieving the changes expected of "at risk" students.

- Behaviour Sessions

In school time will be set aside for those students who are referred to behaviour support. If referred to this group, students will be required to attend sessions which will have a specific focus of addressing behaviour expectations, standards and related issues. Students may be required to participate in programs off campus also.

- Welfare Structure

  - Student Wellbeing and Attendance Team (SWAT)

A committee comprising the HOD Student Engagement, the Guidance Officers, the School Nurse, the School Based Police Officer, the Community Education Counsellors, Responsible Behaviour Teacher, Attendance Officer, Youth Support Coordinators, Chaplain—meet every week to action and review strategies for specific individual students and or design or adjust Individual Support Plans.
5. Emergency responses or critical incidents

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

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

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

**Basic defusing strategies**

1. **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).

2. **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).

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

4. **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).

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

**Physical Intervention**

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Trinity Bay State High School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.
Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student through the use of hands and physical proximity measures, 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:
- RTC Referral report (Appendix 8)
- Document incident in OneSchool

**6. Consequences for unacceptable behaviour**
Trinity Bay State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. 'One School' is used to record all minor and major problem behaviour. The recording of five referrals to the Responsible Thinking Classroom (RTC) constitutes a major behaviour.

**Minor and major behaviours**
When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

**Minor** behaviours are those that:
- are minor breaches of the school rules
do not seriously harm others or cause you to suspect that the student may be harmed

- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.

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

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the RTC referral form (marking the administration referral box) and (if possible) escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Teacher managed behaviour
- **Level Two:** Removal to Responsible Thinking Classroom, time in office, alternative lunchtime activities, loss of privilege, restitution, loss of break times, warning/s regarding future consequence for repeated offence, referral to Responsible Thinking Classroom

- **Level Three:** Parent contact, referral to Guidance Officer, referral to the School’s Student Wellbeing and Attendance Team, suspension from school.

- **Level Four:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Appendix 6 outlines examples of major and minor problem behaviours.
Appendix 7 outlines examples of behaviours and consequences at levels 1 to 4.

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, all staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. Referring students to the Responsible Thinking Classroom forces many students, through way of a contract, to reflect on their behaviour and to consider the risky choice made. The referring teacher will spend time with the student,
using the completed contract as the point of reference to articulate the school’s expectation in relation to behaviour. The contract assists students to:

- explain how their behaviour differs from expected school behaviour
- outline what responsible behaviour looks like
- describe the likely consequences if the problem behaviour continues, and
- identify what they will do to change their behaviour in line with expected school behaviour (make a commitment)

**Ensuring consistent responses to problem behaviour**

At Trinity Bay State High School all staff members have the opportunity to access professional development in classroom management. Through training activities, we work to ensure consistent responses to problem behaviour across the school. In addition School Profilers can assist teachers in identifying effective behavioural strategies and work with classroom teachers in the use of these strategies.

Specially designed behaviour modules assist students on how to respond when other students display problem behaviour, and on how to respond in the most courteous way when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

7. **Network of student support**

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Year Level Co-ordinators
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator
- SUQ Chaplain
- Community Education Counsellor.

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

- YETI (Youth Empowered Toward Independence)
- ATODS (Alcohol, Tobacco and other Drug services)
- LEAPS (Mentoring Programs for Students at Risk)
- EIS (Early Intervention Centre)
- CYMH (Child and Youth Mental Health)
- Gumba Gumba (Indigenous Program)
- Migrant Settlement Services
- Lifeline
- Community Health
- Enable
- Relationships Australia
- Centacare
- Department of Child Safety
- Family Planning Qld
- Youth Link Cairns Youth Mentoring Service
- Disability Services Qld

WORK READINESS PROGRAMS
- Learning support
- Structured Work Placement (HOD Senior Secondary)
- Step-Out (Brick and Block Laying Foundation Association)
- Skills 360
- VPG
- Direct Employment Services
- Wu Chopperen
- Far North Queensland College of Technical and Further Education

OTHER
- Alternative Class/change of class/Change of subject
- Temporary withdrawal from class
- Staggered re-entry to school
- Cairns School of Distance Education
- Positive Learning Centre and Open Learning Campus

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

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

9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
10. 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

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

Endorsement

[Signatures of Principal and P&C President]

Date effective: from 2016 (July) to 2018 (July)
Appendix 1

SPEAK UP SPEAK OUT

SPEAK UP SPEAK OUT is an obligation for students and staff at Trinity Bay.

This anti-bullying process extends to students reporting other poor behaviours such as drug use, violence, misbehaviour or harassment of others at school, on the way to or from school, over the phone or on the internet.

Students and staff at Trinity Bay have obligations under this policy.

These obligations are: STUDENTS – SPEAK UP and SPEAK OUT
                    TEACHERS – LISTEN and TAKE ACTION

Our school community places personal safety as a very high priority.

Our policy is to provide a safe environment for all members of the school community
and to promote care, respect and tolerance for all.

- Students and teachers have the right to feel SAFE.
- Bullies will be disciplined and encouraged to change.
- Harassment / bullying will not be tolerated at our school.

When you SPEAK UP SPEAK OUT, YOU WILL BE LISTENED TO AND TAKEN SERIOUSLY.

In the first instance, our aim is to confront the bully with his/her behaviour and to stop the bullying – a resolution based on mutual respect and tolerance is the preferred outcome.

If this is not successful and/or the bullying / harassment continues, disciplinary action will be imposed on the student/s doing the bullying.

In the main, a bully will be given a chance to change his/her behaviour. If he/she chooses not to do this, he/ she will be disciplined.

However, if the bullying / harassment is considered to be gross misconduct, suspension and/or exclusion may apply.

Teachers will handle incidents of harassment / bullying as follows:

- the teacher personally handles the situation
- the incident is resolved through acknowledgment of behaviours by both parties, appropriate apologies and commitment re future behaviour will be required
- the incident is documented and documentation passed on to a Head of Department or a
  Deputy Principal
- a warning about the behaviour will be given to student doing the bullying
- behaviour or behaviour contracts, counselling may be recommended for the student
doing the bullying
- parents/guardians notified
- interviews with parent/guardians and student with Deputy Principal or Principal may be necessary.

Serious bullying / harassment is directed immediately to the Deputy Principal.

If harassment continues:

- Deputy Principal to investigate and document the incident – “Bully Busters” completed
- Parents/guardians notified and meeting arranged
- Disciplinary action taken in accordance with behaviour management policy.

Bullying is Grounds for Suspension.
How do you know to Speak Up Speak Out?

SPEAK UP SPEAK OUT is part of the sub culture at Trinity Bay State High School. It is a catch-cry for our students, staff and parents and a tool to prevent and defuse bullying before it arises.

SPEAK UP SPEAK OUT is part of the curriculum. For one week in February each year, staff and students will focus on SPEAK UP SPEAK OUT as part of class work. This is how all students will begin to understand the culture of SPEAK UP SPEAK OUT. Students will be reminded of SPEAK UP SPEAK OUT on assemblies throughout the year (by Deputy Principal and Principal) and in class (by their teachers).

Students are expected to SPEAK UP SPEAK OUT and they will be thanked (by staff and other students) for doing so.

In addition, students will appreciate how the behaviour of those students who choose to bully others impacts on (detracts from) our school image and all students associated with our school. To SPEAK UP SPEAK OUT about poor behaviour enhances the good name of our school and ensures that bullies do not rule, or set the agenda at Trinity Bay State High School.

The issue of bullying is also addressed and responded to, through our Behaviour Management Policy – Trinity Bay State High School’s Responsible Behaviour Plan for Students.

The Safe Technique

<table>
<thead>
<tr>
<th>Solve It Yourself</th>
<th>Always Keep Speaking Up</th>
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<tbody>
<tr>
<td>• Ignore it</td>
<td>• If it does not work at first, try again</td>
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<tr>
<td>• Tell a friend</td>
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<td>• Ask for advice</td>
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<td>• Keep a record of who, what, when, where and how – independent witnesses</td>
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<td>• Look the person in the eye and say in a strong, clear voice:</td>
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<td>o Stop! I don’t appreciate when you</td>
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<td>o I want you to stop!</td>
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<tr>
<th>Find An Adult Helper</th>
<th>Expect The Best</th>
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<tr>
<td>• If the bullying continues tell your teachers, Guidance Officer, Head of Department, Deputy Principals, parents what is happening</td>
<td>• Do not put up with bullying</td>
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Appendix 2

The Use of Personal Technology Devices* at School

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

Students are discouraged from bringing valuable personal technology devices that are not required for curriculum purposes like phones, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff if used inappropriately and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

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

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

Personal Technology Device Etiquette

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

Recording voice and images

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

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

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.
*Personal Technology Devices includes, but is not limited to portable gaming devices, laptop computers, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones (including Smart phones), iPods® and devices of a similar nature.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others. If it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, consequences will apply.

Students must not be involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

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

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

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

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

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

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 3

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

Purpose
1. Trinity Bay State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying Trinity Bay State High School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Trinity Bay State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet (including social media such as Facebook), producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

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

5. At Trinity Bay State High School 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.

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 at Trinity Bay State High School are an addition to our 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 in key Learning Areas such as Health and Physical Education on bullying and how to prevent and respond to it is a subset of procedures to which our students are already accustomed.

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 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 5 school rules and have been taught the expected behaviours attached to each rule in all areas of the school.
- All students have been or are being taught that the rules apply not only to the classroom but to 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 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 (wearing fluro high visibility apparel) and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Research indicates that a common outcome of anti-bullying programming 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 programming. The anti-bullying process at Trinity Bay State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

10. Trinity Bay State High School uses behavioural data for decision-making. This data is entered into our RTC, detention, ‘One School’ and attendance databases 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 4

RESPONSIBLE THINKING CLASSROOM

The Responsible Thinking Process designed by educator Edward E. Ford, applies to students from years 7 – 12 and is used by all Teachers, Deputies and the Principal. The process aims at promoting a respectful, co-operative teaching / learning environment.


Underlying principles:

- An individual is responsible for his/her actions
- There are rules and standards for every social occasion
- An individual has no right to violate the rights of others by refusing to obey the rules.

Teachers may refer those students who choose to ignore the Rules and Expectations of behaviour whilst in the classroom to the Responsible Thinking Room (RTC) or directly to a Head of Department, Deputy Principal or Principal.

When referred, the student will be handed a referral form by the teacher indicating the ‘Return to Class - Work It Out’ contract and apology and/or writing out behaviour material. No school work is done whilst in the RTC.

When referred, the student must:

- go directly to the RTC
- hand the referral to the staff member on duty
- complete the contract whilst reflecting on his/her behaviour (the student will remain in the RTC until the contract is completed)
- return, at the next break, with completed contract to teacher who made the referral (the teacher will sign the contract if it shows that the student truly reflected on his/her behaviour)
- return the contract, now signed by both the student and teacher, to the RTC (or Deputy Principal) at the same or next break.

The return of the contract to the RTC signed by both parties indicates that the matter has been resolved between teacher and student.

If there is no resolution, the incident will be referred to the Deputy Principal who will broker a resolution. In some cases, the student may not return to that particular class until the matter has been resolved.

Intervention Steps

Positive Aspects of RTC

- Responsibility for disruptive behaviour is placed on the individual,
- Provision of a supervised environment for constantly disruptive students,
- Students become more responsible for modifying his/her behaviour,
- Promotion of a calm, respectful classroom environment,
- Students become more aware that the classroom is a place for learning and teaching.
### RTC Referral Process

<table>
<thead>
<tr>
<th>Referral Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>1st REFERRAL</td>
<td>Documented, contract/apology completed, student returns to class. Contract must be signed by referring teacher before returning to that class.</td>
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<tr>
<td>2nd REFERRAL</td>
<td>Documented, contract/apology completed, letter posted home, contract must be signed by referring teacher before returning to that class.</td>
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<tr>
<td>3rd REFERRAL</td>
<td>Documented, contract/apology completed, Good Habit Program completed, parent/guardian contacted by letter (posted home), contract must be signed by referring teacher before returning to that class. Behaviour interview takes place with RBT within the week.</td>
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<tr>
<td>4th REFERRAL</td>
<td>Documented, contract completed, letter posted home. Contract must be signed by referring teacher before returning to that class.</td>
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<tr>
<td>5th REFERRAL</td>
<td>Documented, 3-5 days suspension. Return interview, 5 days on monitoring card.</td>
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<tr>
<td>ON-GOING REFERRALS</td>
<td>To the RTC will, ultimately, result in 6-20 days suspension and/or cancellation of enrolment and/or exclusion from Trinity Bay State High School. Students may also be referred to counsellors</td>
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### Points to Note:
- The strength of the RTC lies in its underlying principles and the process (it is not intended as a punishment, rather a logical consequence of the individual's choice to disrupt by not following rules or meeting expectations.)
- RTC is not an instant solution but a process that works towards helping the student optimise learning opportunities.
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<th>Appendix 6</th>
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<td><strong>Expectation</strong></td>
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<td><strong>Be ready for work</strong></td>
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<td><strong>Class tasks</strong></td>
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<td><strong>Being in the right place</strong></td>
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<td><strong>Classroom behaviour</strong></td>
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<td><strong>Property</strong></td>
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<td><strong>Follow instructions</strong></td>
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<td><strong>Accept outcomes for behaviour</strong></td>
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<td><strong>Physical contact</strong></td>
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## Appendix 7

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<th>Level</th>
<th>Behaviour</th>
<th>Possible Consequences</th>
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</table>
| **Level 1** | Inappropriate student behaviour to be dealt with at this level include:  
- Late arrival to class  
- Unexplained absences  
- Out of Bounds  
- Littering  
- Not completing homework/study as directed  
- Unprepared for class/school  
- Off task behaviour  
- Disruptive behaviour  
- Breach of Dress Code – uniform/make up/jewellery transgressions  
- Inappropriate use of mobile phone  
- Eating/drinking in classrooms  
- Not respecting property of school and others  
- Bullying | Teacher initiated actions could include:  
- Verbal Negotiation - Teacher speaks to student about behaviour and sets consequences (documented in One School)  
- Reminder of classroom expectations  
- Micro-skill strategies  
- RTC referral – self-reflection documented and apology  
- Teacher supervised lunchtime detentions (20 minute duration)  
- Community service at school  
- Contact parents  
If student is uncooperative, disobedient and does not complete these consequences, teacher may impose additional detentions, community service make referral to RTC.  
If repeated applications of the above actions produce no improvement in the student’s behaviour, then the student should be referred to the Year Level Co-ordinator or Head of Department for action at Level 2 |
| **Level 2** | Inappropriate student behaviours to be dealt with at this level include:  
- Continued Level 1 behaviours  
- Disrespectful behaviours towards staff/students  
- Not completing consequences for Level 1 behaviour as directed (unwilling to co-operate / participate in behaviour management strategies)  
- Repeated defiance – not completing consequences as directed  
- Non-compliance | The class teacher/ Year Co-ordinator / Head of Department will initiate actions which could include:  
- RTC referral (appendix 2)  
- Lunchtime detentions (20 minutes duration)  
- Community service at school  
- Monitoring Card 5 days  
- Restitution  
- Behaviour recorded in One School  
- Inform / consult Guidance Office  
- Referral to the Welfare Committee  
- School Based Care Team  
- Referral to Deputy Principal |
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<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Possible Consequences</th>
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| **Level 3**<br>Deputy Principal | Inappropriate student behaviours to be dealt with at this level include:  
- Continued Level 2 behaviours  
- Not completed consequences for Level behaviours as directed  
- Refusal to comply with teacher / Head of Department / Behaviour support directed intervention  
- Non compliance  
- Harassment / bullying – physical aggression  
- Fighting  
- Lying (including lying by omission)  
- Stealing  
- Truancy  
- Unexplained absences  
- Substance possession / use / proximity: smoking, alcohol, drugs  
- Pornography  
- Intimidation of staff  
- Vandalism  
- Sexual harassment/misconduct  
- Foul, obscene language, gestures  
- Unsafe behaviour (including self-harm)  
- Dangerous behaviour (including weapons) | Deputy Principal initiated actions in response to inappropriate student behaviour:  
- Parent / carer interview  
- Detention  
- Loss of Privilege  
- Referral to RTC  
- Referral to Welfare Committee / Outside Agency / Guidance / behaviour Support  
- Referral to / consultation with Principal  
- Recommend Suspension (1-5 days) to the Principal  
- Restorative Conference on Return from Suspension  
- Monitoring Card 5 days  
- Behaviour Improvement Condition implemented where appropriate  
- Make a Case  
- Police Notification where necessary |

| Level 4 | Principal | Inappropriate student behaviours to be dealt with at this level include:  
- Extreme or repeated incidence of Level 3 behaviour  
- Possession of drugs  
- Supply of drugs  
- Possession of a weapon  
- Use of a weapon  
- Violent assault | Principal in consultation with Deputy Principal determines the most appropriate course of action which may include any of the following:  
- Parent / Carer interview  
- Police notification (if illegal behaviour)  
- Suspension (6-20 days) in line with Education Queensland Policy Safe, Supportive and Disciplined Environment (Version 7.3)  
- Implementation of Behaviour Improvement Condition where appropriate  
- Recommendation for Exclusion in line with Education Queensland Policy Safe, Supportive and Disciplined Environment (Version 7.3)  
- Cancellation of Enrolment - in line with Education Queensland Policy Safe, Supportive and Disciplined Environment (Version 7.3) |

*NB: Serious inappropriate behaviours such as supplying drugs, use of a weapon and violent assault always progress straight to Level 4 and will likely result in the most serious consequences.*