Indooroopilly State High School
Responsible Behaviour Plan for Students
based on *The Code of School Behaviour*

1. Purpose

Indooroopilly State High School is committed to providing a safe, respectful and disciplined learning environment for students in our community, where students have opportunities to engage in quality learning experiences and acquire values supportive of their well-being.

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.

2. Consultation and data review

Indooroopilly State High School developed this plan in collaboration with our school community. Consultation with a cross-section of the school community was undertaken during 2015. A further consultation and review process occurred at the commencement of 2018. A review of school data relating to attendance, unexplained absences, School Disciplinary Absences and behaviour incidents from 2016-2018 also informed the development of the Indooroopilly State High School Responsible Behaviour Plan for students.

The Plan was endorsed by the Executive Principal, the Parents and Citizens Association and Chair of the School Council in November 2018, and will be reviewed further in 2019 as Queensland Department of Education legislation is updated.

3. Learning and behaviour statement

Our emphasis on values and beliefs translates into desirable behaviours for members of our school community. At Indooroopilly State High School we promote an environment that encourages students to make appropriate choices in accordance with the vision, values and beliefs that have been determined by the school community. These processes are aligned with Department of Education's Code of School Behaviour.

Our vision: *A Community of Forward Thinkers*

We value:
- Each person's dignity
- Our community's diversity
- Open communication
- Quality learning

We believe:
- All students can learn and have the right to learn
- Students and teachers deserve a mutually supportive and safe environment
- Students learn best by engaging in rigorous and rewarding experiences
- A self-disciplined environment contributes to effective learning
- Our education develops multiple intelligences
- Our learning has value beyond the classroom
- Services are client-focused and create belonging

- Our learning is global and futures oriented
- Students contribute positively to their communities and a pleasant environment
- Teachers are professionals and learners
- Enjoyment and success are integral to learning

We stand for:
- **School Values**
  Our school's vision is supported and strengthened by our commitment to the four values – *Each person's dignity, Our community's diversity, Open communication and Quality Learning.*

- **Academic Excellence**
  Our purpose is to provide challenging and rewarding learning opportunities for all students. Our learning environment provides students with the support and motivation they need to achieve. Our committed teachers and extensive support network assist students to meet the high standards upon which our school is founded.

- **Curriculum**
  Quality curriculum is our passion and our work. Our curriculum is designed to provide all students with opportunities and choice to equip them for their future lives. The Australian Curriculum, Senior Phase of Learning inclusive of the QCE system, International Baccalaureate Diploma Programme (IB) and High School Preparation Program (HSP) courses are delivered by dynamic, experienced teachers who are highly respected in their fields of study.

- **Learning and Engagement**
  We focus on learning and engagement for all students. We expect that all our students demonstrate a mature level of self-discipline in the interests of promoting a harmonious learning community. Illegal, anti-social, and disruptive behaviours will not be tolerated. Possession and/or use of drugs or prohibited items are not tolerated by our community. We value a healthy, positive and safe environment.

- **Extra-Curricular**
  In addition to the formal curriculum, we offer a rich array of extra-curricular programs and activities. We encourage our students to excel in academic, sporting, creative and cultural areas.

- **Inclusion**
  Our students travel from suburbs throughout Brisbane and from overseas countries to participate in our quality learning programs. All of our students benefit from academic support offered by our caring and expert teachers. Students have access to specialist staff inclusive of English as a Second Language or Dialect (EALD), Integrated Student Support (ISS) and Student Services to enhance learning outcomes.

- **Pastoral Care**
  Our Pastoral Care programs cater for the physical, emotional, social and spiritual well-being of every student. Our Student Services faculty provides students with quality service by experienced and caring professionals.

- **Community and Environment**
  We value the contribution that can be made by our community. We believe that it is our duty to nurture strong relationships between students, parents, staff and the greater community. We actively foster partnerships with community groups and services to ensure the ongoing sustainability of the built and natural environments surrounding our school.

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

Our emphasis on our vision, values and beliefs provides the impetus for these to be translated into desirable behaviours for members of our community. The Rights and Responsibilities tabled here, describe these behaviours.

Responsible behaviour begins with the individual and we at Indooroopilly promote an environment which encourages appropriate choices by students according to the values, beliefs and vision that we have all determined. Our processes are aligned to Department of Education Code of School Behaviour.

	Rights	Responsibilities
Students	**Students have the right to:** ✓ a safe, positive and engaged learning environment ✓ develop their own ideas freely ✓ a learning environment which develops self-confidence and self-esteem ✓ respectfully express their point of view ✓ input into school decision making ✓ positive feedback and constructive criticism ✓ work with their teachers to develop their learning approach	**Students have the responsibility to:** ✓ comply with school procedures and policies ✓ be punctual and come prepared for their learning ✓ complete all classwork and homework to the best of their ability ✓ help build self-esteem and self-confidence of others ✓ respect the ideas and beliefs of others ✓ respect other's property, and treat all school buildings/property/equipment/natural environment with care and respect ✓ maintain self-discipline ✓ communicate openly on matters affecting learning outcomes
School Staff	**Staff have the right to:** ✓ teach in a positive, productive and engaging learning environment ✓ work in a safe, positive and collaborative classroom ✓ align expectations for behaviour and performance in their classroom with the school's values ✓ be treated with courtesy and dignity ✓ have input into school decision-making ✓ Respectfully express their point of view	**Staff have the responsibility to:** ✓ comply with school procedures and policies ✓ establish a safe, productive and engaging learning environment ✓ provide quality learning programs that are engaging and well prepared ✓ guide students towards self-discipline ✓ respect the ideas and beliefs of others ✓ help build self-confidence and self-esteem of others ✓ be positive role models ✓ commit to lifelong learning and improved professional practice ✓ communicate openly with parents and students on matters affecting learning and well-being
Parents/Carers and Members of Indooroopilly SHS Community	**Parents/Carers and Members of the Indooroopilly SHS Community have the right to:** ✓ a safe, positive and co-operative environment ✓ expect the school to support students' learning ✓ be informed of their student's progress ✓ respectfully express their point of view ✓ an active role in the school community ✓ feel comfortable/welcome at school ✓ have input into school decision-making	**Parents/Carers and Members of the Indooroopilly SHS Community have the responsibility to:** ✓ conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights, ideas and beliefs of others ✓ work in partnership with the school to achieve the best outcomes for their student ✓ support school staff in maintaining a safe and respectful environment for all students ✓ initiate and maintain constructive communication and relationships with school staff regarding their student's learning, wellbeing and behaviour ✓ contribute positively to behaviour support plans that concern their student

These Rights and Responsibilities along with our vision and values are instilled in students via a number of strategies including:
- Care Group lessons with vertical student clusters
- Year Level Connect Programs

- Junior and Senior Secondary Assemblies and Year Level Assemblies
- During active supervision by staff within classroom and extra-curricular activities
- Individual counselling and mentoring.

Indooroopilly SHS implements the following proactive and preventative processes and strategies to support student to improve learning, engagement and behaviour expectations:

- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- Strong pastoral care focus through Connect lessons, Year Level and Care Group forums
- Explicit teaching/implementation of strategies from programs such as *Bullying- No Way*, *Respectful Relationships* and *Rock and Water*
- Development of specific policies to address:
  - ***Acceptable Use Policy for Mobile Devices*** (Appendix #1)
  - ***Procedures for Preventing and Responding to Incidents of Bullying*** (Appendix #2)
  - ***Working together to keep Indooroopilly State High School Safe*** (Appendix #3)
  - ***Appropriate Use of Social Media*** (Appendix #4)

5. Targeted behaviour support

The Rights and Responsibilities describe the behaviours that support the school values and beliefs. The following sections outline processes, including the School Values and Setting table, Behaviour and Engagement Consequences table to identify the school values and the impact on the learning and engagement rights of others.

Targeted support at Indooroopilly involves managing incidents and behaviour patterns in context to ensure relevance of support and ownership of behaviour. A range of data and processes are used to identify "at risk" students due to behaviour or learning and engagement concerns that require support and intervention, including:

- Academic and engagement data
- Academic Conferencing
- Behaviour management and referral data
- Attendance data
- Referral processes.

Our approach emphasises:

- Prevention, learning, understanding and developing solutions
- Engaging appropriate personnel in a team approach to foster supportive relationships (see Appendix #5 **Student Support Network**)
- Creating plans with teachers to support students
- Engaging parents as partners in developing support plans
- Liaising with appropriate external agencies/personnel when relevant (see Appendix #5 **Student Support Network**).

The focus for targeted behaviour support is to keep students connected with school, so that they feel they are part of the school community – an important factor in developing personal resilience and improved health and well-being.

The School Values and Settings table below, describes student engagement and behaviour expectations that align to the school values and beliefs in a range of different educational settings.

School values / Settings	Each person's dignity	Our community's diversity	Open communication	Quality learning
All Settings	✓Treat all staff, students and others in the community with courtesy, consideration, respect and dignity ✓Treat all property, facilities, equipment and surrounds with care and respect	✓ Treat others with respect and kindness ✓ Promote inclusivity by increasing cultural awareness and seeking new perspectives and ideas ✓ Be mindful that other people might have different perspectives and opinions—be kind, understanding and accepting of difference	✓Communicate openly and positively with words and actions that are kind, considered, non-judgemental, non-discriminatory, constructive and reasonable for the situation/context ✓Choose appropriate verbal and non-verbal communication appropriate to a professional learning environment	✓Strive for personal best in each endeavour with a focus on lifelong learning and self-improvement ✓Participate in a range of school activities and volunteer to lead and assist others in a range of activities ✓Demonstrate exemplary behaviour and continued engagement in learning

Classroom	✓ Respect the rights, dignity and opinions of teachers and other students
	
	✓ Follow classroom expectations and routines and procedures
	
	✓ Show consideration for the learning and needs of others
	
	✓ Respect the learning environment and leave the classroom clean and tidy
	
	✓ Take ownership of own behaviour
		✓ Respect individual cultural, ethical and personal differences in the classroom
		
		✓ Actively contribute to a culture of acceptance and celebration of individual differences
		
		✓ Look out for others, allow and encourage them to be included
		
		✓ Be open to other people's beliefs, ideas, backgrounds, experiences, individuality, differences, learning abilities and celebrate their strengths and achievements
			✓Personal devices are not used and remain on silent and out of sight
			
			✓Listen actively when others are speaking
			
			✓Respect your teacher and classmates when engaging in class discussions
			
			✓Comply with sign in and sign out processes at Student Services to leave the school campus
			
			✓Be open to positive and critical feedback and suggestions on own learning and behaviour
			
			✓Report any problems/issues to teachers
				✓Maximise learning by:
				  o Maintaining attendance
				  o Being punctual
				  o Being prepared for learning
				  o Maintaining engagement in learning opportunities
				  o Completing classwork
				  o Completing homework, drafts and assessments by the due date
				
				✓Behave in a way that actively contributes to an effective learning environment
				
				✓Be actively engaged in rigorous learning
				
				✓Strive to become forward thinkers and productive, ethical citizens

Digital Spaces	✓Be a safe, polite, responsible and ethical online citizen ✓Follow the privacy laws and act with personal integrity when communicating online ✓Keep your personal passwords private and update regularly ✓Take care of all school IT facilities	✓Think before you share/send—consider other people's cultural, ethical and personal differences ✓ Encourage, include and support others ✓ Be open to other people's beliefs, ideas, backgrounds, experiences, individuality, differences, learning abilities and celebrate their strengths and achievements in digital spaces	✓Think before you share or send ✓Communicate openly, lawfully and thoughtfully to create a positive online relationship/community ✓Report unwanted, inappropriate or disrespectful use of digital technologies (e.g. online bullying)	✓Active participation and engagement in online learning activities ✓Check student email, the Learning Place and the student notices regularly ✓Use appropriate digital devices to improve school work, obtain feedback and strengthen positive relationships ✓Back up own work regularly and keep it organised

	✓Acceptable, respectful and responsible use of social media and digital platforms when communicating with others ✓Comply with acceptable mobile phone uses as outlined in the Acceptance Use Policy for Mobile Devices	✓ Act in accordance with the Acceptance Use Policy for Mobile Devices ✓ Submit your own work and acknowledge the sources ✓ Respect the copyright and ownership of digital property	✓Avoid any online/social media activities that impact on the rights of other students and staff	✓Keep your device in a good condition (use a case; have it fixed as soon as possible; charge the battery each night; install antivirus software; avoid harmful files etc.)
Community (Public transport; near roads; travel to/from school; excursions etc.)	✓Treat all members of the community with courtesy and respect. ✓Store bikes, scooters/skateboards in correct locations when you arrive at school ✓Use designated footpaths and crossings and be aware of your surroundings ✓Follow road rules and regulations ✓Follow driver instructions and train/bus rules	✓Be a good multicultural ambassador for yourself and the Indooroopilly SHS in the community ✓Be courteous and kind to other members of the community ✓Consider the perspectives of others in our community ✓While on public transport, vacate your seat if you're sitting in a designated area needed by a passenger with a disability, who maybe pregnant or if you're a student paying concession fares and adults are standing	✓Speak politely to members of the public ✓Report any concerns to staff members ✓Take ownership of own words/behaviour and be mindful to uphold our school values in the community ✓Report/refrain from behaviour that would bring Indooroopilly SHS into public disrepute	✓Engage positively in extra-curricular activities and events in our community ✓Return all permission forms and make payments by the due date for excursions ✓Comply with Indooroopilly SHS's Dress Standard ✓Bring required equipment in all settings ✓Look for new opportunities and new ways to learn in the classroom ✓Link your learning with the "real world"

6. Intensive behaviour support

Our school ethos is supported and strengthened by our commitment to the four values — *Each person's dignity, Our community's diversity, Open communication and Quality learning.*

These values are reflected in the intensive behaviour support provided for students at Indooroopilly High. Underlying principles and practices include:
- We treat each case on an individual basis – with the goal of re-engaging students and maintaining their sense of well-being
- We inform students and parents of key support interventions or processes
- We focus on learning in a team-based approach, thus maximising chances of success (see Appendix #5 *Student Support Network* at Indooroopilly)
- We consult relevant school-based and Education Queensland personnel and external agencies
- We conduct teacher meetings to review and monitor progress of individual cases
- We focus on maintaining students as part of the mainstream school community. (Refer to Appendix #5 **Student Support Network** at Indooroopilly).

7. Emergency responses or critical incidents

It is important that all staff are consistent in understanding 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
Avoid escalating the problem behaviour
Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

Maintain calmness, respect and detachment
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

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

Follow Up Strategies
If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Debrief
Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and

identify acceptable decision options for future situations. Where appropriate, mediation is conducted.

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 himself/herself or to others.

Appropriate physical intervention may be used to ensure that Indooroopilly State High'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 or self 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 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.

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 recorded and maintained on the student profile in *OneSchoo*l.

8. Consequences for unacceptable behaviour

In applying consequences for unacceptable student behavior, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Indooroopilly applies a range of consequences that are aligned with Department of Education's *Code of School Behaviour*. Consequences are applied to:

- provide the opportunity for all students to learn
- ensure the safety of staff and students
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

School Disciplinary Absences (suspension, exclusion) may be applied as a consequence after due consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of engagement or behaviour.

The behaviours listed in the table on pages 10 and 11 apply to all students. The following dot points are applicable to International Students only.

Failure to comply with the following requirements may trigger a referral to Education Queensland International and or the Department of Immigration, and may result in cancellation of visa:

- attendance must reflect a minimum 80% of the contact hours scheduled for each term or semester of your course
- satisfactory academic results for each term or semester must be attained

Minor and Major Behaviours

When responding to behaviour incidents, the staff member determines if the behaviour or engagement issue is a minor or major incident, with the following agreed understanding:

- *Minor* behaviour breaches or incidents are handled by staff members at the time it happens;
- *Major* behaviour breaches or incidents are referred directly to Heads of Department, the Year Level Deputy Principal or Junior/Senior Secondary Associate Principal.

Minor engagement or behaviour breaches are handled by the staff members at the time it happens. Minor behaviours are:

- minor breach in school values;
- do not seriously harm others;
- do not violate the rights of others in our community;
- are not part of a pattern of inappropriate behaviours;
- do not require intervention of specialist support staff.

A student may be referred to Head of Department on the third minor engagement or behaviour breach for the same recorded engagement or behaviour incident.

Major engagement or behaviour breaches require referral to Year Level Deputy Principal or Junior/Senior Secondary Associate Principal due to seriousness of student behaviour. Ongoing and repeated minor breaches with classroom intervention are regarded as a major behaviour breach. Major behaviours are:

- Behaviours that significantly violate the rights of others or require intervention from others;
- Put others/self at risk of harm;
- Constitute misconduct, disobedience, conduct prejudicial to the good order and management of the school.

Students who breach behaviour standards may be required to provide an individual student statement or student witness statement after a breach in behaviour standards outlined on pages 10 and 11. A student may be asked to provide a personal statement recalling the events that occurred to support an investigation of this behaviour breach. Appendix 6 *Considerations for Taking Incident Statements* may be used as a guide to support staff during an investigation of a breach in behaviour standards that involves students enrolled at Indooroopilly State High School.

Student Behaviour and Engagement Breach		Consequences for Student Behaviour and Engagement Breach	
Minor	Inappropriate minor level student misbehaviours requiring consequences include: • late to class • breach of classroom rules • non-completion of homework • littering in and outside classroom • not following teacher instruction • dress code transgressions • classroom disruption • refusal to engage with program of study • use of inappropriate language • incorrect use of personal technology or non-compliance with the Acceptance Use Policy for Mobile Devices	Teacher initiated actions could include: • verbal negotiation • reminder of classroom rules and expectations • reminder of school values • implementation of/change in seating plan • one-on-one resolution • use of buddy class agreement between teachers • assignation of student to accompany teacher on playground duty • assignation of lunchtime detention • confiscation of inappropriate items • completion of unfinished work for homework • contact with Year Coordinator • contact with parents • access Student Services for change of clothing If repeated applications of the above actions produce no improvement in the student's behaviour, the student will be referred to a Head of Department.	All staff including: Teacher/PGD Teacher/Supervising Teacher
Major Level One	Inappropriate repeated minor or high level student misbehaviour requiring consequences include: • continued behaviours from the list above • attendance issues including persistent lateness • non-submission of assessment • possession of inappropriate materials (e.g. aerosols) • inappropriate use of school resources • refusal to comply with school procedures/policies, including the Acceptance Use Policy for Mobile Devices, Assessment Policy	HOD actions could include: • behaviour monitoring card • resolution meeting • referral to Guidance Officer, School Health Nurse • individual behaviour management plan • recess or after school detention • parent/carer interview or contact • referral to Deputy Principal If repeated applications of the above actions produce no improvement in the student's behaviour, the student will be referred to a Deputy Principal.	Heads of Department
Major Level Two	Inappropriate high level student misbehaviours requiring consequences include: • Continued behaviours from lists above • Truancy (part/full day) • bullying/harassment (including sexual harassment) • stealing or theft	Deputy Principal actions could include: • behaviour monitoring card • resolution meeting • parent/carer interview • review of individual behaviour management plan • series of after school detentions	Deputy Principal

	- assault (physical, psychological, sexual, verbal) - smoking - inappropriate/banned materials or dangerous objects, including weapons or toys designed to approximate weapons - intimidation of school community members - vandalism - continued refusal to comply with school procedures/policies - inappropriate use of personal technology devices - inappropriate use of social media that incites or has the potential to incite cyber or text bullying and/ or harassment of community members	- referral to external agency - recommend suspension, in consultation with Associate Principal - restorative conference on return from suspension - referral to Associate Principal If repeated applications of the above actions produce no improvement in the student's behaviour, the student will be referred to the Associate Principal.	
Major Level Three	Unacceptable very high level student misbehaviour requiring consequences include: - extreme or repeated incidence of behaviours from lists above - an extreme incidence of misbehaviour - possession of drugs, alcohol or other illicit substances - supply of drugs or other illicit substances - possession of a weapon (e.g. knife) or an object that is an approximation of a weapon - use of, or threat to use, a weapon - physical, psychological, sexual or verbal assault, or threat to assault, students or staff - behaviour that brings the school into disrepute	The Executive Principal in consultation with Associate Principal and Deputy Principal determines the most appropriate course of action, which may include: - individual behaviour agreement - parent/carer interview - police notification - suspension - exclusion - cancellation of enrolment in line with Education Queensland policy SM-16	Associate Principal/ Executive Principal

9. Network of student support

At Indooroopilly State High School we are committed to providing a supportive school environment in which all individuals feel safe and valued. There is an extensive network of people and organisations that interact with our students on a daily basis to ensure needs and concerns are supported. The Student Services Department is the nucleus of the student support network, providing a common point of access for support, health and counselling services.

Please refer to Appendix #5 *Student Support Network* for an overview of the support agencies providing assistance to students.

10. Consideration of individual circumstances

At Indooroopilly State High School, our values — *Each person's dignity, Our community's diversity, Open communication and Quality learning* — are the cornerstone around which discussion about responsible behaviour takes place. These values underpin the *Code of School Behaviour* and, when applying consequences, the individual circumstances and actions of the student as well as the needs of our school community are considered at all times.

In practice, this is evidenced by our emphasis on:
- proactive strategies and keeping students engaged in mainstream schooling wherever possible
- promoting an environment which is responsive to the diverse needs of its students
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socio-economic situation, mental health and well-being, emotional state (such as individualised learning plan or individual education plan)
- using a multi-disciplinary approach so that students' chances of success are maximised
- engaging parents/carers in the learning and support structure
- linking with relevant external agencies and specialists

11. 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
- Weapons Act 1990
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

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

13. Some related resources

- *Code of School Behaviour*
- *Schoolwide Positive Behaviour Support*
- *Code of Conduct for School Students Travelling on Buses*
- *National Safe Schools Framework*
- *Australian Student Wellbeing Framework*

- _Student Wellbeing Hub_
- _Working Together resources for schools_
- _Cybersafety and schools resources_
- _Bullying. No way!_
- _Take a Stand Together_
- _Supporting Student Behaviour_
- _Detention guidelines_
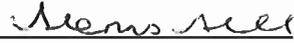- _Community Service Intervention guidelines_

Endorsement

Executive Principal   **P&C President**   **Chair, School Council**

Date effective:

13

1. Purpose

1.1. The widespread ownership of mobile devices among young people requires that parents, students, school administrators and teachers take steps to ensure that these devices are used responsibly at school, excursions, camps and extra-curricular activities. This Acceptable Use Policy for Mobile Devices is designed to ensure that potential issues involving mobile devices can be clearly identified and addressed, allowing for the educational benefits that mobile devices can provide students in different settings.

1.2. Indooroopilly State High School has established an Acceptable Use Policy for Mobile Devices that provides teachers, students and parents with guidelines and instructions for the appropriate use of mobile devices school.

1.3. Students and their parents or carers are required to read and agree to the Acceptable Use Policy for Mobile Devices at as part of the application for enrolment to Indooroopilly State High School.

1.4. Mobile Devices refers to all manner of portable electronic devices including but not limited to mobile phones, laptop computers, tablets, digital cameras, handheld games and electronic dictionaries.

2. Rationale

2.1. Personal safety and security

Indooroopilly State High School accepts that parents give their children mobile devices such as mobile phones to protect them from everyday risks involving personal security and safety. It is acknowledged that providing a student with a mobile phone gives parents reassurance that they can contact their student if they need to speak to them urgently outside of school hours.

Parents are reminded that in cases of emergency during the school day, the school office remains the preferred point of contact. School staff will ensure students are contacted quickly and assisted in any appropriate way.

2.2. Educational Use

The school believes that as mobile technology continues to evolve, there will be increased opportunity for the technology to contribute positively to learning programs in classrooms and to assist students in their school work. The access to a personal mobile device should not disadvantage any student from participating in learning activities.

3. Responsibility

3.1. Parents or carers make the decision to provide a mobile device to their student and accept that it is brought to school.

3.2. It is the responsibility of students who bring mobile devices to school to abide by the guidelines outlined in this document.

4. Acceptable Uses

4.1. Mobile devices may be used before school, at break times and after school in ways that are not disruptive to other members of the school community. All mobile devices must use soundless features at all times during the school day.

4.2. Mobile devices are permitted only in circumstances where the teacher who is conducting the lesson specifically allows the usage of this personal device for an educational purpose.

4.3. Mobile devices must not be used during school organised activities such as Assembly and special events.

5. Unacceptable Uses

5.1. Mobile devices must not be used for non-educational purposes in any manner that is disruptive to the normal routine of the school.

5.2. Unless express permission is granted, mobile devices must not be used during class to make calls, send SMS messages, access the internet, take photographs or use any other application during lessons (refer 4.2).

5.3. It is a criminal offence to use a mobile device to menace or offend another person. As with all forms of bullying or harassment, using mobile devices such as phones to communicate unacceptably with other students is at odds with our school values and will not be tolerated. Students and parents are reminded that almost all calls, text messages and emails can be traced.

5.4. Mobile devices must not be used during an exam or assessment conducted under exam conditions. This will be considered to be cheating and the student will face appropriate consequences.

5.5. Mobile devices must not be used to photograph, film or record any member of the school community or a visitor to the school, whether travelling to or from school or during the school day, except where permission has been granted by teachers for educational purposes.

6. Consequences

6.1. Students who do not meet the expectations in this policy will have their device confiscated. The mobile device would be taken to a secure place within the school for subsequent collection by the student.

6.2. Repeated misuse of a mobile device as described in this policy will result in confiscation of the device and subsequent collection of the device by the student's parent or carer.

6.3. Other consequences may include suspension or recommendation for exclusion as per the school's Responsible Behaviour Plan for students.

7. Device Protection

7.1. Students are advised to mark their mobile device clearly with their name.

7.2. Mobile devices are an attractive target for thieves. To reduce the risk of theft during and outside of school hours, students should keep their devices on their person and not leave them unattended.

7.3. Indooroopilly State High School strongly advises the use of passwords and pin numbers to protect mobile devices from unauthorised use.

7.4. The school accepts no responsibility for replacing lost, stolen or damaged mobile devices. Students should report their device as lost or stolen to the office as soon as practicable. Students and parents should also contact their provider so that the device can be disabled.

7.5. Students should protect their personal information at all times. They should never give out their personal details to anyone they don't know or regularly communicate with at school. This can help protect the student's information from being used in a wrong or harmful way.

Updated: 12 November 2018

Purpose

1. Indooroopilly 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 in our school community. 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 Indooroopilly SHS include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging or emailing, sending offensive or degrading images by phone or internet, 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 Indooroopilly 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.

Prevention

1. 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 behaviour support processes underpinned by the explicit teaching of our core values, will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
   - All students know the School Values and have engaged in vertical Care Group lessons to consider the role of values in the school community.

- 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 positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff.
- A high level of quality active supervision is a permanent staff routine in classrooms and non-classroom areas. Playground 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.

2. Anti-bullying programs and positive support strategies are explicitly taught through Connect lessons, Care Group lessons across all year levels.

3. Programs/strategies taught are linked explicitly to our School Values which underpins the continued emphasis on positive school behaviour.

4. Indooroopilly State High uses behavioural data for decision-making when case managing student behaviour. This data 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.

Updated: 12 November 2018

We can work together to keep knives out of school. At Indooroopilly State High School:
- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

    If a student has a knife a school, they can expect serious consequences, such as fines or a serious criminal charge. If found guilty and convicted, longer 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 this includes any object that is an approximation of a knife (i.e. flick knives; ballistic knives; sheath knives; push daggers; trench knives; butterfly; knives; star knives, butter knives; fruit knives; 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 education and training courses, the school will provide information about the procedures for carrying and storing these items at school.

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

- If a student has a knife at school, the Executive Principal can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences including suspension, cancellation of enrolment, 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 penalties including serious criminal conviction or fine.

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

How can parents help to keep Indooroopilly State High School safe?
- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact the Executive 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 Executive Principal or a member of the Senior Executive Team.

Updated: 12 November 2018

Students of Indooroopilly State High School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

- Ensure that students remain compliant with the terms and conditions of the individual social media platform, understand this contractual agreement and comply with appropriate age restrictions to prevent personal or parent or carer liability.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they believe would be uncomfortable to state, show or express directly to their parents or shout in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Indooroopilly State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Indooroopilly State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the welfare of the members of the school community is not adversely impacted upon or reputation of the School is not negatively affected or brought into disrepute. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying
Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- unlawful stalking
- computer hacking and misuse
- possession of child exploitation material
- involving a child in making child exploitation material
- making child exploitation material
- distribution of child exploitation material
- criminal Defamation.

There are significant penalties for these offences.

Indooroopilly State High School strives to create a positive learning environment for all students at all times of the day, including while students are engaged with an online learning tool. To help in achieving this goal, Indooroopilly State High School expects its students to engage in positive online behaviours as outlined in the Digital Spaces Matrix on p. 5 of the Responsible Behaviour Plan for students.

Updated: 12 November 2018

Student Support Network

External Support

Regional Intervention

- Behaviour Specialists
- Inclusion Coach
- Principal Advisors

Regional Student Services

- Regional Youth Support Coordinator
- Regional Complex Case Referral
- Regional Community Education Counsellor

External Agencies

- Headspace
- CYMHS
- DIMIA
- QLD Health
- QLD Police
- Registered Training Organisation
- Universities
- TAFE

School-Based Support

Senior Executive Team

- Executive Principal
- Deputy Principals
- Associate Principals

Student Support

- Heads of Department
- Guidance Officers
- Youth Based Health Nurse
- Year Level Coordinators
- Lead Academic Coach
- Indigenous Support Officer
- Indigenous Student Coach
- Homestay Coordinator
- Student Services Assistants
- International Student Program Coordinator
- Chaplain
- Integrated Student Support

Curriculum Support

- Heads of Department
- Classroom teachers
- Integrated Student Support Staff
- EALD Support Staff
- Teacher Librarian
- AVT Support Officer

Student Peer Support

- Care Groups
- Student Captains
- Student Representative Council
- Year 7 Buddies

21

Considerations for Taking Incident Statements

Behaviour Incident Report

Appendix #6

Student Name: _____ **Date**: _____ **Connect**: _____

Person Completing Form: _____ **Location**: _____

Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred? (Witnesses)		
What was the student doing at the time of the incident?		
What occurred **immediately** before the incident? Describe the activity, task and event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		

Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).

Additional Information:

Student Signature: _____

Person taking Statement

Staff Name: _____

Staff Signature: _____