



Accept the Challenge

Nanango State High School

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

2017



The Code of
**School
Behaviour**
Better Behaviour
Better Learning

*For most current version of the Nanango State High School
Responsible Behaviour Plan for Students please visit
www.nanangoshs.eq.edu.au*



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

1. Purpose

Nanango State High School is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation; where school practices are proactive rather than reactive and where appropriate and non discriminatory language and behaviours are defined, modelled and reinforced.

The Responsible Behaviour Plan for Students is the means by which we ensure that this supportive school environment is established and maintained.

2. Consultation and data review

Nanango State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009 - 2012 also informed the development process.

The Plan was endorsed by Mr Darryl Early, Principal, President of the P&C and the current Assistant Regional Director.

3. Learning and behaviour statement

All areas of Nanango State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of our academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Nanango State High to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Respect,
- Effort,
- Safety
- Responsibility.

Our behaviour expectations 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.



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

Universal Behaviour Support

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

A set of behavioural expectations has been developed for our four (4) school wide expectations. The Schoolwide Expectations Matrix below outlines our behavioural expectations in all school settings, and to all members of the school community.

Nanango State High School			
VALUES			
SAFETY	RESPECT	EFFORT	RESPONSIBILITY
AND EXPECTS THAT YOU			
Be aware of yourself, others and property	Value yourself and all others	Strive for your best	Be accountable for your behaviour
WE ALL			
<ul style="list-style-type: none"> Follow instructions Wear our uniform and any required safety equipment Move carefully around the school Follow road, bus and transport rules 	<ul style="list-style-type: none"> Use good manners Speak politely and listen actively Accept differences in others Keep hands and feet to ourselves 	<ul style="list-style-type: none"> Arrive on time Complete all tasks Work hard in all school activities Catch up on work missed 	<ul style="list-style-type: none"> Meet all deadlines Bring all required equipment Meet expectations assigned to us Contact the school if absent

These expectations are communicated to students through:

- Behaviour lessons developed by PBL committee conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Reinforcing expected school behaviour

At Nanango State High School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students, staff and the community. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Nanango State High School implements a range of proactive and preventative processes and strategies to support student behaviour:

- The role of the Year Level Coordinator (YLC) at Nanango State High School plays a vital part in student behaviour, where possible a YLC follows a year level through their time at school.
- Active engagement with Positive Behaviour Support (PBL) approaches and strategies,
- PBL Leadership team holds regular meetings which:
 - Develops lesson plans aligned with our Behaviour Expectations,
 - Publicises success stories for staff and students through Staff Meetings, Morning Notices, our Newsletter and the schools website,
 - Runs professional development for staff,
 - Analyses behaviour data and develops strategies and lessons in response.
- Comprehensive induction programs in our Responsible Behaviour Plan delivered to new students as well as new and relief staff.
- Individual programs developed for students with high behavioural support needs
- Development of specific policies to address:
 - Policy - Response to Bullying at Nanango State High School (Appendix 1).
 - Policy - The Use of Personal Technology Devices at School (Appendix 2)
 - Policy - The Appropriate Use of Social Media (Appendix 3)
 - Process for Monitoring Student Behaviour – (Appendix 4)

'Key' Tickets

Teachers, Teacher Aides, and other school employees are provided with 'Keys to Success' ticket books, and are expected to provide these to students who are 'caught' complying with our Behaviour Expectations.

When students are given a 'Key Ticket' they drop them in a box in the office aligned to their year level. When students achieve a total of 20 key tickets, they are rewarded with a \$5 voucher. This voucher can be used at the tuckshop or to pay for any other school expenses except costs involved with the Student Resource Scheme.

The school reward system is reviewed regularly and is subject to change as the need arises.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with the school's expectations.

Targeted Behaviour Support: Ground Force and Flexible Learning Centre

Each year a small number of students at Nanango State High School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. Nanango State High School currently has two Targeted Behaviour Support Programs, Ground Force and Flexi School.

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

The school provides a program, Ground Force, which is an initiative to re-engage students, who have difficulty with the curriculum and provides an intervention strategy for students' with complex behaviours.

The Flexible Learning Centre is an alternative to mainstream schooling. Junior Students are able to access C2C and other programs at an offsite facility which caters better for the needs of students who struggle with social and curriculum demands. Students are supported by CTC Youth Services and other School initiatives to complete courses tailored to the needs of individual students. A full time teacher and aide provide support for a small number of students in a less formal setting. Students must still follow school rules and must adhere to the school Behaviour Expectations, including 90% attendance and assignment submission policy.

Intensive Behaviour Support: Behaviour Support Team

Nanango State High School is committed to educating all students, including those with the highest behaviour support needs. We recognise that students with complex and challenging behaviours need comprehensive system of support. The Behaviour Support Team:

- Works with other staff members to develop appropriate behaviour support strategies
- Monitors the impact of support for individual students through continuous data collection
- Makes adjustments as required for the student, and
- Works with the School Behaviour and Leadership Teams to achieve continuity and consistency.

The Behaviour Support Team has a simple and quick referral system in place. Students are referred by staff to a Year Level Coordinator who may then distribute to teachers Progress Reports to gain background on the student's in-class behaviour. This is then taken to Behaviour Management Meetings where the reports are discussed and interventions are put into place.

5. Emergency or critical incident responses

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.

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 Nanango 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 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 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 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:

- [Health and Safety incident record](#)

6. Consequences for unacceptable behaviour

Nanango 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.

Consequences come into play should Safety, Respect, Effort and/or Responsibility be compromised. At all stages of any Behaviour Management process parents/Carers will be kept informed.

At Nanango State High School a range of consequences for inappropriate behaviour may be used. These are authorised by Education Queensland and may include e.g.

- Parent contact
- Lunch session/s – homework, assignments completed
- Daily Behaviour Monitoring
- Community service e.g. assist with grounds maintenance, Litter Duty
- Negotiated access to extra-curricular activity e.g. sport/excursions
- Flexible timetable
- Time-out: buddy classes or the student Work Room
- Suspension (1-10 days ; 11 -20 days)
- Exclusion from Nanango State High School or all State Schools in Queensland either for a period of time or permanently

The Education Queensland database **OneSchool** is used to record both positive and inappropriate student behaviours. Incidents of unacceptable student behaviour are categorised into minor and major behaviours.

School Behaviour Monitoring and Feedback Process.

(See appendix 4 for details)

IMPORTANT NOTE: *Students who are on the Behaviour Monitoring/Feedback process for 50% of the year (to date) or who have displayed ‘major’ behaviours may be considered ineligible to participate in or to represent the school in sporting, cultural or other extra curricula activities, at the discretion of the Principal.*

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 will in most circumstances be addressed by staff members at the time of the behaviour
- **Major** problem behaviour is referred to Year Level Coordinators for investigation and to Heads of Departments (HODS) and/or Administration for action.

Minor Behaviours

Minor Behaviours result in appropriate consequences being applied by the staff member, either immediately or as soon as is practical after the incident. The staff member records the details of the behaviour in **OneSchool** and refers it (as information) to the Year Level Coordinator (YLC). The staff member will also contact parents should the behaviour be out of character or repeated.

Minor behaviours are usually those that:

- are minor breaches of the schools behaviour expectations
- do not seriously harm others or are cause 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

Minor Behaviour Violations and Consequence

These are EXAMPLES ONLY and not intended as complete or prescriptive.

Behaviours

Respect:

- not using manners
- back chatting or rudeness to (any)staff
- interrupting learning / teaching e.g. noises, talking
- bullying or harassment (in person or online)

Effort:

- not completing homework
- participating poorly in learning activities

Safety:

- leaving classroom without permission
- rough play
- running around buildings
- non-compliance with expectations in practical classes

Responsibility:

- arriving late to class
- not being fully equipped for class
- littering
- infringement of mobile technology device policy (first offence)
- non compliance with 'monitoring' process

Consequences:

- Up to **75** 'Feedback' Points;
- Loss of positions of responsibility
- Lunch session to complete work (detention*)
- Community service eg. litter duty
- Phone contact with parents
- Sent to buddy class or HOD
- Referred as a **Major** if ongoing or repeated

* Detentions given by teachers can be up to 30 minutes in length during the main break and 5 minutes in length for the short break

Major Behaviours

Major Behaviours result in referral to HODs, YLC and/or Administration for action. The staff member should firstly (where appropriate) take action to prevent/minimise harm to the student and others.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- significantly violate the schools behaviour expectations
- are part of an ongoing/repeated pattern of behaviour
- adversely affects or is likely to adversely affect the good order and management of the school

Major Behaviour Violations and Consequence

These are EXAMPLES ONLY and not intended as complete or prescriptive.

Behaviours

Respect:

- offensive/aggressive language
- swearing at or in the presence of staff
- inciting fear, making threats
- deliberate damage to property
- refusal to follow staff direction
- ongoing bullying or harassment (in person or online)
- theft of property
- inappropriate social media use, posting and/or liking comments or images that portray Nanango SHS, its staff or students in a negative light

Effort:

- refusal to work in class
- non submit of assessment

Safety:

- any 'hands-on' violence
- repeated non compliance with behaviour expectations in classes
- throwing of any objects
- inappropriate 'hands on' behaviour
- possession/use/sharing of, alcohol, Illicit substance
- possession of any weapon or dangerous object

Responsibility:

- 'Bystanding' during a behaviour incident
- Academic Misconduct (see Assessment Policy)
- truancy from part or all of any school lesson or activity
- third or subsequent infringement of the 'Personal Technology Device' Policy in a school year
- non compliance with behaviour monitoring process

Consequences:

- Up to **100** 'Feedback' Points
- Parent contact,
- Lunch session to complete work (detention)
- Community service, e.g. litter duty
- Loss of any position/s of responsibility
- Loss of access to some/all co-curricular activities, **may include any representative honours**(see P.7 of policy);
- Managed(part time) attendance
- Suspension 1-10 days or 11-20 days
- Exclusion either for a period of time or permanently
- Discipline Improvement Plan may be developed in consultation with the schools, students, and carers.

Important Information about Feedback Sheets

- The sheets are based on a Yes (Y)/No (N) process.
- A 'Y' is worth 1 point and an 'N' is worth 0 points.
- Junior (Year 7, 8 & 9) students collect and return sheets each morning with their Year Level Coordinator. It is their responsibility to ensure all sheets are filled out and signed.
- Senior (Year 10, 11 & 12) students are responsible for collecting their sheets from Student Services and ensuring they are filled out and signed.
- A Deadline process is in place to ensure more of an emphasis on time management and responsibility of the students. See below for timelines according to points awarded.
- For students who receive 2N's in a day this may be viewed as a minor behaviour infringement and as such may attract consequences from YLC. This will be at the discretion of the YLC.
- If a sheet is not handed in then the student will be given an extra 8 points for each missing sheet. All sheets must be handed in by the end of the current week.
- If students do not meet their deadline then they will incur an extra 25 points to a maximum of 100. If the maximum is reached then they will be internally withdrawn for a period of time. This will be at the YLC's and Administration discretion.
- If students receive a perfect day, that is 5/5, students will be rewarded with 2 bonus points for a total of 7.
- If students receive a perfect week of 35 points and all sheets are handed in for a week then they will drop 50 points. E.g. 100 down to 50.

Eligibility to represent the school, participate in or attend: End of Year, Sporting, Co-Curricula or other school Events

- A student who has spent more than 50% of the school year to date on the behaviour management process may be ineligible to represent the school at sporting/extracurricular/cultural events at the discretion of the Administration (i.e. Principal)
- A student must be on or below 50 points at the BMC meeting immediately prior to the excursion or activity to be eligible to attend. If the excursion or extra curricula activity is on a Monday it will be the points allocated at the previous BMC meeting that will determine student eligibility to attend. This will be at the discretion of the Year Level Co-ordinator and Administration.
- A student who has been suspended from school more than once in that year may not be eligible to attend Sporting, extracurricular, cultural or end of year events. This will be at the discretion of the Year Level Coordinator and Administration.

Timelines

- Senior students (Year 10, 11 & 12) on the Behaviour Process are to:
 - Collect their monitoring sheet from Student Services each morning
 - Return their monitoring sheet to Student Services on the same afternoon or the following morning
 - Be off the monitoring sheet process within a 4 week periodFailure to be off the monitoring sheets in this time will result in a 5 day suspension
 - On return to school Senior students will be placed on the monitoring sheet process (100 points) and will be given another 4 weeks to be off the process
 - Failure to move off the sheets again may result in a 10 day suspension.

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- Junior Secondary Students (Year 7,8 & 9)
 - Students must have moved a minimum of 50 points in a 3 week period
 - If students have not moved 50 points, they will be withdrawn for 1 day at this time (no points will be added)
 - Students have a further 3 weeks to be down to 0 points.
 - If students are not to 0 points, YLC will contact parents/guardians to inform them that suspension is likely if student fails to be at 0 points
 - After a further 1 week if students are not at 0 points a 3 day suspension is issued

 - A Year 12 student who has been suspended from school more than once in that year and/or have been on Feedback Sheets for more than 30 days may not receive an invitation to the formal. This will be at the discretion of the YLC and Administration.

Suspension:

Behaviour or conduct that generally attracts a suspension includes:
These are **examples only** and not intended as complete or prescriptive.

- a junior secondary student (Year 7-9) still on sheets after 7 weeks,
- a senior student (Year 10-12) who is still on sheets after 4 weeks,
- swearing at or in the presence of staff,
- refusal to follow staff directions,
- persistent disobedience,
- truancy from part or all of any school activity,
- making threats or inciting fear
- **any** 'hands-on' violence
- other inappropriate 'hands-on' behaviour
- third and subsequent breach of 'Personal Technology Device' policy
- ******recording of and/or possession/use/distribution of any recording of a disturbance involving students(see appendix 3)
- 'bystanding' during a behaviour incident
- ******inciting or encouraging violence between students either in person or online
- smoking tobacco – possession, use, distribution (an offence may be judged where the student positions him/herself in the company of smokers and/or where the student places him/herself in questionable circumstances)

Senior Students (Year 10, 11 & 12)

- First offence: withdrawal from class for 1 day
- Second and ongoing offence: suspension

Junior Secondary Student (Year 7, 8 & 9)

- First offence: lunch time video session
- Second offence: withdrawal from class for 1 day
- Third and ongoing offence: suspension
- inappropriate use of a personal technology device (see Appendix 2)
- ******theft and/or vandalism to school property Restitution **may be required.**
- ******vandalism causing significant financial loss and/or distress
- ******possession/use/distribution of alcohol at school or at any school event or activity
- ******possession/use/distribution of any illicit substance and/or implements for the use of illicit substances
- ******unacceptable moral behaviour (e.g. use of obscene language, exhibiting or possession of offensive material; voluntary bodily exposure, e.g. 'sexting')
- ******possession and/or use of any weapon or dangerous object e.g. Knives, Laser Pointers...
- ******ongoing harassment/bullying (e.g. sexual, verbal, non-verbal or physical, including cyber), of students and/or staff
- ******posting (contributing) to the internet and/or any social media site such that students, staff and/or school are maligned or brought in to disrepute
- ******membership of a 'site' inciting the maligned of students, the school and/or staff

IMPORTANT NOTE:

- *Some of the above behaviours will require police involvement, and/or*
- *** Any behaviour deemed to be dangerous, extreme and/or repeated or ongoing may result in long suspension and/or exclusion from Nanango State High School or all State High schools in Queensland for a period of time or permanently.*

Ensuring consistent responses to problem behaviour

At Nanango State High School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Through the Schools PBL Process students also taught about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

7. Network of student support

Students at [Nanango 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
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- School Based Youth Health Nurse

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- CTC Youth Services

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.

Nanango 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
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related Departmental Procedures

- [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](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Internet – Student Usage](#)
- [Managing Electronic Identities and Identity Management](#)
- [Police and Child Safety Officer Interviews with Students, and Policy Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Temporary Removal of Student Property by School Staff](#)

11. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- National Safe Schools Framework: www.ncab.org.au/resources/
- National Framework for Values Education in Australian Schools: www.valueseducation.edu.au
- National Framework for Values Education in Australian Schools – Queensland: www.education.qld.gov.au/curriculum/values/
- National Safe Schools Week: www.safeschoolsweek.dest.gov.au
- Bullying. No Way!: www.bullyingnoway.com.au
- Mind Matters: www.esa.edu.au/projects/mind-matters
- School Wide Positive Behaviour Support : www.learningplace.com.au/deliver/content.asp?pid=24668
- Code of Conduct for School Students Travelling on Buses: www.transport.qld.gov.au/buscode

Endorsement



Principal



P&C President

REVISED: February 2017

RESPONSE TO BULLYING POLICY

NANANGO STATE HIGH SCHOOL

Nanango State High School is committed to developing a safe and supportive school plan to address bullying.

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online (cyberbullying), and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.

The Department of Education and Early Childhood Development's Building Respectful and Safe School's identifies four types of bullying:

1. Physical Bullying
2. Verbal Bullying
3. Covert Bullying
4. Cyber-bullying

Bullying strategies are part of Nanango State High School's Career Education and Life Skills (CEALS) program, the Peer Skills Program, the school wide Positive Behaviour for Learning (PBL) program, Boys and Girls Days organised for Year 8 and 9 students, Visiting Celebrities, RE Presentations, the Key Card System, the Behaviour Monitoring and Feedback process, Newsletter Articles, Parade Items, Parent Nights and the Ground Force Team. These actions and practices are not limited to this list but are constantly evolving to meet the needs of the students and community through the **Student Support Team**.

Support is provided by the school's **Student Support Team** which tracks particular students. Counselling is provided by various agencies including CTC, the school nurse, chaplain and the school Guidance Officers.

The **e-Smart** program aims to work proactively with the whole school community to ensure the safety of all students online. This will be done via parent and community consultation and education, staff and student education, partnerships with Police and clear and safe processes for the reporting of cyber bullying incidents by teachers, students and parents. An important part of this process is the integration of safe online behaviours into all areas of the curriculum.

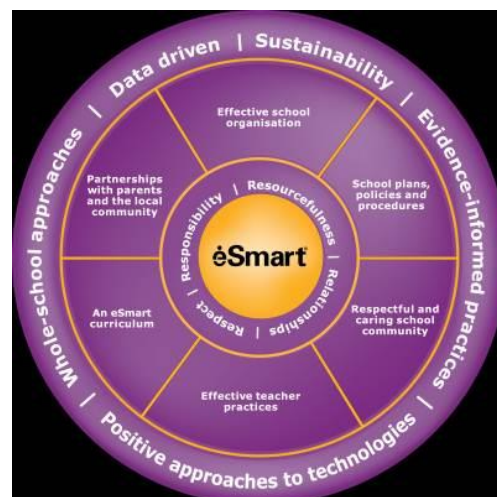
eSmart at Nanango State High School

Developed for Australian schools, e-Smart is an easy-to-use, evidence-based and tested system to help schools manage cybersafety and deal with cyberbullying and bullying.

The eSmart system provides a framework for schools to implement whole-school culture and behaviour change relevant to the smart, safe and responsible use of digital technologies.

The Alannah and Madeline Foundation developed the initiative with RMIT School of Education and many cybersafety and education experts.

The eSmart system guides the whole school community through a process of developing and implementing change, through a framework that is organised into six domains.



Covert and Cyberbullying

Most adults are conscious of direct physical bullying such as hitting, spitting, kicking or verbal abuse and will intervene to stop it. **Covert bullying** involves actions as subtle as scornful stares and encompasses threatening gestures, exclusion, making false claims about a person's behaviour or family, even making implicit threats by gesture or eye-contact.

Cyberbullying is a form of covert bullying. It is like other forms of bullying in that it is a relational problem where communication technologies are used intentionally, repeatedly and antagonistically to harm another person or group. It is different because it can happen at any time, anywhere; there is no escape behind doors. Targets frequently don't know the identity of the aggressor. Audiences can be huge and reached quickly. Power is allocated differently and bullying can be inter-generational. Perpetrators have at least an illusion of anonymity and their behaviour can be disinhibited because of this; empathy is also reduced because the victim's reaction is not seen. Hence, the effect of the bullying may be intensified.

Schools' successful efforts in prevention and management of overt bullying may result in increases in covert bullying (including cyberbullying) as young people find alternative means to bully, new technologies emerge and where policy development and management strategies lag behind. It is concerning that many students who do not bully face to face do so online and bullying through e-technologies is both easier and nastier.

What should students do, IF THEY ARE BULLIED OR HARASSED?

If a student says or does something that results in another student feeling fearful or seriously uncomfortable, in the first instance, the harassed student ideally will tell the student to stop in a firm but calm way. One of the main reasons harassment becomes bullying is because students are too afraid to talk about what is happening. If the bullying/harassing continues:

- It is okay to talk about it. It is important to break the bullying code of secrecy and fear
- It is important to ask for help when needed. Talk to parents/carers
- Reporting an incident is not dobbing. It is a very helpful and positive thing to do
- Speak to a teacher/staff member (e.g. Year Level Coordinator, Social Worker, School Based Youth Health Nurse or Chaplain) confidentially. The bully does not have to know.
- Talk with the Form Teacher, Peer Skills Leaders, or friendship group

What should students do if they SEE bullying or harassing behaviours?

If present when bullying behaviours occur:

- Talk to students who are getting a hard time
- If safe, challenge the students demonstrating bullying behaviours or attempt to distract them
- **Report the incident** or suspected incident and help break down the code of secrecy
- **Provide reliable information** to a staff member, if you are questioned about a bullying or harassing incident

What should parents/carers do if they suspect their child HAS EXPERIENCED bullying or harassing behaviour?

- Look for warning signs, e.g. not wanting to go to school or unexplained anxiety symptoms
- Talk to their child about any incidents and give support
- Help their child identify any of his/her behaviours which may contribute to bullying and encourage their child not to retaliate
- Advise their child to tell a staff member about the incident
- Resist the temptation to confront the bully personally
- Inform the school through the relevant Year Level Coordinator or Admin Representative

What COURSES OF ACTION might be taken to deal with bullying/harassing behaviours?

- The Year Level Coordinator/Head of Department Student Services/Deputy Principal (DP)/Principal will discuss the incident with all the student/s involved
- The student/s may be given Support by a Year Level Coordinator, Guidance Officer (GO) or member of the Support Team staff
- The parents/carers of the student/s involved may, depending on the incident, be informed and requested to discuss the situation with either the Year Level Coordinator, DP, GO or other Support Services staff
- The Admin Representative may use the Responsible Behaviour Plan for Students as a guide to address bullying behaviours and consequences

Please visit the *Bullying No Way* web site for more great information.

<http://www.bullyingnoway.gov.au/>

Appendix 2

PERSONAL TECHNOLOGY DEVICES* AT SCHOOL POLICY

NANANGO STATE HIGH SCHOOL

Mobile phones and other personal technology devices* are not permitted at Nanango State High School.

If a phone is required by a student – out of school hours, the device can be securely stored during the school day at the Student Services office.

It is expected that devices not stored at Student Services will be turned off and out of sight at all times during the school day.

Devices reasonably suspected of being used by a student (eg in a student's hand during class) at school during the school day, or on any school activity where permission has not been granted may be confiscated.

Confiscation

First offence: The device will be made available for signed collection from the Student Services Office at the end of the school day**

Second Offence: The device will made available for signed collection in the presence of a parent. It is not expected that parents make a special trip to collect the device.

Third and subsequent offence/s: as for Second Offence for collection. If a student has their device confiscated more than twice in a school year it is considered a **Major breach** of student responsibility and may result in suspension.

Important Note:

- Students who don't comply with a request by a staff member to submit their device may be dealt with for 'Refusal to follow a staff direction'. (Pg. 9 of Responsible Behaviour Plan)
- Devices suspected of 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;
- Devices that are confiscated will be stored securely at the Student Services Building

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 Nanango 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.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment of individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- Recording; and/or
- Knowingly being the subject of a recording; and/or
- Disseminating material or messages via text messaging, showing/displaying, internet uploading, Facebook status updates, etc.

May be in breach of this policy and may be subject to discipline processes including suspension and recommendations 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, images and/or threats of violence may amount to bullying, harassment or stalking, and may subject the sender to school based discipline and possible referral to Queensland Police Service (QPS). Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of a responsible adult at home or a staff member.

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

Special Circumstances Arrangement

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

Exceptions

On some excursions mobile phones may be permitted, students and parents will be informed of this.

Students and their device specified under the schools BYOX arrangements.

****Personal Technology Devices includes, but is not limited to, mobile or smart phones and associated linked watches, iPods® and similar, cameras and/or voice recorders, whether or not integrated with a mobile/smart phone or other device.***

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

Appendix 3

APPROPRIATE USE OF SOCIAL MEDIA POLICY

NANANGO STATE HIGH SCHOOL

Nanango State High School embraces the many opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Nanango State High School is committed to and expects responsible and positive use of social media sites and apps by all members of the school community.

No student should attempt to contact or 'friend' a Nanango State High School Staff member through a social media site. It is Education Queensland policy that staff are not permitted to be friends with students on social media.

Posting and/or liking any comments or images on social media that portrays Nanango State High School, its students or its staff in a negative light can result in disciplinary (**see Pg. 9 Responsible Behaviour Plan**) and/or legal action.

Bullying of any form or for any reason can have long-term damaging effects on those involved, including bystanders and is not acceptable under any circumstance. (See Appendix 1 **Response to Bullying** and Appendix 2 **Personal Technology Devices policy**)

Inappropriate online behaviours can have a negative impact on student learning and wellbeing as well as impacting negatively on the good order and management of **Nanango State High School**, whether those behaviours occur during or outside school hours.

Awareness

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and other content online, they have little or no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate and Safe use of social media

The majority of young people use social media sites and apps on a daily basis for entertainment, to keep in contact with friends and to assist with school work. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Students of Nanango 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:

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- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.
 - 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 no longer have control over it.** Students should not post any content online that they would be uncomfortable saying or showing to their parents’ face or shouting 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 to parents and other responsible adults

If inappropriate online behaviour impacts on the good order and management of **Nanango 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 may include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to QPS for further investigation.

Nanango State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. 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.

Appendix 4

STUDENT BEHAVIOUR MONITORING AND FEEDBACK PROCESS

<i>25 points</i>		<i>Deadline - 2 weeks</i>
Student Behaviour	Outcomes	Expectations
<p><u>As a result of:</u></p> <ul style="list-style-type: none"> • Staff responses to 'Student Progress' sheet indicating some signs of unacceptable behaviour, or • A <u>minor</u> breach of the schools behaviour expectations (see policy) or • Improved behaviour from higher point feedback sheet/s. 	<p><u>The student:</u></p> <ul style="list-style-type: none"> • Will be placed on a 30 point feedback sheet, 	<p><u>The student is expected to:</u></p> <ul style="list-style-type: none"> • Collect a Feedback sheet every morning from YLC or Student Services, • Hand the feedback sheet to the teacher at the start of every lesson throughout the week (including Form class), • Collect the completed Feedback sheet from the teacher after every lesson throughout the week, • Return all completed Feedback sheets for the week to YLC by the end of the week, this can be done daily when new sheets are collected.

<i>50 points</i>		<i>Deadline - 3 weeks</i>
Student Behaviour	Outcomes	Expectations
<p><u>As a result of:</u></p> <ul style="list-style-type: none"> • Staff responses to 'Student Progress' sheet indicating unacceptable behaviour in some classes, or • A <u>minor</u> breach of the schools behaviour expectations (see policy) or • Not meeting the deadline for getting off 30 point sheet , or • Improved behaviour from higher point feedback sheet/s 	<p><u>The student:</u></p> <ul style="list-style-type: none"> • Will be placed on a '60 point' feedback sheet, • May be required to relinquish any position of responsibility, • May only attend or represent the school at extra-curricular activities and functions at the discretion of the YLC or Admin 	<p><u>The student is expected to:</u></p> <ul style="list-style-type: none"> • Collect a Feedback sheet every morning from YLC or Student Services, • Hand the feedback sheet to the teacher at the start of every lesson throughout the week (including Form class), • Collect the completed Feedback sheet from the teacher after every lesson throughout the week, • Return all completed Feedback sheets for the week to YLC by the end of the week, this can be done daily when new sheets are collected. • Negotiate with YLC attendance at <u>any</u> extra curricula activities

75 points		Deadline - 4 weeks
Student Behaviour	Outcomes	Expectations
<p><u>As a result of:</u></p> <ul style="list-style-type: none"> • A <u>single minor</u> breach of the schools behaviour expectations, or a pattern of unacceptable behaviour (see policy) or • Not meeting the deadline for getting off 60 point sheet , or • Improved behaviour from higher point feedback sheet/s 	<p><u>The student:</u></p> <ul style="list-style-type: none"> • Will be placed on a '<u>90 point</u>' feedback sheet, • Will normally be required to relinquish any position of responsibility, • May not be permitted to attend or represent the school at extra-curricular activities and functions while on the 90 point feedback sheet, (under special circumstances the discretion of the Principal may apply). 	<p><u>The student is expected to:</u></p> <ul style="list-style-type: none"> • Collect a Feedback sheet every morning from YLC or Student Services, • Hand the feedback sheet to the teacher at the start of every lesson throughout the week (including Form class), • Collect the completed Feedback sheet from the teacher after every lesson throughout the week, • Return all completed Feedback sheets for the week to YLC by the end of the week, this can be done daily when new sheets are collected.

100 points		Deadline - 5 weeks
Student Behaviour	Outcomes	Expectations
<p><u>As a result of:</u></p> <ul style="list-style-type: none"> • A <u>major breach</u> of the schools behaviour expectations (see policy) or • Return from suspension, or • Continued unacceptable behaviour while on the 90 point sheet, or • Not meeting the deadline for getting off 90 point feedback sheet. 	<p><u>The student:</u></p> <ul style="list-style-type: none"> • Will be placed on a '120 point' feedback sheet, • Will be required to relinquish any position of responsibility • Will not be permitted to attend or represent the school at extra-curricular activities and functions while on the 120 point feedback sheet <p><u>Note:</u> under special circumstances the discretion of the Principal may be applied</p>	<p><u>The student is expected to:</u></p> <ul style="list-style-type: none"> • Collect a Feedback sheet every morning from YLC or Student Services, • Hand the feedback sheet to the teacher at the start of every lesson throughout the week (including Form class), • Collect the completed Feedback sheet from the teacher after every lesson throughout the week, • Return all completed Feedback sheets for the week to YLC by the end of the week, this can be done daily when new sheets are collected.

