Pimpama State Secondary College

Responsible Behaviour Plan for Students

1. Purpose

Pimpama State Secondary College is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

2. Consultation and data review

Pimpama State Secondary College developed this plan in collaboration with our college community. Broad consultation with parents, staff and students was undertaken through community meetings held during 2012. Our community values and expectations were considered while developing this plan.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in October 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

All areas of Pimpama State Secondary College 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 academic education programs.

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

The college community has identified the following expectations to teach and promote our high standards of responsible behaviour:

- Look after yourself.

- Look after each other.

- Look after your school.

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

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

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Pimpama State Secondary College 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 positive behaviour standards in specific settings has been attached to each of our three college expectations. The Pimpama State Secondary College Expectations of Positive Behaviour below outlines our agreed rules and specific behavioural expectations in all school settings.

PIMPAMA STATE SECONDARY COLLEGE EXPECTATIONS OF POSITIVE BEHAVIOUR					
	ALL AREAS	**CLASSROOM**	**PLAYGROUND**	**TRAVELLING TO & FROM SCHOOL**	**IN THE COMMUNITY**
Look after yourself	o Use equipment appropriately and safely. o Keep hands, feet and objects to yourself. o Do not possess, use or distribute harmful substances including, but not restricted to tobacco, alcohol, prescription and non-prescription drugs. o Do not go into 'Out of Bounds' areas.	o Treat your teachers with respect and dignity. o Be punctual and enter and exit the room in an orderly manner. o Remain standing at your desk until asked to be seated by your teacher. o Bring the right equipment for learning to class each day. o Ask questions and seek assistance if you don't understand something. o Participate in learning to the best of your ability and complete set tasks.	o Participate only in college approved games and activities. o Wear shoes and socks at all times. o Be a problem solver o Take precautions when out in the sun, wear your hat and use sunscreen if exposed to the sun for long periods. o Do not leave the school grounds without permission from administration staff.	o Be safe while travelling to and from school. o Follow road and public transport rules. o Wear a helmet if riding your bike.	o Do not divulge personal information about yourself or others on social media or other web sites.
Look after each other	o Respect others' personal space and property o Report any incidences of bullying or harassment o Recognise and accept the unique differences of the individuals that make up our school community. o Do not bring to school any object that may be used as a weapon to threaten or harm yourself or another person.	o Respect the rights of other students to learn in a quiet and organised environment. o Recognise that all students learn in different ways and have different strengths and weaknesses. o Encourage your peers to achieve their best by assisting those that need help and by not discouraging those looking to further their learning.	o Be respectful to your peers and respectful of their cultural, religious and social differences. o Play fairly, follow the rules and invite others to join in. o Look after new students, introduce yourself and invite them to join your group of friends.	o Look after younger students if they are travelling alone or behaving in an unsafe way. o While travelling on public transport always stand for adults and offer assistance to passengers who might need it.	o Do not harass, threaten or bully other members of the school community using electronic media. o Be respectful towards all members of the community.

Look after your school	o Care for equipment o Clean up after yourself o Do not enter the college grounds out of hours unless you have permission from a member of the college staff. o Report any vandalism you notice or witness.	o Care for the classroom environment and teaching and learning resources.	o Care for the environment and keep the school free of litter. o Return equipment to appropriate place at the sports bell	o Behave in a way that reflects positively on your school. o Wear your school uniform with pride.	o While wearing the college uniform, representing the college or identifying yourself as a member of the college conduct yourself in a manner at all times that reflects positively upon Pimpama SSC. o Participate in college events, sporting and cultural events, celebrations, competitions and services.

These expectations are communicated to students via a number of strategies, including:

- Orientation program for new students

- Reinforced in the classroom during lessons and non-curriculum activities

- Reinforced during student welfare and leadership programs.

4.1 Universal Behaviour Support

Pimpama State Secondary College implements the following proactive and preventative processes and strategies to support student behaviour:

- Regular articles in the college newsletter, enabling parents to be actively and positively involved in school behaviour expectations.

- Active participation of families and the community in the development of college values and student expectations.

- Comprehensive induction programs in the Pimpama State Secondary College Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.

- 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.

- Development of specific policies to address:

  o The Use of Personal Technology Devices* at School (Appendix 1)

  o Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

  o Working Together to Keep Pimpama State Secondary College Safe (Appendix 3)

4.2 Reinforcing Expected College Behaviour

At Pimpama State Secondary College, 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 and staff. All staff members are encouraged to give consistent and appropriate acknowledgement and rewards.

4.3 Responding to Unacceptable Behaviour

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

4.3.1 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 our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

4.3.2 Targeted behaviour support

The Respond Program

Small numbers of students at Pimpama State Secondary College may be 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.

The Respond Program will be coordinated by a staff member (Year Level Coordinator, Head of Department or Deputy Principal) and will involve the student, their family and student support staff as required.

Students accepted into the Respond Program attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from staff members and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

Students whose behaviour does not improve after participation in the Respond Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

4.3.3 Intensive behaviour support

Behaviour Support Team

Pimpama State Secondary College is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems 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 Leadership Team to achieve continuity and consistency.

Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

5. Consequences for Unacceptable Behaviour

Pimpama State Secondary College 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. An office referral form (Appendix 3) is used to record all minor and major problem behaviour.

The following levels of inappropriate behaviour, their description and examples in Table 1 are referred to as our Code of College Behaviour

Code of College Behaviour

5.1 Levels of Inappropriate Behaviour

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

- **Minor** problem behaviour is handled by staff members at the time it happens

- **Major** problem behaviour is referred directly to the Head of Department responsible for the year level.

- **Significant** problem behaviour is referred directly to a member of administration.

Minor behaviours are those that:

- are minor breaches of the school rules

- do not seriously harm others or cause you to suspect that the student may be harmed

- do not violate the rights of others in any other serious way

- are not part of a pattern of problem behaviours

- do not require involvement of specialist support staff or Administration.

Major behaviours are those that:

- significantly violate the rights of others

- put others / self at risk of harm

- require referral to a Head of Department.

Major behaviours result in an immediate referral to a Head of Department because of their seriousness. It may mean that the student has failed to respond to strategies used in class by the teacher to encourage positive behaviour or the student has committed a major breach of the school rules.

Significant behaviours result in immediate referral to administration. It means the student's conduct endangers or significantly endangers the safety, good management and/or wellbeing of members of the school community.

Table 1: *The following table lists examples for each behaviour level. These examples are not exhaustive and are not expected to include every type of behaviour that might potentially be found within the college environment. It is at the discretion of the College Principal to determine the seriousness of a behaviour not found in this table and to determine an appropriate response.*

Level	Examples of Unacceptable Behaviour	Possible Consequences
Minor *Student has committed a minor breach of the Code of School Behaviour*	o **Some examples include** o Regular non-completion of work at school or at home o Behaving inappropriately on the way to or from school o Refusing to cooperate and/or showing disrespect o Lateness o Incorrect uniform o Being out of bounds o Unsafe behaviour o Offensive language (includes culturally insensitive language). o Minor and occasional classroom disruption o Littering o Inappropriate use of an electronic device (phone, iPod etc…) o Minor breach of the college's Appropriate Use of Technology Policy	o The Teacher or staff member will employ strategies to encourage positive behaviour. o Parents may be informed o Student may experience loss of privileges o Student may be placed on a Behaviour Monitoring Program o Attend and participate in detention sessions as directed (during breaks or after school) o Referral to YLC or Head of Department. o Student directed to hand technology device or inappropriate uniform item to the office for collection at the end of the day.
Major *Student has committed many or ongoing minor breaches or a major breach of the Code of Behaviour*	o **Some examples include** o Truancy o Stealing o Graffiti o Forgery o [1]Smoking and/or possession of cigarettes and/or lighter. o Continued or regular lack of co-operation o Harassment/bullying of others including through electronic media and devices. o Indecent exposure	o Referral to Head of Department, or Deputy Principal o Contact with parents to discuss behaviour and/or consequences. o Referral to Respond Program and placed on a behaviour monitoring program. o Student will experience loss of privileges e.g. unable to attend any non-compulsory excursion, extra-curricular activities or

	o Offensive language (including culturally insensitive language) directed towards a staff member or peer. o Behaviour that brings the reputation of the school into disrepute. o Behaviour that disrupts the good order and management of the school. o Repeated minor misbehaviour o Continued unsafe behaviour o Cheating/plagiarism on assessment tasks.	restricted to a defined area during the lunch break. o Student will be directed (after 3 occasions) to hand in the technology device or inappropriate uniform item to the office for collection by a parent or guardian. o Community service o Student may receive a number of detentions during breaks or after school and will attend and participate in these detention sessions as directed o Possible 1 to 5 day suspension
Significant *Student has committed a significant breach of the Code of Behaviour i.e. student's conduct endangers or significantly endangers the safety, good management and/ or wellbeing of members of the school community*	o **Some examples include** o Dangerous behaviour o Gross misbehaviour o Repeated previous misbehaviour o Aggressive or intimidating behaviour o Regular and/or persistent truancy. o Fighting/violence o Vandalism o Illegal behaviour o Severe or ongoing bullying including harassment and/or vilification of staff either personally or via electronic media. o Uploading of media (images and/or audio) on websites that causes embarrassment to individuals and/or the college. o Repeated violence against others or when actions significantly endanger the safety, and/or wellbeing of members of the college community. o Conduct that threatens the good order and management of the school – e.g. bomb threat, inciting violent or disruptive behaviour either personally or through electronic media	o The student will be referred directly to a member of the administration who will make contact with the student's parent or care giver. o Interview with a member of Administration will take place o Student may not be able to represent the school at future school events for a period determined by the Principal. o Student may not attend any excursion o Referred to Respond Program and/or Intensive Behaviour Support Team. o Attend and participate in detention sessions as directed o Student may be suspended – 1 to 5 days and placed on an Individual Behaviour Plan upon return. o Possible 6 to 20 day suspension and placed on an Individual Behaviour Plan

	o [2]Possession or use of weapons (e.g. knife) or implements that could be used as a weapon. o Persistent misbehaviour that significantly affects others' right to learn and/or wellbeing of members of the College community o Persistently refusing to comply or participate in a learning program o Significant violence / harassment of others o [3]Possessing, using or selling illicit substances including alcohol or paraphernalia associated with illicit substances. o Persistent disobedience of the Principal or refusal to participate in mainstream and alternative programs o Wilful and/or significant destruction of property o Creating a significant health risk	upon return. o Cancellation of enrolment o Behaviour Improvement Condition o Proposal for exclusion

1. *Students caught smoking or in possession of tobacco substances will be suspended for up to 3 days as a first offence. Subsequent incidents may incur suspensions up to 20 days. Severity, frequency and previous history will be taken into account when applying an appropriate consequence.*
2. *The use of a weapon to threaten or harm another student will result in a proposal for exclusion and referral to the QPS.*
3. *Pimpama State Secondary College has a zero tolerance towards illicit drugs. Possession and/or use of drugs or alcohol while at school or at a school event, travelling to and from school or while in school uniform may result in a recommendation for exclusion. Distribution of drugs or alcohol will result in an immediate proposal for exclusion. All incidents of drug or alcohol use, possession or distribution will be referred to the QPS. Students caught distributing illicit drugs either for profit or non-monetary gain will be referred to QPS and a proposal for exclusion..*
4. *Student Disciplinary Absence will be used after consideration has been given to other responses for inappropriate behaviour.*

5.2 Relate problem behaviours to expected College behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected college behaviour

- explain how their behaviour differs from expected college behaviour,

- describe the likely consequences if the problem behaviour continues; and

- identify what they will do to change their behaviour in line with expected college behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

5.3 Ensuring consistent responses to problem behaviour

At Pimpama State Secondary College 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 college.

The pedagogical framework used by teachers throughout the college makes provision for establishing classroom routines and procedures that are consistent in every classroom.

Students also receive training 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.

6. 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.

6.1 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 through

If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected college 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.

6 .2 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 themselves or to others.

Appropriate physical intervention may be used to ensure that Pimpama State Secondary College'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 all staff understand:

- physical intervention cannot be used as a form of punishment

- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

7. Network of student support

Students at Pimpama State Secondary College 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
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Youth Health Nurse
- Youth Support Coordinator.

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

- Neighbourhood Centre.

8. Consideration of individual circumstances

To ensure alignment with the Code of College 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.

Pimpama State Secondary College 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:

  o express opinions in an appropriate manner and at the appropriate time

  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and

  o 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 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*

11. Some related resources

- *National Safe Schools Framework*

- *National Safe Schools Framework Resource Manual*

- *Working Together resources for schools*

- *Cybersafety and schools resources*

- *Bullying. No way!*

- *Take a Stand Together*

Endorsement

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Principal   **P&C President**   **Assistant Regional Director**

Appendix 1

The Use of Personal Technology Devices* Pimpama State Secondary College

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

Definition: * Personal Technology Devices include, but is not limited to, games devices (such as portable gaming devices, Nintendo DS®, laptop computers, PDAs, BlackBerrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods®, IPads® and devices of a similar nature.*

Use of Personal Technology Devices at School

It is recognised at Pimpama State Secondary College that some devices (e.g. smart phones, iPods and tablets) may be used to support the learning experience of students. At some times such devices may be used by students during class time or during extra-curricular activities. However, students must be under the supervision of a teacher while using the device. When not required for learning the device must be turned off while on the school campus.

Personal Technology Devices are NOT to be used during morning tea and lunch breaks and before and after school while on the school grounds.

Consequences

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

Where a device has been handed in to the office on 3 occasions within a term, the device will be kept until collected by the student's parent or care giver. Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

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

Personal Technology Device Etiquette

Bringing personal technology devices to school for non-educational purposes is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during school hours. Personal technology devices may NOT be used at morning tea or lunch breaks and before and after school unless otherwise directed by a staff member.

The school accepts no responsibility for the loss, theft or breakage of a device. It is the responsibility of the student to care for the Personal Technology Device. Students may wish to hand their P.T.D. to the office for safe keeping during the day.

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 Pimpama State Secondary College. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the

purpose of bullying[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or

- disseminating material (through text messaging, display, internet uploading etc); and/or,

- knowingly being a subject of a recording

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

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

Text communication

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

Assumption of cheating

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the

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

Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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.

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

Purpose

1. Pimpama State Secondary College strives to create positive, predictable environments for all students at all times of the day. The effective learning 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 college community.

2. There is no place for bullying in Pimpama State Secondary College.   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 college community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Pimpama State Secondary College include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet (either at school or home), 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 Pimpama State Secondary College 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 college community.

Rationale

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

Prevention

7. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our college is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour

- All students know the 3 college expectations and have been taught the expected behaviours attached to each rule in all areas of the college

- 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 college expectations in the playground and other areas, to re-entering their classrooms

- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the college

- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

WORKING TOGETHER TO KEEP PIMPAMA STATE SECONDARY COLLEGE SAFE

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

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

What kinds of knife are banned?
- No knives of any type are allowed at school, including knives commonly used as weapons but also including butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

- If a student has a knife at school, the Police will be notified.
- Possessing a knife at school is regarded as a significant breach of the school code of behaviour and may result in a proposal for exclusion.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the student will be asked to remove the contents of their bag. If this request is refused the bag may be temporarily confiscated until police arrive. (Refer Appendix 4 Removal of Student Property by Staff)
- 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 Pimpama State Secondary College 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 your school 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 school administration the.principal@pimpamassc.eq.edu.au or Phone: 5540 9333

A principal or staff member does not have the authority to open, examine or otherwise deal with the property without the consent of the student or a parent of the student.

If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the principal has the authority retain the property for handing to police.

Under normal circumstances a principal or staff member is not permitted to search student property (e.g. a student's school bag) unless they have the student's consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency). Emergency circumstances may include where the life or welfare of a student or students is at immediate risk.

A principal or staff member does not require the student's consent to search school property such as lockers or desks being used by the student.

Responsibilities

Principals:

- ensure staff are aware of their powers and responsibilities to temporarily remove property from students
- ensure parents and students are:

    i.   informed of the powers and responsibilities of staff to temporarily remove property from students
    ii. aware of the expectations in relation to property students may bring to school.

Items that may be removed by staff.

- Weapons or items that may be used as weapons may be removed by the Principal (or delegate) and kept until handed over to Police or Parent/Guardian where appropriate.
- Illicit substances (including, but not limited to) drugs, alcohol and tobacco until handed over to Police or Parent/Guardian where appropriate.
- Items that have been stolen or are suspected of being stolen until handed over to Police or Parent/Guardian where appropriate.

Staff members (including principals):

- follow appropriate processes regarding:

      i.   confiscation of property
     ii.   return of confiscated property
   iii.   circumstances where confiscated property need not be made available for collection
   iv.   deciding a reasonable time to make property available for collection.

Students:

- ensure they do not bring property onto school grounds that:

      i.   is illegal
     ii.   puts at risk the safety or wellbeing of other students or staff
   iii.   does not preserve a caring, safe, supportive or productive learning environment
   iv.   does not maintain and foster mutual respect
    v.   is prohibited according to the school's Responsible Behaviour Plan for Students.

- collect their property when advised by staff.

Parents:

- ensure children do not bring property onto schools grounds that:

      i.   is illegal to possess
     ii.   puts at risk the safety or wellbeing of other students or staff
   iii.   does not preserve a caring, safe, supportive or productive learning environment
   iv.   does not maintain and foster mutual respect
    v.   is prohibited according to the school's Responsible Behaviour Plan for Students.

- collect property temporarily removed from their child as soon as possible after they have been notified the property is available for collection.

Process

Confiscation of property

- Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:

      i.   preserve the caring, safe, supportive and productive learning environment of the school

ii.   maintain and foster mutual respect among staff and students at the school
iii.   encourage all students to take responsibility for their own behaviour and the consequences of their actions
iv.   provide for the effective administration of matters about the students of the school
v.   ensure compliance with the school's Responsible Behaviour Plan for Students or any other directive, guideline or policy.

Return of confiscated property

- Ensure property held by the school is made available for collection within a reasonable time period by the student or, if the student is a child, the principal or staff member may choose to make the property available for collection to the parent only if it is more appropriate to do so, given:

    i.   its condition, nature or value, and/or
    ii.   to ensure the safety of the student or staff, and/or
    iii.   for the good order and management, administration and control of the school.

- Where the child is an independent student it may not be appropriate to make the property available for collection by the student's parents and the property should be returned to the student.
- Ensure property made available for collection is in the same condition as when the property was removed.

Circumstances where confiscated property need not be made available for collection

- If the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime:

    i.   notify police(http://ppr.det.qld.gov.au/education/community/Pages/Disclosing-Student-Personal-Information-to-the-Queensland-Police-Service.aspx) about the removal of the property, and
    ii.   if police state that they will come to the school to investigate matters relating to the property, the property need not be made available for collection until they do so, or

- If the police seize the property under the *Police Powers and Responsibilities Act 2000 (Qld)*(http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/P/PolicePowResA00.pdf), the property need not be made available by the school for collection.
- If police decide not to seize the property, it must be made available for collection as soon as practicable thereafter.
- Where staff have made reasonable efforts to notify the student or the student's parents that the property is available for collection but has not been able to make contact need not make the property available for collection.
- Where staff reasonably suspect that the student is not the lawful owner of the property, staff need not make the property available for collection. In this case, staff must make reasonable efforts to ascertain the ownership of the property.

Deciding a reasonable time to make property available for collection

- Consider, in deciding a reasonable time for making property available for collection:

  i.   the condition, nature or value of the property
  ii.   the circumstances in which the property was removed
  iii.   the safety of the students from whom the property was removed, other students or staff members
  iv.   good management, administration and control of the school.