Northern Beaches State High School

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

1. Purpose

Northern Beaches State High School 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 school can be effective, and students can participate positively within our school community.

2. Consultation and data review

Northern Beaches State High School conducted a review of the 2010 plan in collaboration with our school community. During the review, consideration was given to the introduction of Year 7 into Secondary and its impact on the Responsible Behaviour Plan for Students.

Consultation with parents and staff was again undertaken through focussed meetings held during November and December, 2012 and submission to the P&C. The Plan was endorsed by the Principal, the President of P&C Association, and the Assistant Regional Director (Schools) in December 2012, and will be reviewed as required in changes to policy and legislation.

The plan was reviewed against latest changes in legislation and policy as of March 2016 as per directive from Regional Office. The reviewed changes were endorsed by the Northern Beaches SHS Leadership team and P&C.

3. Learning and behaviour statement

All areas of Northern Beaches 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 academic education programs.

Our vision;
Our students have high expectations of themselves and others, and aspire to achieve as global citizens.

At Northern Beaches State High School, we encourage the development of valuable and active citizens who can face tomorrow’s challenges with sound academic foundations, confidence, respect and commitment within their local, national and global communities.

Our school is built on a foundation of respect for all students, staff and community members.

Our Responsible Behaviour Plan outlines our system for facilitating our vision through encouraging positive, respectful behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Northern Beaches State High School 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 values to underpin our high standards of responsible behaviour:

- RESPONSIBILITY
- RESPECT
- RESILIENCE

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

Universal Behaviour Support
Northern Beaches State High School takes a whole school approach to student well-being, which focuses on the whole student. It is underpinned by MindMatters and seeks to build the capacity of students through positive behaviours.

Communicating behavioural expectations is also 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 in specific settings has been attached to each of our five school positive behaviours. The School-wide Expectations Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>Expectations in Class</th>
<th>Expectations out of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listen when teacher is talking to class</td>
<td>• Language should be polite and respectful</td>
</tr>
<tr>
<td>• Any talking should be on task and kept to a minimum</td>
<td>• Respect the rights and opinions of others</td>
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<tr>
<td>• Language should be polite and respectful</td>
<td></td>
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<tr>
<td>• One person talks at a time</td>
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<tr>
<td>• Noise should be kept to a &quot;working&quot; level</td>
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<tr>
<td></td>
<td>Talking</td>
</tr>
<tr>
<td>• Allow others to learn</td>
<td>• Respect the rights of others and their property</td>
</tr>
<tr>
<td>• Respect the rights of others and their property, <strong>but</strong> no hats in the classroom</td>
<td>• Be prompt in presenting homework and assignments</td>
</tr>
<tr>
<td>• Bring correct and necessary equipment to class <strong>but</strong> no personal technology devices unless directed by the teacher</td>
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<tr>
<td>• Work to the best of their ability</td>
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<tr>
<td>• Avoid preventing or disrupting teachers from performing their required duties</td>
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<tr>
<td>• Students should sit as per their seating plan</td>
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<tr>
<td></td>
<td>Learning</td>
</tr>
<tr>
<td>• Use equipment safely and follow all safety rules</td>
<td>• Keep the school grounds safe and clean</td>
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<tr>
<td>• Keep workplace neat and tidy and leave rooms neat and tidy</td>
<td>• Don’t take food or drinks onto the oval</td>
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<tr>
<td>• Do not interfere with other students’ use of equipment</td>
<td>• Play contact sports only on oval with teacher coach</td>
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<tr>
<td>• Respect equipment</td>
<td>• Report any potentially hazardous situations</td>
</tr>
<tr>
<td>• No chewing gum, food, drinks (except for water), lollies, aerosol deodorants</td>
<td>• No spitting</td>
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<tr>
<td>• No bags in rooms</td>
<td>• Play safe at all times</td>
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<tr>
<td>• Students should not move class furniture unless directed by the teacher</td>
<td>• No running in or around the school buildings</td>
</tr>
<tr>
<td></td>
<td>Safety</td>
</tr>
<tr>
<td>• Keep movement in class to a minimum</td>
<td>• Movement around the school must be orderly</td>
</tr>
<tr>
<td>• Line up quietly outside classrooms</td>
<td>• Be aware of and respect out of bounds areas</td>
</tr>
<tr>
<td>• Permission is required before entering and leaving classrooms</td>
<td>• Movement to outside venues should be orderly and prompt</td>
</tr>
<tr>
<td>• Movement in and out of classrooms must be orderly</td>
<td>• Move promptly between classes</td>
</tr>
<tr>
<td>• Must have a teacher’s permission in your diary to leave the classroom</td>
<td></td>
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</tbody>
</table>
These expectations are communicated to students via a number of strategies, including:

- a clearly stated, positive purpose via posters, enrolment package, Student Diary and Student Handbooks,
- explicit teaching in U2U lessons; and
- 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**

Northern Beaches State High School also implements the following proactive and preventative processes and strategies to support student behaviour:

**Active student involvement**

Positive student participation is taught through peer mentoring, leadership roles, a progressive student council, school celebrations that foster student success, and improving school climate through behaviour reward incentives.

**Behaviour/Student Support Plans**

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.

**Engaging Curriculum & Effective Teaching**

Classroom teachers have a duty of care to monitor and promote standards of appropriate behaviour of students in their classes. Engaging curriculum, inclusive practices and effective teaching are the starting point of our behaviour support strategies. Classroom teachers are supported in these endeavours through:

- access to relevant professional development;
- mentoring from the Head of Department or Student Support Services personnel including Year Coordinators; and
- open and informed communication from school leaders.

**Induction Programs**

Induction programs on the Northern Beaches State High School Responsible Behaviour Plan for Students are delivered to new students as well as new and relief staff.

**Policy and Procedures**

Development of specific policies to address:

- The Use of Personal Technology Devices at School (Appendix 1).
- Bullying (including Cyberbullying) Policy (Appendix 2).

**Positive Reinforcement**

Positive reinforcement is a well documented means of promoting and maintaining acceptable and appropriate behaviours. At Northern Beaches State High School, energy is directed by classroom teachers, administration and support staff into reinforcing positive behaviours through actions such as praise, encouragement, privileges/awards, appointing school leaders and student council members.

The Guidance Officer, Year Level Coordinators or Teachers monitor identified students' class behaviours and record positives. The purpose is for positive reinforcement and encouragement. These are most appropriate for low-level behaviours, as an early intervention tool, or to reinforce positive change after being on a Monitoring Card.

**Social Skilling**

In all year levels a systematic, detailed, and developmentally appropriate program including a strong focus on positive relationships, relationship building, relationship restoration, anti bullying and harassment, violence prevention and child protection are implemented. Positive behaviours are actively taught through U2U sessions. A Student Resilience Survey is conducted annually to monitor growth in resilience competencies and to inform the U2U program. Mentor teachers develop, deliver and review these lessons during each school year.
Student Leadership
Positive behaviours through student leadership is developed across year levels and cultures with students elected as leaders from Years 7 to 12 and leaders elected to represent the indigenous community. These students form the student council and meet regularly. Leadership and Challenge Camps/Days, run for all year levels, develop skills in leadership and positive relationship building.

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 our school’s expectations.

Individual classroom strategies are exercised by all teachers, such as:
- verbal and non-verbal cues;
- curriculum adjustment; and
- curriculum support.

Targeted behaviour support: Individual Support Plan -Behaviour (ISP)
Students identified as requiring targeted support may be supported through one or more strategies. The aim of these strategies is to modify the inappropriate behaviours. Strategies may include;
- Targeted Behaviour Program – individual mentoring and support from the YLC or HOD Junior/Senior School, monitored over 1 term
- Time-out as a proactive strategy – provision of a cool down card or short term buddy class
- Monitoring card - used for monitoring (re-entry, work ethic, behaviour, attendance) and goal setting for a nominated period. Taken to key lessons, where the teacher identifies what has been achieved in that lesson. Reviewed with the student by the case manager.

Students identified as requiring targeted support may also require an Individual Support Plan (Level 3 onwards). Led by the Guidance Officer, the KLA Head of Department, teachers, the student and parents/carers are involved in the collaborative process of preparing the Individual Support Plan. Teachers are made aware of teaching strategies and acceptable goals for the student. Students on an Individual Support Plan are required to have attendance records and specified/negotiated goals for class lessons.

Students whose behaviour does not improve after this intervention, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support and case management.

Intensive behaviour support: Level 4/Level 5
Northern Beaches State High School 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. Intensive behaviour support is provided for students who have been provided with targeted support and are still identified as having inappropriate behaviours and/or behaviours which significantly impact on their educational achievement. These students will have had regular case management reviews by the Student Services Executive Team (SSET) of their behaviour, and further increased support as deemed appropriate, who will assign a case manager. The Student Services Team and Year Level Coordinators provide additional support to students through:
- working with other staff members to develop appropriate behaviour support strategies;
- monitoring the impact of support for individual students through continuous data collection; and
- making adjustments as required for the student.

Local external support may also be accessed where intensive support is required, including:
- Senior Guidance Officers
- Flexible Learning Centre
- Stanton Lodge
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.

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 school behaviour and identify consequences of continued unacceptable behaviour).

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

Risk Management
Individualised risk management plans are developed for students as the need arises. They form an integral part of their Individual Support Plan, and are communicated via confidential channels to all of the appropriate staff.

Physical Intervention/Restraint
Staff may make legitimate use of physical intervention as an immediate or emergency response. Or 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 Northern Beaches State High Schools’ duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation, and after considering the welfare of student, staff and other students. Restraint should be used with such force as is reasonable under the circumstances. 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; and
- 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; or
- 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.

Special Needs staff will be trained in Physical Restraint should our clients warrant it.

Staff have the opportunity to debrief with the Guidance Officer, Employee Advisor or the Senior Admin team.

Record keeping

The following records must be maintained:

6. Consequences for unacceptable behaviour

Northern Beaches 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.

A 5-level framework provides a context for a behaviour/consequence framework, with all the students commencing on the Level 1 (Self-Managed). Subsequent individual student behaviour results in the student moving to a level which most appropriately describes their behaviour.

This framework applies to all behaviours both in the classroom, the playground, and to all school related activities such as sport, excursions, carnivals, camps, special days etc. Each level has support, guidance and/or intervention associated with it, the level of which increases along with the level of identified behaviour. There are consequences associated with each level; these begin at a least intrusive level and progress according to the behaviours displayed.

The school recognises that partnerships with parents and caregivers and the local community are fundamental to successful educational outcomes for students and to the operation of the Northern Beaches State High School Responsible Behaviour Plan for Students.
### Definitions of consequences*

| Time out | A principal or school staff may use time out as a proactive strategy as well as a behaviour management strategy. Time out is defined as giving a student time away from their regular class program/routine:  
- To a separate area within classroom (no more than 10 min).
- To a separate supervised area outside the classroom (no more than 5 min) eg Cool Down card.
- To other supervised room or setting eg HoD at Staffroom (no more than 20 min) - teacher to provide student with opportunities to complete assignments or assessments to fulfil educational requirements (recorded on OneSchool as Follow-up). |

| Temporary Withdrawal | A principal or school staff may use time out as a proactive strategy as well as a behaviour management strategy. Temporary Withdrawal is an organised short term withdrawal from the student’s regular classroom. An example is a buddy class such as a Junior student attending a Senior class for 2-3 lessons, prearranged and with regular class work provided; parent will be contacted to inform of temporary removal (recorded on OneSchool). |

| Detention | A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. Detentions should be recorded in OneSchool.  
LUNCH: A detention is no more than 40 minutes during Break 1, 15 minutes during Break 2.  
AFTER SCHOOL: Parents to be notified 24 hours prior of the date, location and duration. Students may complete an Afterschool detention for 30 min and up to 1 hr  
Detentions should be supervised by the teacher in an open classroom and appropriate behaviour reflection tasks or class work provided. |

| Temporary Removal of Property | A principal or staff member has the power to temporarily remove property from a student. Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:  
- preserve the caring, safe, supportive and productive learning environment of the school  
- maintain and foster mutual respect among staff and students at the school  
- encourage all students to take responsibility for their own behaviour and the consequences of their actions  
- provide for the effective administration of matters about the students of the school  
- ensure compliance with the school’s Responsible Behaviour Plan for Students or any other directive, guideline or policy eg mobile phone in class, permanent marker, fluid liquid paper, cigarettes, lighters, large bottles of soft drink, Energy drinks, Personal Technology Devices etc.  

*Items removed are to be handed to the office by the teacher at the end of the class and logged into the Confiscated Items Log Book.  
1. *For the first offence the item may be collected by the student at the end of the school day.*  
2. *For the second offence the item will need to be collected by a parent or guardian.*  
3. *A third offence may result in a suspension, banning of item or other Level 4 consequence at the discretion of the Deputy Principal/Principal.* |

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. For example, a principal or staff member who removes a mobile phone from a student is not authorised to unlock the phone or to read, copy or delete messages stored on the phone.  
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.  

*except illegal or prohibited items which may not be returned directly to 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 should retain the property for handing to police.*
## Responsible Behaviour Levels for Students

<table>
<thead>
<tr>
<th>Level</th>
<th>Types of behaviours</th>
<th>School / staff response and possible disciplinary consequences*</th>
</tr>
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<tbody>
<tr>
<td><strong>Level 1</strong>&lt;br&gt;(Student with minimal teacher support)</td>
<td>At this level, students are on task and no disciplinary action is required.</td>
<td><strong>The student is Self-Managed with limited Teacher Intervention</strong>&lt;br&gt;Positive reinforcement of appropriate behaviours and positive achievements could include:&lt;br&gt;- verbal reinforcement&lt;br&gt;- record of achievements for formal acknowledgement&lt;br&gt;- phone calls/letters to parents for good behaviours/achievements&lt;br&gt;- Rewards Days.</td>
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<tr>
<td><strong>Level 2</strong>&lt;br&gt;(Student receives support from Class Teachers)</td>
<td>Inappropriate student behaviours to be dealt with at this level include:&lt;br&gt;- minor incidents&lt;br&gt;- ignoring instruction&lt;br&gt;- lateness to class&lt;br&gt;- littering&lt;br&gt;- low level bullying e.g. teasing&lt;br&gt;- inappropriate use of personal technology etiquette (Appendix 1)&lt;br&gt;- failure to follow procedures when wearing incorrect uniform (as per Education (General Provisions) Act 2006 section 362 &amp; Student Dress Code version 4)&lt;br&gt;- eating/drinking in classrooms&lt;br&gt;- unsafe behaviours in class or playground.</td>
<td><strong>Teacher Response &amp; intervention</strong>&lt;br&gt;Teacher initiated actions could include:&lt;br&gt;- monitoring via teacher – anecdotal notes&lt;br&gt;- verbal negotiation&lt;br&gt;- reminder of classroom expectations&lt;br&gt;- <strong>in-class</strong> separation or time out area&lt;br&gt;- removal from classroom for one-on-one resolution with teacher&lt;br&gt;- organise student to Time Out/ Buddy class&lt;br&gt;- assign student to accompany staff on break time playground duty&lt;br&gt;- assign student a lunchtime/afterschool detention&lt;br&gt;- restitution eg cleaning classroom&lt;br&gt;- letter of apology&lt;br&gt;- contact with parents.&lt;br&gt;- confiscation – temporary removal of property.</td>
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<tr>
<td><strong>Level 3</strong>&lt;br&gt;(Student receives support from School Year Coordinator, Guidance Officer &amp;/or Head of Department)</td>
<td>Inappropriate student behaviours to be dealt with at this level include:&lt;br&gt;- continued Level 2 behaviours&lt;br&gt;- referrals from class and/or year level coordinators for welfare issues&lt;br&gt;- repeated defiance&lt;br&gt;- repeated disruption&lt;br&gt;- high level bullying especially targeted or persistent&lt;br&gt;- verbal abuse of students&lt;br&gt;- disrespectful language/actions&lt;br&gt;- refusal to hand over PTD&lt;br&gt;- continued unsafe behaviours in class or playground.</td>
<td><strong>Significant Teacher Response &amp; intervention with HOD and/or Year Level Coordinator</strong>&lt;br&gt;Heads of Department/Year Level Coordinator/GO, in consultation with the class teacher, will initiate actions which could include:&lt;br&gt;- monitoring program via KLA HoD, GO or YLC&lt;br&gt;- resolution meeting as required between coordinator, aggrieved party and student&lt;br&gt;- peer mediation or restorative justice conference&lt;br&gt;- referral for assessment and specialist support – Support Teacher - Learning Difficulties, Advisory Visiting Teacher, Behaviour Support Teacher, Guidance Officer&lt;br&gt;- detentions – before or after school&lt;br&gt;- restitution&lt;br&gt;- parent contact&lt;br&gt;- interagency referral&lt;br&gt;- Temporary Withdrawal&lt;br&gt;- confiscation – temporary removal of property.</td>
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<tr>
<td><strong>Level 4</strong>&lt;br&gt;(Student</td>
<td>Inappropriate student behaviours to be dealt with at this level include:</td>
<td>As above with additional support from Student Support Services, Behaviour</td>
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</table>
Parental/guardian involvement must occur through all management stages. From Level 3 onward, contact with Parent/guardian should occur as a matter of procedural accountability.

Serious misconduct such as supplying drugs, use of a weapon and violent assault progress immediately to Level 5 and will likely result in the most serious of consequences such as exclusion.
• Student Disciplinary Absences are to be used after consideration has been given to all other responses with due consideration for the welfare and safety of other students and staff.
• Arrangements for continuation of education will be made available during all suspensions.
• Where a suspension applies the parent or caregiver will be contacted (where possible) regarding the suspension.

7. Network of student support

Students at Northern Beaches State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports. The school has a range of staff available to support students and families including:
• Teachers;
• Year level Co-ordinators;
• Heads of Department;
• Administration Staff;
• Community Education Counsellor;
• Guidance Officer;
• School Based Police Officer;
• Youth Support Co-ordinator;
• Defence Transition Aide; and
• 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; and
• Neighbourhood Centre.

The school Guidance Officer is able to provide details of these agencies upon request.

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.

Northern Beaches 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:
  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.

In addition, students who are faced with suspension, exclusion or cancellation of enrolment have the right to natural justice to ensure that responses are fair and equitable. This includes being advised why the proposed action is being taken and being given opportunity to respond (either by written or verbal statement) to the allegations and present their case prior to any decision being made.
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 will be considered at all times.

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 and procedures

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

11 Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub
Appendix 1

The Use of Personal Technology Devices* at School

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

**Personal Technology Device Etiquette**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. No responsibility for lost or stolen personal technology devices is taken by the school. However, if they are brought to school, the following rules apply:

1. **Mobile Phones are NOT to be used during assemblies and classes under any circumstances. They must be turned off and out of sight.**
2. Other personal technology devices may be used in class at the discretion of the teacher for educational purposes. Where a student is instructed not to use the device they must immediately put it away or risk confiscation.
3. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

**Recording voice and Images**

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

We uphold the value of trust and the right to privacy at Northern Beaches 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.

1. **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).**
2. **Recording of events in class is not permitted unless express consent is provided by the class teacher as a part of classroom educational activities.**
3. **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.**
4. **A student at school who uses a personal technology device to disseminate 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 bullying¹ 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.

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¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording ie staged fighting

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

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

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

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

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

Possible Consequences of inappropriate use:
- temporary removal of property/confiscation
- banned use of PTD
- hand over PTD to police
- suspension
- exclusion

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff.

**Items removed are to be handed to the office by the teacher at the end of the class and logged into the Confiscated Items Log Book.**

1. For the first offence the item may be collected by the student at the end of the school day.
2. For the second offence the item will need to be collected by a parent or guardian.
3. A third offence may result in a suspension, banning of item or other Level 4 consequence at the discretion of the Deputy Principal/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.
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. Breach of this may result in suspension.

**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 Guidance Officer or Deputy Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
Appendix 2

Bullying (including Cyberbullying) Policy

Purpose

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

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

3. Bullying 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, 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.

Behaviours that do not constitute bullying include:
   - mutual arguments and disagreements (where there is no power imbalance)
   - not liking someone or a single act of social rejection
   - one-off acts of meanness or spite
   - isolated incidents of aggression, intimidation or violence.

4. Harassment is behaviour that targets an individual or group due to their:
   - identity, race, culture or ethnic origin
   - religion
   - physical characteristics
   - gender
   - sexual orientation
   - marital, parenting or economic status
   - age
   - ability or disability.

It offends, humiliates, intimidates or creates a hostile environment. It may be:
   - an ongoing pattern of behaviour or a single act
   - directed randomly or towards the same person(s)
   - intentional or unintentional.

5. Cyberbullying is where people use electronic communication to harm others. Cyber bullies can use text messages, phone calls, email, instant messaging, social networking sites and web pages to embarrass others. The main forms of cyber bullying are identified as:
   - Flaming: online fights using electronic messages with angry or vulgar messages
   - Harassment: repeatedly sending nasty, mean or insulting messages
- Denigration: Posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- Outing: sharing someone’s secrets or embarrassing information or images online
- Exclusion: Intentionally and cruelly excluding someone from an online group
- Cyber stalking: repeated, intense harassment and denigration that includes threats or creates significant fear.

**Prevention**

5. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the school expectations and is recognised officially through our Anti-bully Festival.
   - All students have been or are being informed of the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - Active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

6. The student curriculum modules of the anti-bullying process consist of lessons taught by U2U teachers to a school-wide schedule of instruction.

7. Northern Beaches SHS uses behavioural data and resilience data for decision-making. Behaviour data is entered OneSchool and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

**Student Procedures**

1. Bullying should be immediately reported to your teacher or nearest staff member
2. Try to work out Level 2 behaviours through your U2U teacher (Talk it Through)
3. Bullying can also be reported to your Year Level Coordinator, Guidance Officer or Deputy Principal
### Staff Response Options (as reflected in Behaviour Levels)

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Types of behaviours</th>
<th>School / Staff responsible</th>
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<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td>No Bullying - Getting along with others</td>
<td><strong>Self-managed</strong>&lt;br&gt;- Positive reinforcement&lt;br&gt;- discussion/ programs in U2U classes&lt;br&gt;- Anti-Bully Fest&lt;br&gt;- verbal reinforcement</td>
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<tr>
<td><strong>Level 2</strong></td>
<td>Teacher observes bullying in class or in the playground – low level (name calling, rude comments, teasing, taking belongings etc.)&lt;br&gt;Peer Conflict/Name-calling/Friendship Issue/Rumours</td>
<td><strong>Teacher</strong>&lt;br&gt;- verbal expectations/written expectations&lt;br&gt;- in class separation&lt;br&gt;- One to one resolution&lt;br&gt;- apology&lt;br&gt;- litter duty&lt;br&gt;- detention&lt;br&gt;- parent contact&lt;br&gt;&lt;br&gt;<strong>U2U Teacher</strong>&lt;br&gt;- Talk it Through card and conversation</td>
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<td><strong>Level 3</strong></td>
<td>Student reports ongoing low level bullying/ harassment from the same peer/ teacher observes classroom bullying after intervening&lt;br&gt;OR Targeted bullying&lt;br&gt;Continual / persistent high level Bullying&lt;br&gt;Verbal abuse of students&lt;br&gt;Continual high level Bullying especially targeted and persistent</td>
<td><strong>Co-ordinator</strong>&lt;br&gt;- discussions&lt;br&gt;- mediation&lt;br&gt;- parent contact&lt;br&gt;- oneschool consequence intervention and incident&lt;br&gt;- U2U program adjustments&lt;br&gt;&lt;br&gt;<strong>Junior/Senior HoD</strong>&lt;br&gt;- behaviour counselling&lt;br&gt;- mediation&lt;br&gt;- after school detention and behaviour reflection&lt;br&gt;- parent contact&lt;br&gt;- oneschool consequence intervention and incident</td>
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<td><strong>Level 4</strong></td>
<td>Physical aggression / misconduct / organised bullying</td>
<td><strong>Guidance Officer</strong>&lt;br&gt;- mediation&lt;br&gt;- conflict resolution counselling&lt;br&gt;- counselling (self-esteem, resilience with the victim)&lt;br&gt;- Onschool support/ intervention&lt;br&gt;- SSST Support programs</td>
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<tr>
<td><strong>Level 5</strong></td>
<td>Violent Assault</td>
<td><strong>Guidance Officer</strong>&lt;br&gt;- conflict resolution counselling&lt;br&gt;- restorative justice&lt;br&gt;- counselling (self-esteem, resilience with victim)&lt;br&gt;- monitoring&lt;br&gt;- Onschool support/ intervention&lt;br&gt;- Support Plan Development&lt;br&gt;- case manage student&lt;br&gt;- Referral to outside agency&lt;br&gt;&lt;br&gt;<strong>Deputy Principal</strong>&lt;br&gt;- parent interview&lt;br&gt;- detentions&lt;br&gt;- suspension&lt;br&gt;- police notification</td>
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