



Responsible Behaviour Plan for Students

The Redland's State Secondary Schools preference learning first by:

Supporting inclusive education,

Promoting a strong positive image through student achievement, conduct and uniform,

Engaging in respectful use of technology for learning,

Modelling respectful relationships.



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Responsible Behaviour Plan for Students

Based on *The Code of School Behaviour* 2019 - 2023

1. Purpose

Capalaba State College is committed to providing a safe, supportive, 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, which is based on *The Code of School Behaviour*, 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 school community.

2. Consultation and data review

Capalaba State College developed this Responsible Behaviour Plan in collaboration with our school community. Consultation with parents, staff and students was undertaken in Semester Two 2018. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2015-2018 also informed the development process.

The Plan was endorsed by the College Principal, the President of the P&C and Assistant Regional Director in December 2018, and will be reviewed in 2021 as required in legislation.

3. Learning and behaviour statement

The Capalaba State College *Responsible Behaviour Plan* is underpinned by our aspiration for every student to be encouraged and supported to reach their maximum potential. Through our college plan shared expectations for student behaviour are plain to everyone, assisting Capalaba State College 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.

At Capalaba State College we believe that:

- All students can learn and are capable of reaching high standards of personal achievement and behaviour
- All students have individual needs and abilities
- Students should be active participants in decisions about their learning
- Strong, positive relationships between students, staff, parents/caregivers and the wider community contribute to positive student behaviour
- Staff commitment to their own continuous learning enables them to deliver an inclusive and engaging curriculum through innovative teaching and learning strategies which contributes to positive classroom behaviour





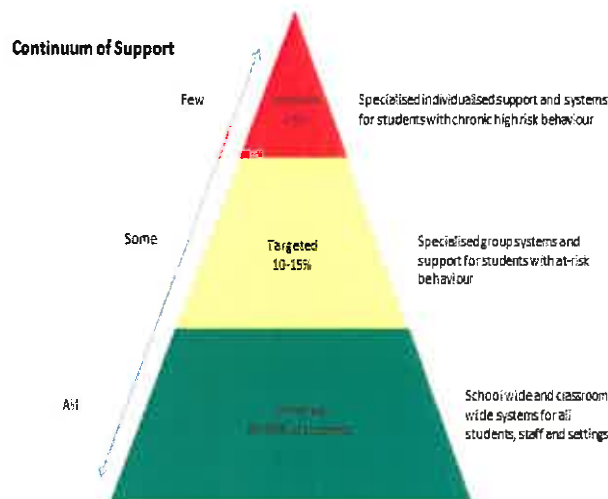
Our school community has used the Positive Behaviour for Learning (PBL) process to identify a set of college expectations/rules that teach and promote our high standards of responsible behaviour:

- Be responsible
- Be respectful
- Be safe
- Be positive
- Be a learner

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

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

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The College uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour through provision of **universal**, **targeted**, and **intensive** supports.

• **Universal**

In a supportive and well-disciplined school, approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. This reflects student behaviour at Capalaba State College. Universal levels of support are provided to all students.

• **Targeted**

In a supportive and well-disciplined school, approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population. Examples of targeted support at Capalaba State College include Rock and Water, Mentoring and Traction and other programs based on need.





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• Intensive

In a supportive and well-disciplined school approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours. Functional Behaviour Assessments may be undertaken to assist with the development of intensive support options. The College also partners with the Positive Learning Centre (PLC) to support students address challenging behaviours.

Universal, targeted and intensive behaviour support includes:

- quality learning and teaching practices (EDI);
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs (PBL);
- regular monitoring and review of school procedures and programs (established PBL committee);
- professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- a continuum of whole school positive preventative action for all students.

Universal behaviour support

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

- The rights of all students to learn
- The rights of all teachers to teach
- The rights of all people to be safe

To ensure that these standards are met, the following responsibilities are expected.

Community members

- All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:

- actively participate in the school's educational program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- cooperate with staff and others in authority

Parents are expected to:

- show an active interest in their child's schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child



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Staff

- Staff are expected to maintain high standards of ethical behaviour as established in the Department of Education's Code of Conduct.

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Capalaba State 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 provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our school expectations. The Schoolwide Expectations Teaching Matrix on the next page outlines our agreed rules and specific behavioural expectations in all school settings.

In addition teaching staff on each campus are issued each year with a Behaviour Management Booklet which provides guidelines and strategies to support student behaviour management and the College's Responsible Behaviour Plan for Students.



CAPALABA STATE COLLEGE EXPECTATION MATRIX (Ver08 2018)

| | BE RESPONSIBLE | BE RESPECTFUL | BE SAFE | BE POSITIVE | BE A LEARNER |
|---|---|--|--|---|---|
| All Areas of our College Community | <ul style="list-style-type: none"> Be organised and prepared to learn. Be punctual. Take ownership of my choices. Follow the College rules and expectations. | <ul style="list-style-type: none"> Follow adult instructions the first time. Speak to the adult privately and respectfully after the lesson if you disagree with the direction. Be a good listener. Care for self, others, property and the environment. Use kind words and manners. Consider other people's right to learn and teach. Wear the correct uniform. Place rubbish in bins provided. Use appropriate language. | <ul style="list-style-type: none"> Be at the right place at the right time. Leave the College grounds in school time only with a leave pass. Keep hands, feet and objects to self. Choose safe movements for myself and others. Use equipment appropriately. Use High 5. Walk on concrete. Follow adult directions. Follow the safety rules of our school and community. Report accidents and emergencies to a staff member. | <ul style="list-style-type: none"> Do your best. Be resilient. Give and receive compliments. Build self-esteem. | <ul style="list-style-type: none"> Stay on task. Be prepared to learn. Arrange and attend support staff appointments only at designated times. |
| Learning Environments | <ul style="list-style-type: none"> Keep equipment and belongings in the correct place. Arrive with the correct equipment for learning. Arrive with completed homework. | <ul style="list-style-type: none"> Be fair. Use an appropriate volume. Raise hand to speak. Be in the right place at the right time. Turn all personal electronic devices off before entering the classroom. | <ul style="list-style-type: none"> Ask permission to leave classroom. Enter and exit room in an orderly manner. Use equipment appropriately. Only be in a classroom when a teacher is present. | <ul style="list-style-type: none"> Show persistence and have confidence in your ability. Encourage others. Ask for assistance when required. Set goals Participate actively in learning. | <ul style="list-style-type: none"> Be on time to class. Listen actively. Follow instructions. Participate in all activities. Have your timetable and diary at all lessons. Complete all set tasks. Mobile phones and headphones switched off and out of sight. |
| Transition | <ul style="list-style-type: none"> Move to and from learning areas promptly. Listen for bells/teacher directions and respond immediately. Keep equipment and belongings in the correct place. | <ul style="list-style-type: none"> Walk quietly so others can continue learning. | <ul style="list-style-type: none"> Stay on pathways. Be aware of others' personal space. Keep to the left. Walk quietly. Walk your bike in College grounds. Wear safety gear on bikes. No scooters/skateboards at the College. | <ul style="list-style-type: none"> Use your getting along skills with others. | <ul style="list-style-type: none"> Move promptly. |
| Toilets | <ul style="list-style-type: none"> Use the toilets correctly. Report any potential problems or damage. Go to toilet during break time. | <ul style="list-style-type: none"> Be mindful of others' privacy. Keep toilets clean. | <ul style="list-style-type: none"> Wash hands. No playing in toilets. | <ul style="list-style-type: none"> Practice good hygiene. | <ul style="list-style-type: none"> Go to the toilet during break time. Have a pass out. Return to class promptly. |
| Ovals, Playgrounds, Covered Play Areas | <ul style="list-style-type: none"> Listen for bells/teacher directions and respond immediately. Use facilities/play equipment correctly and safely. Stay at school and within the designated areas at all times. Return to class on time. | <ul style="list-style-type: none"> Play fairly - take turns, join in. | <ul style="list-style-type: none"> Be sun safe - wear a hat. Sticks and stones to remain on the ground. Wear shoes and socks at all times. Ensure you have a leave pass to leave the grounds. | <ul style="list-style-type: none"> Assist with keeping the grounds tidy. | <ul style="list-style-type: none"> Be aware of the meaning of each bell. |
| Eating | <ul style="list-style-type: none"> Put all rubbish in bins provided. Follow rules of my eating area. | <ul style="list-style-type: none"> Wait for dismissal from eating area. | <ul style="list-style-type: none"> Remain seated. Only eat your food. | | <ul style="list-style-type: none"> Eat healthy foods. Eat breakfast each morning. |
| Bus Lines | | <ul style="list-style-type: none"> Listen and follow the driver's instructions. | <ul style="list-style-type: none"> Walk to bus. Wait inside the gate until bus arrives. Wait for teacher instructions. | | <ul style="list-style-type: none"> Bus Lines. |



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

- Behaviour lessons conducted by classroom teachers;
- Weekly PBL Focus Behaviours
- Reinforcement of behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

The College implements the following proactive and preventative processes and strategies to support student behaviour:

- Use of the college newsletter to inform parents/carers of behavioural expectations/processes enabling active and positive involvement in school processes.
- College PBL leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction for new students and staff in the Responsible Behaviour Plan for Students.
- 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:
 - The Use of Personal Technology Devices* at School **(Appendix 1)**
 - Procedures for Preventing and Responding to Incidents of Bullying **(Appendix 2).**

At Capalaba State 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 trained to give consistent and appropriate acknowledgement and rewards.

Example: PBL Positive Behaviour Rewards (Personal Bests)

Staff members issue Personal Best tickets to students observed following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. Personal tickets are deposited at the administration building in readiness for prize draws on campus assemblies. End of semester recognition days for positive behaviours are also held.

Targeted behaviour support

Targeted behaviour support occurs around a specific setting, issue, student or group of students who are demonstrating higher than average rates of problem behaviour. Development and implementation of targeted support is team based and develops strategies that prevent or minimise the occurrence of the identified behaviours. Where targeted or individual support occurs in the classroom setting, this support is in alignment with our whole college approach to behaviour support and procedures.

Intensive behaviour support

Students who have had targeted support and are still at risk of significant educational under-achievement due to their inappropriate behaviours, are identified as needing intensive support. In these circumstances, an individual student program of support will be developed through a collaborative consultative process involving the student, parents/caregivers, teachers, and other relevant support personnel such as the Guidance Officer, Advisory Visiting Teachers for Learning Difficulties or Behaviour



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Management, Deputy Principal or Principal. Individual support programs may include Functional Behaviour Assessments and flexible or alternative learning options.

5. Emergency responses or critical incidents

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour and 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 or moving into the student's space.

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).

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Capalaba State 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. In the event of physical intervention an incident report is prepared and debriefing of relevant staff and students is conducted.



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6. Consequences for unacceptable behaviour

Capalaba State 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.

Unacceptable behaviours are dealt with by staff members. Serious incidents or behaviours may be investigated and the students involved or who witness the incident may be interviewed and required to provide a written statement.

Unlawful behaviour may be reported to the Queensland Police Service.

Capalaba State College uses a range and level of consequences for the following behaviours:

- Insolence, swearing, abusive or offensive language
- Disobedient behaviour including damaging school property, failure to comply with the College Dress Code, failure to participate in the program of instruction, eg. failure to complete class work/homework and/or breach of assessment policy, dishonesty, plagiarism, cheating or falsifying results
- Disruptive behaviours that interfere with the rights of others to enjoy a positive learning environment
- Inappropriate online behaviour
- Persistent and wilful refusal to comply with instructions
- Truancy
- Antisocial behaviour – harassment, unacceptable moral behaviour and inciting others to be disobedient
- Violent, dangerous, threatening or unlawful behaviour
- All forms of bullying behaviour (including cyberbullying)
- Breaches of the College ICT agreement or inappropriate use of personal technology devices or electronic media.

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 college community members will be considered at all times.

Capalaba State College uses a range and level of consequences including:

- Reprimand, detention, restitution
- Confiscation of inappropriate/misused items
- Parent/guardian contact
- Strategies for monitoring attendance, behaviour and learning
- Withdrawal from class
- Modified timetable/attendance
- Referral to Year Coordinator, School Support Personnel (including Guidance Officer), Heads of Department, Deputy Principal, Heads of School, Positive Learning Centre placement, external government agencies
- Student Behaviour Support Plan
- Work with behaviour support personnel
- Referral to external agencies and alternate programs
- Suspension 1-10 days, suspension 11-20 days
- Cancellation of enrolment for post compulsory age students for non-participation for a period of up to 12 months
- Participation in a Discipline Improvement Plan
- Suspension with proposal for exclusion.



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School Disciplinary Absences (SDAs) may be used if the behaviour of students warrants, but must be used after consideration has been given to all other

School Disciplinary Absences

The Education (General Provisions) Act 2006 in Chapter 12 details the authority of the Principal in relation to the good order and management of State educational institutions. It grants authority for School Disciplinary Absences (SDAs) including:

Detentions – a principal or teacher can detain a student as a consequence for disobedience, misconduct, wilful neglect to prepare homework or for another breach of school discipline. A period of detention must not be more than 20 minutes during lunch breaks or more than 30 minutes after the school program has finished for the day. If the detention is completed after school, a parent must be informed prior.

Discipline Improvement Plans and **Community Service Interventions** are options which may be applied by the Principal to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion.

Suspension – a principal may suspend a student from the school under the following circumstances:

- a) disobedience by the student
- b) misconduct by the student
- c) conduct that adversely affects, or is likely to adversely affect, other students;
- d) conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
For c) & d) the conduct may be grounds for suspension even if the conduct does not happen on school premises or during school hours.
- e) the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
- f) the student is charged with a serious offence.

It is also a ground for suspension if—

- a. the student is charged with an offence other than a serious offence; and
- b. the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending.

Proposals for Exclusion – a principal may propose exclusion of a student from the school or certain State schools under the following circumstances:

- a) persistent disobedience;
- b) misbehaviour;
- c) conduct that adversely affects, or is likely to adversely affect, other students;
- d) conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
For c) & d) the conduct may be grounds for exclusion even if the conduct does not happen on school premises or during school hours.
- e) the student's attendance at the school poses an unacceptable risk to the safety or



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- wellbeing of other students or of staff;
- f) if the student's disobedience, misconduct or other conduct is so serious that suspension of the student is inadequate to deal with the behaviour.

It is also a ground for exclusion if—

- a. the student has been convicted of an offence; and
- b. the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.

Further Information

Violence/Weapons/Drugs

Students who engage in very serious problem behaviours such as violent physical assault, the use and supply of drugs or weapons (including knives) can expect to be suspended with a proposal to exclude.

Online Behaviour

Inappropriate online behaviour may also include online behaviour outside of school hours if the behaviour affects or will affect the good order and management of the College.

Confiscation of property

Property may be temporarily confiscated from a student if a staff member is reasonably satisfied the removal is necessary to preserve the caring, safe, supportive and productive learning environment. Property held by the College will be made available for collection by the student or parent within a reasonable time period as determined by the Principal. Property that is illegal to possess, threatens the safety or wellbeing of students or staff, or has been used to commit a crime, may not be available for collection.

Students travelling to and from the College

Students should follow road rules and use common sense to ensure safe travel to and from the College. Students who ride bikes to the College are reminded they should be wearing a helmet and obeying road rules. Bikes are not to be ridden on campus and must be walked on the walkways. It is the student's responsibility to have their own bike lock and to lock their bike each day in the bike cage.

Skateboards, longboards, scooters, rollerblades etc. should not be ridden in the College grounds or to or from the College as they are not a suitable mode of transport, may pose a safety risk for students and cannot be safely secured or locked.



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Please see the following table regarding behaviours and possible consequences.

| Behaviour and Consequences | |
|---|---|
| <p>The following is a list of possible behaviours that would be considered inappropriate in a supportive and safe school environment. However, this is not an exhaustive list.</p> | <p>The final decision on any disciplinary action will be based on a case by case examination of the facts. Possible consequences may include, but not be limited to, the following -</p> |
| <p>Inappropriate Behaviours –Low Level</p> <p>Behave Responsibly – examples of breaches</p> <ul style="list-style-type: none"> • Disrupting learning • Playing in the wrong area • Being in an out of bounds area • Eating/drinking in the wrong place • Littering • Lack of care for the environment • Non-compliance with the College's Dress Code • Refusing to work/complete tasks <p>Behave Respectfully – examples of breaches</p> <ul style="list-style-type: none"> • Misuse of equipment • Bad Manners • Not using appropriate language • Not following a staff member's directions • Inappropriate use of electronic media <p>Behave Safely – examples of breaches</p> <ul style="list-style-type: none"> • Not following the sun safe policy • Not following 'No Touch' expectation- "Keep hands, feet and objects to self" • Minor physical contact eg. pushing/shoving • Running on hard surfaces and in buildings | <p>Possible Consequence for Low Level Behaviours</p> <p><u>Staff member Intervention:</u></p> <ul style="list-style-type: none"> • Warning • Rule Reminder • Student Behaviour Referral Sheet - <p><u>Logical consequence:</u></p> <ul style="list-style-type: none"> • Supervised timeout • Accompany a teacher on playground duty • Confiscation of item/s • Parental contact • Lunch time detentions • After school detentions • Use of monitoring sheets • Restorative action |
| <p>Inappropriate Behaviours–High Level</p> <ul style="list-style-type: none"> • Persistently disruptive behaviour adversely affecting others • Persistent non-compliance • Refusal to participate in the programs of instruction • Inappropriate use of electronic media, communication, recording devices, personal technology devices • Distribution of inappropriate messages or images involving staff, students or the College • Inappropriate online behaviour • Verbal or non-verbal misconduct – <ul style="list-style-type: none"> a) involving an adult; b) involving a student • Physical misconduct involving an object – a) involving an adult; b) involving a student • Physical misconduct not involving an object - a) involving an adult; b) involving a student • Property misconduct • Substance misconduct • Persistent Truancy • Unsafe behaviour (to self and/or others) • Possession/use of weapons or prohibited items • Bullying behaviours | <p>Possible Consequence for High Level Behaviours</p> <p><u>Logical Consequence:</u></p> <ul style="list-style-type: none"> • Staff member intervention • Admin intervention • Mediation • Confiscation of item/s • Buddy class • Parental contact • Time out/detention • Student Behaviour Support Plan • Referral to support specialists, eg. GO, AVT, SBYN, external agencies etc. <p><u>Referral to Administration</u></p> <ul style="list-style-type: none"> • Time Out/detention • In school withdrawal • Loss of privileges • Restorative action • Community Service Intervention • Suspension 1-10 days • Suspension 11-20 days • Discipline Improvement Plan • Suspension with a proposal for exclusion |



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7. Network of student support

Students at Capalaba State College are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents and carers
- Classroom & Specialist Teachers
- Support Staff including Teacher Aides
- Special Education Staff
- Heads of Department
- Administration Staff
- Guidance Officers
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- 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
- Management of Young Children Program(MYCP)
- Queensland Health
- Department of Communities (Child Safety)
- Queensland Police Service
- Redlands City Council
- Capalaba Neighbourhood Centre
- Lifeline Kids Help Line
- yourtown
- BABI – Youth and Community Support
- BOOYAH
- Headspace

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.

Capalaba State 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
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.



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9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related departmental procedures

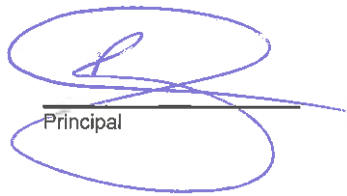
- [Code of School Behaviour](#)
- [Statement of Expectations for a Disciplined School Environment](#)
- [Managing Risks in School Curriculum Activities](#)
- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [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
- Positive Behaviour for Learning
- National Framework for Values Education in Australian Schools – Queensland
- Code of Conduct for School Students Travelling on Buses



Endorsement


Principal


P&C President or
Chair, School Council


Regional Executive Director or
Assistant Regional Director (Schools)

Date effective:

from 2019 to 2023

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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.

Certain Personal Technology Devices Banned From School

Students are strongly encouraged not to bring valuable personal technology devices¹ to school as there is a risk of damage or theft. Such devices may be confiscated by school staff and may be collected at the end of the day from the school office. They should not be used in any matter which is disruptive to the normal routine and learning environment in the College.

Confiscation

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.

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.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. 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 Capalaba State 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 College Principal.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation



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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.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

are in breach of this policy and may be subject to discipline (including suspension and proposal for exclusion).

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

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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



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



Students may arrange to have their electronic devices or other items of value stored in a safe and secure place in the office.

** 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, device chargers, iPods® and devices of a similar nature.*

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Appendix 2

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

Purpose

1. Capalaba State College strives to create positive, predictable environments for all students at all times of the day. Our disciplined and supportive environment 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 at Capalaba State 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 school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Capalaba State 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, 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 Capalaba State 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 school 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 school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Capalaba State College are an addition to our already research-validated schoolwide positive behaviour support processes.



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This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide 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 5 College Expectations and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught 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
 - 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.

Proactive Support

9. Bullying issues within cohorts of students will be addressed through specific Year level strategies and programs.
10. Specific Anti-Bullying lessons are developed and taught to all students across the College. These lessons teach the process to be used by all students when experiencing bullying behaviour either as:
 - the person being bullied
 - the person bullying
 - witnesses and bystanders

This program takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Intensive Support

11. Support for students directly involved in bullying behaviour, both the person being bullied and the person bullying, is provided in the form of counselling. This service can be supported or provided through the Guidance Officer and College Chaplain.
12. Students demonstrating major bullying behaviours may require the intensive support of external behaviour specialists and agencies including:
 - Advisory Visiting Teacher- Behaviour Management
 - Senior Guidance Officer
 - Child Youth & Mental Health
 - Youth Support Coordinator
 - School Based Police Officer
 - Positive Learning Centre





13. Capalaba State College uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

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