**NOOSA DISTRICT STATE HIGH SCHOOL**

# *Responsible Behaviour Plan for Students*

*Based on the Code of School Behaviour*

## 1.  Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Noosa District State High School is committed to providing a safe, harmonious environment which empowers students to excel as life long learners and become active, responsible citizens. To achieve our mission, both as a school community and as individuals, we value and are committed to:

- promoting quality educational outcomes for every student
- respecting all individuals, their differences, dreams, ideas and opinions
- providing quality in curriculum, teaching and learning
- establishing a caring and trusting environment
- accepting personal and team accountability through self evaluation and assessment
- continuous improvement and change through striving for excellence

Our behaviour plan is supported through the unique structures of this school site and reflects the school vision: *Excellence through diversity*.

The *Responsible Behaviour Plan for Students* is the means by which we ensure that this supportive school environment is established and maintained. Facilitation of this behaviour plan comes through the welfare team and the associated administrative structures that support the school. Noosa District State High recognises the link between the classroom environment and classroom behaviours and supports teachers and students developing partnerships for learning.

## 2.  Consultation and data review

Noosa District State High School developed this plan in collaboration with our school community. Consultation with parents, staff, students and support groups was undertaken through a year long review of behaviour processes, feedback and community meetings held during Term 4, 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process.

Our behaviour plan was endorsed by the Principal, the President of the P&C/ School Council and Executive Director (Schools) in December 2009, and will be reviewed in 2012 as required in legislation.

## 3.  Learning and behaviour statement

All members of the school community have the right to be treated fairly and with respect. It is the responsibility of all members to see that this right is upheld. The goal of our *Responsible Behaviour Plan* is to encourage all individuals to accept responsibility for their own behaviour and ensuring that the rights of others are maintained.

**Basic beliefs**
Our philosophy is based on the basic beliefs that:

- all individuals can learn and achieve
- all individuals want and deserve respect
- individuals learn best in a caring trusting and nurturing environment
- individuals learn at varying rates and to varying degrees
- individuals grow, take greater risks, and perform at higher standards through sincere affirmation, encouragement and validation, not negative criticism
- education involves working as a team in a partnership with our students, their parents or guardians and the community

As an educational community, we are committed to facilitating this process by:

- treating all individuals with respect
- creating a secure and safe school environment which is non-discriminatory, non violent and accepting of the contributions made by all member and groups
- solving all conflicts using non aggressive practices and procedures
- using and teaching the skills of responsible thinking and of making responsible choices
- developing a sense of cooperation and interactive relationships based upon respect for sensitivity to and trust in others
- helping each individual achieve maximum academic, social creative and physical potential
- promoting respect among individuals
- developing a culture of 'care' for all members of this school community

### Responsible behaviour plan

Our *Responsible Behaviour Plan* outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clearly articulated, enabling Noosa District 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.

### School expectations

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

- Be safe
- Be respectful
- Be an active learner

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

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

Our *Positive Behaviour Support* processes at Noosa District State High School support the needs of all students within a whole school context. The approach considers support from the following perspectives:

- Whole-school behaviour support
- Targeted and classroom behaviour support
- Intensive individual student behaviour support



Whole-school behaviour support (100% of students)

Targeted behaviour support (approximately 10-15%)

Intensive behaviour support (approximately 2-5%)
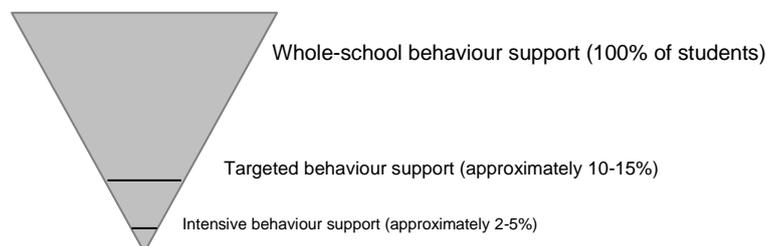
### 4.1 Universal behaviour support

Whole school behaviour support procedures and processes at Noosa District State High School apply to all students and staff across all settings. Communicating behaviour 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.

Noosa District State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- a clearly stated, positive purpose as outlined in *Responsible School Behaviour Plan*
- a set of positively stated expectations through the *Code of School Behaviour* (Appendix 1)
- School Behaviour Leadership Team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- comprehensive induction programs in the *Responsible Behaviour Plan for Students*, delivered to new students as well as new and relief staff
- individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- successful educational and behavioural outcomes are recognised through our student benefit card scheme
- weekly Welfare Team meetings to discuss current needs for whole school, group or individual
- development of specific policies to address:
  o Use of personal technology devices* at school (Appendix 2)
  o Procedures for preventing and responding to incidents of bullying (Appendix 3)

### Reinforcing expected school behaviour
At Noosa District State High School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

### Classes
- negotiate class expectations related to school expectations
- least to most intrusive management of behaviour
- consistent language and approach across the school
- non-coercive approaches to encourage self-evaluation
- display of classroom expectations

### Individuals
- each individual student's self-management needs are identified and addressed
- counselling and support available to every child
- all students are encouraged to use self-evaluation in regard to self-improvement
- appropriate behaviour is recognised at year level assemblies and awards nights

### Teachers
- are encouraged to attend professional development in behaviour support
- are encouraged to use non-coercive approaches to encourage student self-evaluation

### Parents
- encourage a three way partnership between student, parents and the school
- support and counselling is available to parents through our Guidance Officers, Chaplain and School Nurse
- new students and parents are introduced to the requirements of these procedures and plans and the uniform code

### Positive reinforcement
Positive reinforcement is a well documented means of promoting and maintaining acceptable and appropriate behaviours. At Noosa District State High School, energy is directed by classroom teachers, year level coordinators, administration and support staff into reinforcing positive behaviours through actions such as:

- praise
- encouragement
- privileges

- rewards
- phone calls, letters, emails to parents for good behaviours and achievements
- record of achievements for formal acknowledgement

**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.

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

### 4.2 Targeted behaviour support

Each year a number students at Noosa District State High School are identified through our data as needing extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

**Relocation system**
The Relocation System is used if a student is frequently disruptive during a lesson, to the detriment of other students learning. The Relocation is not a punishment, rather an opportunity for students to reflect and develop a plan that will assist them to return to their classroom. The Relocation system is:
- for that lesson only
- reliant on the student resolving with the teacher before the next lesson
- not for incomplete work or homework
- to be used only when all initial management techniques and teaching strategies have been used
- BM2 form accompanying a student sent for relocation, with details of the student's behaviour and the interventions applied
- to enable the student to re-enter the classroom they need to complete a BM3 and participate in a resolution process with the teacher
- reliant on the incident recorded immediately on OneSchool

**Consequence room (at Cooroy Campus)**
This room is open at lunchtimes for students to complete a detention for consequences issued for playground infringements and truanting.

**Extended support**
When a student's minor infringements move to more serious breaches of the school's plan, a more extensive targeted support is put into place. Teachers records (anecdotal and OneSchool) of student behaviour are used to determine when a student needs more extensive support. If more extensive support is warranted, the teacher refers the student with the supporting documentation to the Welfare Team. Support could include:
- Rock and Water
- Friends
- On Track
- Girl Talk
- Life Coaching
- referral to Guidance Officer
- modification of timetable

**Individual student plan**

Students identified as requiring targeted support may require an Individual Student Plan. Year Level Managers (Year Level Coordinator, Client Services HODs, Deputy Principal), teachers, the student, along with the parents/carers, collaboratively develop and implement an Individual Student Plan (ISP). This plan documents aims, support strategies, timing, personnel, review and assessment. Support through this plan could include:

- referral to Guidance Officer for assessment and preliminary counselling and behavioural support
- use of "Chill Out" passes
- modified timetable
- monitoring
- support programs (see above)

Parent involvement must continue through all management stages. Parent interviews with the class teacher, students, Head of Department or Year Level Manager are focussed on a coordinated approach to setting a more positive pattern of behaviour.

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

## 4.3 Intensive behaviour support

Intensive behaviour support is required to support students who demonstrate chronic and /or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others. This level of support generally occurs when less intensive support strategies have been used but have not fully met the student's learning support needs.

Noosa District 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. The *Welfare Team and Deputy Principal:*

- work with other staff members to develop appropriate behaviour support strategies
- monitor the impact of support for individual students through continuous data collection
- make adjustments as required for the student, and
- work to achieve continuity and consistency

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

A *Functional Behavioural Assessment* is integrated, as appropriate, throughout the process of developing, reviewing and revising the student's *Individual Behaviour Support Plan*. The *Functional Behavioural Assessment* is focused on identifying significant, pupil-specific social, affective, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviours. Interagency groups are used to coordinate services to meet the needs of students identified with persistent or extreme problem behaviours. Agencies contributing may include: Disability Services Qld, Child and Youth Mental Health, Qld Health, Department of Child Safety, Police, Local Council, and Neighbourhood Centre.

Following the *Functional Behavioural Assessment* and interagency input, the following supports may be put in place in the *Individual Support Plan*:

- work with the Advisory Visiting Teacher – Behaviour
- counselling with the school Guidance Officer

- modified timetable or attendance
- teacher-aide support through school or district behaviour funding
- recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their general practitioner
- use of the *Restorative Justice* process (see following section)

### Restorative justice
Restorative justice is used when the school's Plan is violated and relationships are strained between any members of the school community, students, staff and/or parents. Skilled mediators from the District Behaviour Team or a trained staff member are used for the restorative justice process.

### 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.

### Emergency situation or critical incident
- defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action

### 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 Noosa District State High School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.
Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

### Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained on Oneschool:
- incident report
- [Health and Safety incident record](link) (link)

### 6. Consequences for unacceptable behaviour

Noosa District 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.

Individual class or year level teachers are primarily responsible for dealing with minor infringements of this school's plan. The Welfare Team and Year Level Managers become responsible for responding to students who exhibit persistent or extreme unacceptable behaviour. The application of any consequences should be supportive, fair, logical and consistent.

Whilst the focus is on proactive and preventive whole school approaches, certain types of behaviour are unacceptable and responses to these can include the most stringent step of exclusion. This consequence would only be used after consideration has been given to

all other responses and the unique circumstances of the situation have been considered. For example, students involved in physical and verbal abuse of staff and other students or repeated and persistent bullying (including cyber-bullying) could expect to be suspended from school for a period of time; and students involved in selling or supplying drugs, violent assaults or use of weapons could expect to be recommended for exclusion. The following table outlines some student behaviours and possible consequences which would be put in place within the framework of a graduated process of support and intervention. These consequences are not in sequential order and any consequence may be applicable to any behaviour presented at the Principal's discretion.

| Level | Behaviour | Possible Consequences |
|---|---|---|
| **Level 1** (Class Teacher) | Inappropriate student behaviours might include: <br>▪ ignoring instructions and direction <br>▪ lateness to class <br>▪ littering <br>▪ inappropriate language and put downs <br>▪ inappropriate use of mobile phones and other electronic devices <br>▪ uniform/hair/makeup/jewellery transgressions <br>▪ Eating/drinking in classrooms <br>▪ Inappropriate use of school intranet/internet | Teacher initiated actions could include: <br>▪ verbal negotiation <br>▪ reminder of classroom expectations <br>▪ in-class separation or isolation <br>▪ removal from classroom for one-on-one resolution <br>▪ relocate student to buddy class <br>▪ assign student to accompany you on yard duty <br>▪ contact with parents <br>▪ confiscation of mobile device – parent to collect <br>▪ suspended from school intranet/internet usage for a defined period. Resolution/action with school network administrator. |
| | *If repeated application of the above actions produce no improvement in student's behaviour, then the student should be referred for relocation.* | |
| **Level 2** ( Class teacher, Year Level Coordinator and HODs) | Inappropriate student behaviours might include: <br>▪ Repeated level 1 behaviours <br>▪ Refusal to hand over mobile / electronic device <br>▪ referrals from class to relocation <br>▪ repeated defiance <br>▪ all forms of harassment – including in the classroom, playground, cyber-bullying through the use of technology (e.g. mobile phones, chat rooms, emails, web pages – Face Book, My Space) | Teacher and HOD's actions could include: <br>▪ resolution meeting as required between teacher and student <br>▪ peer mediation or restorative conference <br>▪ referral for assessment and specialist support – Support Teacher - Learning Difficulties, Advisory Visiting Teacher, Guidance Officer, <br>▪ restitution <br>▪ monitoring and anecdotal notes by teachers <br>▪ parent contact <br>▪ interagency referral <br>▪ confiscation of mobile device – parent to collect <br>**NB: Case manager (usually class teacher) records all incidents and actions into Oneschool** |
| | *If a student is referred to relocation more than 3 times or behaviour is a concern then student is referred to Year Level Manager* | |
| **Level 3** (Year Level Managers) <br><br>- Year Level Coordinator <br>- Client Service HODs <br>- Deputy Principal | Inappropriate student behaviours might include: <br>▪ Continued level 2 behaviours <br>▪ stealing <br>▪ truancy/unexplained absenteeism <br>▪ school refusal <br>▪ physical aggression towards students and staff <br>▪ smoking <br>▪ pornography <br>▪ intimidation of staff <br>▪ targeted harassment of peers through the use of technology (e.g. Utube, web pages, chat rooms) <br>▪ targetted verbal abuse towards students and staff <br>▪ vandalism <br>▪ sexual harassment/misconduct. | Year Level Managers actions may include: <br>▪ monitoring program <br>▪ referral back to Welfare Team to review Individual Behaviour Student Plan <br>▪ parent/carer interview and involvement in Plan <br>▪ confiscation of mobile device – interview with parent <br>▪ Individual Behaviour Student Plan <br>▪ referral to outside agency <br>▪ referral to/consultation with the principal <br>▪ suspension in line with Education Queensland Policy <br>▪ restorative conference on return from suspension <br>▪ police involvement <br>**NB: Case manager (YLM) records all incidents and actions into Oneschool** |
| **Level 4** (Deputy Principal and Principal) | Inappropriate student behaviours might include: <br>▪ ongoing unexplained absenteeism <br>▪ possession of drugs, alcohol <br>▪ possession of a weapon <br>▪ supply of drugs, alcohol <br>▪ use of a weapon <br>▪ violent assault <br>▪ targeted harassment of staff through the use of technology (e.g. Utube, web pages, chat rooms) | Deputy Principal in consultation with Student Welfare Team determines the most appropriate course of action which may include any of the following*: <br>▪ Individual Behaviour Agreement <br>▪ altered contact time at school <br>▪ parent/carer interview <br>▪ Absentee letters <br>▪ Police notification (if illegal behaviour)*(ref: http://education.qld.gov.au/health-safety/promotion/drug-education/ )* <br>▪ suspension in line with Education Queensland Policy *SMS –PR 021 Safe Supportive Disciplined School Environment* <br>▪ recommendation for exclusion in line with Education Queensland Policy *SM -16 Student Disciplinary Absences* |

**Network of student support**

Students at Noosa District State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support staff
- Executive
- Year Level Coordinators
- Heads of Department
- Guidance Officer
- School Chaplain
- School-Based Health Nurse
- Behaviour Support Teachers
- Senior Guidance Officer

Noosa District State High School recognises the need for a range of personnel in managing student behaviours. In order to make a balance decision for students a Student Welfare Committee meets weekly to deal with issues and formulate programs. The Welfare Team is likely to include HOD Student Services, AVT Behaviour Support, Teacher Guidance Officers, Chaplin, Nurse, Middle School HOD, Deputy Principal and Youth Support Coordinator.

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police Service (QPS)
- Local council
- Neighbourhood Centre

## 7. 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.

Noosa District 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

Each behaviour incident will be addressed according to the individual circumstances. Consistency will be in responding to the behaviour, but not necessarily in the nature of the response.

## 8. 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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

## 9. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

## 10. Related resources

- School expectations
- Use of personal technology devices at school
- Procedures for preventing and responding to incidents of bullying (including cyber-bullying)

### *Endorsement*

| Principal | P&C President or Chair, School Council | Regional Executive Director or Executive Director (Schools) |
|---|---|---|

Date effective:     from         to

| | | By |
|---|---|---|
| **Be safe** | • In the Classroom | • Being on time for all classes<br>• Leaving bags outside room<br>• Remaining with your teacher for the duration of the lesson |
| | • Outside the classroom | • Remaining on the school grounds during the day unless under teacher supervision<br>• Behaving in a manner that keeps you and others safe<br>• Reporting accidents and or breakages immediately |
| | • Towards others | • Avoiding physical contact or injury<br>• Appropriate use of personal technology |
| | • To yourself | • Signing in/out of the office with an approved adult if arriving late or leaving early<br>• Attending all lessons<br>• Being accountable for your actions and whereabouts at all times |
| **Be Respectful** | To:<br>• Yourself | By<br>• Wearing school uniform as stated in Uniform Policy<br>• Being trustworthy and honest |
| | • Others | • Respecting their right to learn<br>• Showing courtesy and tolerance<br>• Using acceptable language<br>• Showing good sportsmanship |
| | • Environment | • Keeping the school grounds, classrooms, facilities and community clean and tidy<br>• Picking up and putting litter in the bins<br>• Not bringing hazardous items to school eg aerosols, lighters, chewing gum |
| | • Teachers | • Respecting their right to teach by listening to and following directions<br>• Using appropriate language and behaviour at all times |
| | • Property | • Taking care of your, others and the school's property<br>• Leaving valuable personal items at home or hand in for safe keeping |
| **Be an Active Learner**<br><br><br>__School Motto:__<br>**Industria Vincit Omnia (Industry Conquers All)** | Through:<br>• Involvement | By<br>• Applying yourself to the best of your ability<br>• Bringing all necessary equipment to class<br>• Completing all tasks, homework and assessment<br>• Taking pride in your work<br>• Attending school daily<br>• Being actively involved in school activities |
| | • Self Management | • Using your diary appropriately<br>• Meeting deadlines<br>• Planning for your future<br>• Striving to be the best YOU can |

The Code of
**School
Behaviour**

Better Behaviour
Better Learning

## Appendix 2 : 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 Discouraged From School**

Students are discouraged to bring valuable personal technology devices like mobile phones, Ipods or MP3 players to school as there is a risk of damage or theft and/or breaches of the privacy agreement. Students do so at their own risk. Misuse of such devices will result in confiscation by school staff. Breaches of this prohibition may result in disciplinary action.

**Confiscation**

Personal technology devices used contrary to this policy during class time without permission from the teacher will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day and will only be returned in the presence of a parent. If personal technology devices are required for purposes of disciplinary investigation 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.

**Personal Technology Device Etiquette**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft, invasion of privacy and general distraction and/or disruption associated with them. However, if devices are brought to school it is at the student's own risk and they must be turned off and out of sight during class time. Personal technology devices may be used responsibly outside of class time.

There may be circumstances where students will be permitted to use their technology devices for educational purposes under the guidance of their teacher.

**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 Noosa District 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.

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

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

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

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

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

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

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

**Text communication**
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages 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.

*\* 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.*

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

Noosa District State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity
- ensuring the safety and well-being of all members of the school community

There is no place for bullying in Noosa District State High School. 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.

Bullying behaviours that will not be tolerated at Noosa District State High School 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.

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

When considering whether or not bullying has occurred, we will 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
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.

The anti-bullying procedures at Noosa District State High School are an addition to our already positive behaviour support processes. 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
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 whole-school behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- students know the 3 school expectations and have been taught the expected behaviours attached to each rule in all areas of the school
- 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
- 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

Noosa District State High School uses behavioural data for decision-making. This data is entered into Oneschool 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.