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

1. Purpose
Charters Towers Central State 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
Charters Towers Central State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through meetings held during 2016. A review of school data relating to attendance, absences, behaviour incidents and School Wide Positive Behaviour Learning meetings from 2012-2016 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and will be reviewed as required in legislation.

3. Learning and behaviour statement
All areas of Charters Towers Central State 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 Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Charters Towers Central State 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 school rules to teach and promote our high standards of responsible behaviour:
- I am Safe
- I am a Learner
- I am Respectful

Our school 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

- Universal behaviour support
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Charters Towers Central State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour. A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Behaviour Expectations Charts below outline our agreed rules and specific behavioural expectations in all school settings.

I AM SAFE

GENERAL POSITIVE BEHAVIOURS
- Keep hands, feet and objects to myself
- Move safely around the school
- Stay / Play in safe designated areas with staff supervision
- Use hygienic practices
- Listen to and follow instructions carefully
- Report unsafe / inappropriate behaviour
- Report damage to a staff member
- Use water responsibly

BEFORE AND AFTER SCHOOL
- Go straight home from school or to agreed location
- Use supervised crossing and appropriate gates
- Deposit mobile phones or any other electronic equipment at the school office before school

BREAK TIME
- Play and follow school approved games and rules
- Wear a broad brimmed hat and shoes at all times
- Use and look after equipment safely
- Sit while eating your own food

I AM A LEARNER

GENERAL POSITIVE BEHAVIOURS
- Ask questions and request help when needed
- Arrive at school between 8am and 8:15am
- Attend on each school day unless I have a valid reason
- Be a problem solver
- Go to the toilet and get a drink before starting each session

BEFORE AND AFTER SCHOOL
- Complete and return homework on time

BREAK TIME
- Return to class promptly
Charters Towers Central State School implemented the Positive Behaviour Learning framework (PBL) within the school during 2011. PBL teaches students society’s behavioural expectations and rewards students who abide by the school’s behavioural expectations. The behavioural expectations taught to children at Charters Towers Central State School were collaboratively developed through consultation with students, parents and community members. Each week three expectations are explicitly taught to all children at the school and reinforced in the newsletter and on assembly.

These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers.
- Reinforcement of learning from behaviour lessons on School Assemblies.
- Active supervision by staff during classroom and non-classroom activities that are rewarded through giving tickets.
- Special double ticket days for target behaviours.
- Weekly ticket prize draws on assembly.
- Large end of term prize draws.

Charters Towers Central State School implements the following proactive and preventative processes and strategies to support student behaviour:
- Updates in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Positive Behaviour Learning (PBL) members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- The Ten Essential Skills of Essential Skills for Classroom Management are the keystone of the school’s pedagogical approach to behaviour management.
- Induction programs in the Charters Towers Central State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual behaviour support plans informed by a Functional Behavioural Analysis developed for students with high behavioural needs.

Reinforcing Expected School Behaviour
At Charters Towers Central State 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.
Staff Behavioural Professional Development
Staff members are annually trained in Essential Skills: Classroom Management, to give consistent and appropriate acknowledgement and correction to students. Classroom teachers are annually offered Classroom Profiling by a trained and accredited staff member. Two Team Teach tutors are on staff and annual updates and bi-annual training are offered as required by Team Teach.

Responding to Unacceptable Behaviour
Throughout the behaviour process there should be an emphasis on student reflection through calm teacher direction and open communication between student and teacher.

Step 1
Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Which expectation should you be following? (Tell student expectation and explain if necessary)
Our preferred way of re-directing low-level problem behaviour is to ask them to think about what they are doing and how they need to change their behaviour to demonstrate acceptable school behaviour. 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.

Step 2
Continued or higher level behaviour
Restate the rule and expectation and discuss the consequence of further behaviour.

Step 3
Reflection Time in the classroom.
Students who continue to not follow school expectations will be sent to have some quiet time to reflect on their behaviour. Before returning to class learning they will need to have a short conference with their teacher to ensure that they are ready to re-enter and follow the school expectations.

Step 4
Buddy Class and Detention
If the student does not return to class learning appropriately from Reflection Time or behaviours are continued or fall in the major category then the student is sent to Buddy Class for further reflection. The student’s class teacher will decide whether to send work with the student or whether more reflection time is needed. The Buddy Class teacher will gauge if and when the student is ready to return to class. In most cases, a detention is issued to students who have been sent to Buddy Class as there have been repeated minor offences or a major behaviour. If a student does not behave appropriately in Buddy Class or refuses to go to Buddy Class then an office referral is made.

Step 5
Office Referral
If student behaviour continues or behaviour is major then the office is contacted and student will be removed from the classroom. The student’s parents will be contacted and informed of the behaviour and following consequence. Student’s behaviour will be monitored by class teacher and administration.

Step 6
Internal Suspension or School Suspension
If a student continues to misbehave and not follow the expected behaviours or if behaviours are in the major category, an internal or formal school suspension may take place. The student will have parents contacted by Administration to inform them of the students behaviour and subsequent consequence. The suspension will be followed by a minimum one week behaviour monitoring booklet with daily feedback to parents.
Behaviour Interventions
Some students present at school with major behavioural issues. The following steps are designed to assist students with regular major behavioural issues. A student will be released from the following process if they fulfill the following criteria over a 4 week period;

- No suspensions
- Regular attendance
- Parent engagement
- Student following behaviour plan

Step 7
Behavioural Intervention Phase 1
If a student receives two or more suspensions within a ten week period then a phase 1 behaviour intervention takes place. This consists of:

Parent involvement and Feedback – Parent/Guardian must attend the re-entry meeting and steps 6 – 9 of the behavioural process be explained. Planned, regular feedback of behaviour to parent through a written or verbal process is to be set up. This could be through a behaviour monitoring sheet or booklet or through regular meetings or phone calls.

Check in/check out – Identified staff member to establish a relationship – At the meeting, a check in/out person is identified on staff that the student sees at regular intervals (minimum twice per day) for two minutes to discuss their behaviour positively, reinforce school expectations and assist with strategies for arising situations. This person should be someone who is not the student’s regular class teacher.

Individual Behaviour Plan – Plan will take into account triggers, past behaviours, curricular and social issues. Plan will identify proactive and reactive strategies and include specific, targeted behavioural goals, rewards and consequences.

Guidance referral – A Guidance referral form is filled out at suspension re-entry meeting.

Vision and Hearing/ GP/ Counselling Referral – These referrals are recommended by the school but are optional for parents to seek out.

Step 8
Behavioural Intervention Phase 2

Behaviour Intervention Meeting – Meeting takes place with Principal, parents, classroom teacher, relevant specialist teachers, guidance officer and any involved outside agencies that parents agree to have attend. Meeting reviews past behavioural plans and charts next approach.

Functional Behaviour Assessment – FBA conducted by staff member to inform updated behaviour plan.

Updated Behaviour Plan – Informed by FBA.

C.Y.M.H referral (option) – This referral is optional for parents to seek out but recommended by the school.

Parent involvement (Daily/Weekly Feedback) – Effective parent feedback mechanism discussed at re-entry meeting and confirmed within updated behaviour plan.

Step 9
Behavioural Intervention Phase 3

Behaviour Intervention Meeting – Meeting takes place with Principal, parents, classroom teacher, relevant specialist teachers, guidance officer and any involved outside agencies that parents agree to have attend. Meeting reviews past behavioural plans and charts next approach.

Part-time program – Student begins a part time program with specific behaviour related goals. The program will have an increasing scale and rewards built in to encourage target behaviours. Consequences will be clear and all staff in school will be informed of behaviour plan to ensure uniformity of approach.

Parent involvement (Daily Feedback) – Feedback must be daily through a channel that is agreed upon at the meeting and written into behaviour plan.
Step 10
Recommendation for Exclusion
This step is only taken when all behavioural avenues are exhausted and the student has shown little or no behavioural improvement.

Charters Towers Central State 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 Student Support team:
- works closely with PBL team members
- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the Administration Team to achieve continuity and consistency.

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
(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 fact of matter and avoid responding emotionally).

Approach the student in a non-threatening manner using the Help Protocol
- Connect by using the student’s name
- Recognise the difficulty (I can see you are upset/angry)
- Tell them that you are there to help.
- Direct them to talk and tell them you will listen.
- Give them direction and be positive about the management of the difficulty.
(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 redirect 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 and restraint

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 Charters Towers Central State 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 is a continuum of least to most intrusive practices that 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. Physical restraint is defined as the restriction of student movement by a staff member. At Charters Towers Central State School there are a number of staff who are trained in the Team teach approach to responding to behaviour. Physical restraint is a component of that training which is updated and refreshed annually by the two qualified staff members on staff. Physical restraint is only to be used for reasons of safety or serious property damage. Physical restraint may be used as an immediate or emergency response or as part of a student’s individual plan, including prevention of self-harming behaviours. Physical restraint is the last resort and least restrictive practices and options are adopted first. Debriefing options are made available for both students and staff after incidents.

It is important that all staff understand:

- physical intervention or restraint cannot be used as a form of punishment
- physical intervention or restraint must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

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

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

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical restraint must be formally documented. The following records must be maintained:

- Incident report completed on OneSchool including Physical Restraint Incident Report
- Incident report completed on MyHR if student/staff member is injured
- Students and Staff Debrief, with content uploaded to OneSchool

6. Consequences for unacceptable behaviour

Charters Towers Central State 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. OneSchool is used to record both positive and negative student behaviours and School Administration staff, in consultation with the reporting staff member then determine the appropriate consequence for the unacceptable behaviour.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding as per the school's PBL focus:
<table>
<thead>
<tr>
<th><strong>MAJOR</strong></th>
<th><strong>MINOR</strong></th>
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<tbody>
<tr>
<td><strong>Property Misconduct:</strong> destruction of others, stealing, knife, bullets,</td>
<td><strong>Property Misconduct:</strong> destruction of own property.</td>
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<tr>
<td>pornographic material, guns, going through others items</td>
<td></td>
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<tr>
<td><strong>Refusal to Participate in Program of Instruction:</strong> Leave designated</td>
<td><strong>Refusal to Participate in Program of Instruction</strong></td>
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<tr>
<td>class as truant, 3 minor referrals</td>
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<tr>
<td><strong>Substance Misconduct Involving Tobacco and Other Legal Substances</strong></td>
<td></td>
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<tr>
<td><strong>Threats to Others</strong></td>
<td></td>
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<tr>
<td><strong>Truant and/or Skip Class</strong></td>
<td></td>
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<tr>
<td><strong>Verbal Misconduct:</strong> Aimed at a person, threatening, derogatory in</td>
<td><strong>Verbal Misconduct:</strong> 3 minors</td>
</tr>
<tr>
<td>context, any ‘F’s’ or ‘C’s’, swearing of any kind, lying to get others in</td>
<td></td>
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<tr>
<td>trouble</td>
<td></td>
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<td><strong>Physical Misconduct:</strong> continually striking person with self or item,</td>
<td><strong>Physical Misconduct:</strong> Taking hats or other student property, physically</td>
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<td>sexual harassment, inappropriate touching of self and others, any physical</td>
<td>intimidating</td>
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<tr>
<td>misconduct that is menacing, Bullying</td>
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<tr>
<td><strong>Non-Compliant with Routine:</strong> Continuous ignorance to follow direction,</td>
<td><strong>Non-Compliant with Routine:</strong> Hiding in the grounds, locking teacher /</td>
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<tr>
<td>routine, disruption to class, leaving school grounds, running away</td>
<td>aide out of room, not returning on bell</td>
</tr>
<tr>
<td><strong>Lying / Cheating:</strong> Malicious lying to create attention to self or</td>
<td><strong>Lying / Cheating:</strong> Misleading information, trying to get out of</td>
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<tr>
<td>others, lying to avoid an outcome, copying work on a test</td>
<td>homework, bad sportsmanship, changing rules of game, looking at others</td>
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<tr>
<td></td>
<td>work.</td>
</tr>
<tr>
<td><strong>Other Conduct Prejudicial to the Good Order and Management of School:</strong></td>
<td><strong>Other Conduct Prejudicial to the Good Order and Management of School:</strong></td>
</tr>
<tr>
<td>Inappropriate behaviour whilst in school uniform, break and enter,</td>
<td>In school grounds out of hours, petty theft</td>
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<tr>
<td>stealing, vandalising, defacing staff property, Truancy, Verbal</td>
<td></td>
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<tr>
<td>misconduct</td>
<td></td>
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<tr>
<td><strong>Prohibited Items:</strong> knives, weapons, bullets, alcohol, cigarettes and</td>
<td><strong>Prohibited Items:</strong> electronic gadgets, mobile phones, jewellery</td>
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<tr>
<td>lighters, drugs and utensils, syringes, all mediation, pornography</td>
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<tr>
<td><strong>Misconduct Involving Object:</strong> Smashing / destroying school objects,</td>
<td><strong>Misconduct Involving Object:</strong> Slamming doors, kicking chairs / objects,</td>
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<tr>
<td>throwing an object at another person</td>
<td>in inappropriate use of and location of use of equipment</td>
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<tr>
<td><strong>Possess Prohibited Items</strong></td>
<td><strong>Late:</strong> daily</td>
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<tr>
<td><strong>IT Misconduct:</strong> Damaging computers, inappropriate sites, mobile phones not handed into office, inappropriate use of email, inappropriate music on IPod's / usb, inappropriate content on usb, inappropriate footage, social media</td>
<td><strong>Late:</strong> 3 warnings</td>
</tr>
<tr>
<td><strong>Defiant / Threat/s to Adults:</strong> Trying to fight adults, verbal threats to adult, intimidation</td>
<td><strong>IT Misconduct:</strong> deliberate misuse of equipment</td>
</tr>
<tr>
<td><strong>Disruptive:</strong> 3 minor incidents, throwing desks / chairs, walking out of the classroom, yelling and screaming, swearing.</td>
<td><strong>Disruptive:</strong> calling out, walking around classroom, wanting drink/toilet constantly, taking others belongings, making noises.</td>
</tr>
<tr>
<td><strong>Third Minor Referral</strong></td>
<td><strong>Dress code:</strong> becomes a safety issue</td>
</tr>
<tr>
<td><strong>Bullying / Harassment:</strong> touching adults or children, constant bullying/harassment</td>
<td><strong>Bullying / Harassment:</strong> one off, name calling, physical intimidation/contact, passing notes about peers, harass students for food, money, toys.</td>
</tr>
<tr>
<td><strong>Other:</strong></td>
<td>Bringing toys to school</td>
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</table>
7. **Network of student support**  
The Student Support Team comprises of classroom teachers, STLAN, Behaviour Support Teacher, Guidance Officer and School Principal, and 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.

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.

Charters Towers Central State 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’ and parents’ age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs

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

10. **Related 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
Endorsement

Principal

P&C President

Date effective: from 19/11/18 to 25/12/19
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 must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. If brought to school, such devices should be handed in to the Administration Office or they will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

**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 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 Charters Towers Central State 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.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matters 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:

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

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

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

This policy also applies to parents/caregivers when they are at school or attending a school function.

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 and Parents/Caregivers 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, Tamagotches®, 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

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

**Purpose**

1. Charters Towers Central State 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 and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying at Charters Towers Central State 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.

3. Bullying behaviours that will not be tolerated at Charters Towers Central State 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.

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 Charters Towers Central State School 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 Charters Towers Central State School are an addition to our already research-validated schoolwide 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**

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 school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 3 school rules 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.

9. Charters Towers Central State School 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.