1. Purpose
Runcorn State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

2. Consultation and Data Review
Runcorn State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through staff and P&C meetings held during 2014.

A review of the following important data sets for this school relating to attendance, unexplained absences, cancellations, suspensions and exclusions, behaviour incidents including bullying and cyber bullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2011-2013 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C.

3. Learning and Behaviour Statement
All areas of Runcorn State High School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

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

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

- Courtesy
- Cooperation
- Consideration
- Common Sense
We believe that ALL members of Runcorn State High School community should:

- be able to enjoy a safe and supportive learning environment.
- show respect for self, others and the environment.
- support practices which enable equality and equity.
- follow practices which promote a positive attitude to health and wellbeing.
- follow practices which demonstrate social competency and respect for the laws and regulations of our society.
- ensure each person will be highly valued and treated with respect.
- demonstrate the school motto *Pride Success Excellence*.
- demonstrate a positive attitude to the core business of the school which is learning and teaching.

The above stems from our commitment to the following values:

- Excellence in Endeavour
- Respect for People
- Integrity in Service
- Professionalism in Performance
- Passion
- Open Communication
- Environmental Sustainability
- Unity of Purpose

Our school behaviour 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

**Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Runcorn State High 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 inappropriate 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 four school values. The Runcorn SHS Behaviour Expectations Matrix outlines our agreed rules and specific behavioural expectations in all school settings.

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

- The School Wide Positive Behaviour Plan
- Behaviour lessons conducted by Pastoral Care teachers and Year Coordinators;
- Reinforcement of learning from behaviour lessons on School Assemblies, Year Assemblies and during active supervision by staff during classroom and non-classroom activities
- Publishing relevant sections from the Responsible Behaviour Plan for Students in the diary (provided to all students), on the school intranet, and on the school’s website.
- A strong Pastoral Care program that covers such topics as:
  - bullying;
  - positive friendship and social competence;
  - leadership and peer mentoring;
  - school history, expectations and beliefs;
  - study skills and time organisation.
### Runcorn SHS Behaviour Expectations Matrix

<table>
<thead>
<tr>
<th></th>
<th>COURTESY</th>
<th>CONSIDERATION</th>
<th>COOPERATION</th>
<th>COMMON SENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL SETTINGS</strong></td>
<td>• Respect the personal space and privacy of others • Show respect through our words and actions • Show empathy and are kind to each other</td>
<td>• Show care for ourselves, others and the environment • Accept difference • Make safe choices • Bring credit to the school when wearing the school uniform</td>
<td>• Be punctual and prepared • Report misconduct, conflict, bullying and harassment • Be involved in the school community • Follow the school policies and procedures</td>
<td>• Use equipment and materials correctly and report any damage • Always give your best effort • Rise above our circumstances and are prepared to challenge ourselves</td>
</tr>
<tr>
<td><strong>CLASSROOM</strong></td>
<td>• Respect the classroom environment and other people’s property • Value other’s opinions, thoughts and feelings</td>
<td>• Respect the rights of others to learn and teach • Participate positively and listen attentively</td>
<td>• Help others • Attend all lessons on time • Be prepared to learn with all the necessary equipment • Follow all teacher instructions</td>
<td>• Care about own learning • Be engaged in your learning • Complete the set tasks to the best of your ability and on time • Strive to achieve your best</td>
</tr>
<tr>
<td><strong>WALKWAY including transition between classes</strong></td>
<td>• Place all waste in the bins provided • Respect others and their belongings • During classes, walk quietly so others can continue learning</td>
<td>• Use polite language only • Hands, feet and property are kept to yourself • Share space</td>
<td>• Play ball games in designated areas (oval) • Be on time for your next class • Remain calm • Know your timetable</td>
<td>• Walk on the walkway • Kept left when walking • Stand quietly outside the classroom to wait for the teacher to arrive</td>
</tr>
<tr>
<td><strong>CANTEEN and EATING AREAS</strong></td>
<td>• Be polite – use please and thank you • Wait quietly in 2 lines at the canteen • Maintain personal boundaries</td>
<td>• Make selection of food/drink as quickly as possible • Try to have correct change • Place orders before school</td>
<td>• Only 2 people at servery at any time • Purchase for yourself only • Place litter in the bin • Monitor and maintain noise levels</td>
<td>• Leave bags in assigned area • Wait patiently • Make healthy choices</td>
</tr>
<tr>
<td><strong>SCHOOL GROUNDS including ovals</strong></td>
<td>• Share ovals • Respect other students and equipment • Show good sportsmanship • Keep the school grounds clean</td>
<td>• Keep area free from food and litter • Be inclusive with all students • Look out for others • Respect other’s belongings • Show self control</td>
<td>• Return to class on time • Follow teacher directions at all times • Play/Act in a safe and healthy manner • Return borrowed equipment</td>
<td>• Stay within school boundaries • Report unauthorised visitors and accidents to office • Be sun safe and wear appropriate footwear</td>
</tr>
<tr>
<td><strong>OFFICE and STAFFROOMS</strong></td>
<td>• Show respect through our words and actions • Knock, wait patiently and sensibly</td>
<td>• Respect opening times • Wait quietly and allow others to conduct their work peacefully</td>
<td>• Listen carefully • Follow directions given by staff • Resolve conflicts</td>
<td>• Remain calm and level headed • Achieve your goals</td>
</tr>
<tr>
<td><strong>ASSEMBLY</strong></td>
<td>• Remove hats • Stand and sit quietly</td>
<td>• Share space • Move quickly and quietly</td>
<td>• Sing the National Anthem with pride • Be on time</td>
<td>• Be a good audience • Sit with your PC group</td>
</tr>
<tr>
<td><strong>OFF CAMPUS including train station, shops, bus</strong></td>
<td>• Be courteous to members of the public • Be well mannered • Respect others and their belongings</td>
<td>• Represent the school with pride • Be well presented • Stay seated quietly on public transport</td>
<td>• Follow all teacher instructions • Stay with the school group • Adhere to the safety rules of the activity • Wear the school uniform correctly</td>
<td>• Wait patiently and quietly • Keep an open mind and a positive attitude • Participate in all activities</td>
</tr>
<tr>
<td><strong>ICT</strong></td>
<td>• Respect other’s rights to use ICTs productively</td>
<td>• Report immediately any broken or damaged equipment to a teacher</td>
<td>• Follow and maintain seating plan • Leave food and drink in your bag</td>
<td>• Use internet safely • Use approved software on school network</td>
</tr>
</tbody>
</table>
In addition to the classroom curriculum, all students at Runcorn State High School have the opportunity to participate in the extension and co-curricular program. This unique and highly successful program includes a large range of sporting, cultural and leadership activities. All students are actively encouraged to participate in this program in some way to help foster positive and productive relationships, a strong work ethic and a sense of community.

Runcorn State High School implements the following proactive and preventative strategies to support student behaviour:

- Articles in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- A program of School-wide Positive Behaviour. This is co-ordinated by students and teachers and aims to teach **explicitly** the correct behaviours.
- The school leadership team (Administration, HODs, Year Coordinators, Guidance) provide information and support to staff and parents, in sharing successful practices.
- Comprehensive induction programs in the Runcorn State High School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions.
- Implementation 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);
  - Procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3); and
  - Appropriate Use of Social Media (Appendix 4).

**Positive Behaviour - Reinforcing Expected School Behaviour**

At Runcorn SHS, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. Formal recognition through student awards and incidental rewards are provided. Staff members are trained to give consistent and appropriate acknowledgement and rewards. The following processes are used at Runcorn State High School to reinforce expected school behaviour:

1. **All staff at Runcorn SHS** are expected to monitor student behaviour positively. 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. **OneSchool** has a process for recording instances of good behaviour (including PRIDE Awards).
2. **Reports to Year Coordinators** may result in rewards or certificates or other forms of recognition. Students are also recognised through being invited, with their parents, to a Principal’s Morning Tea. These are held once a semester to recognise students behaving in ways that bring credit to themselves and the school and best embody the school motto of **“Pride Success Excellence.”**
3. **Students are recognised at Awards Night** with a variety of certificates and presented to students.
4. **Each year the Principal** sets a **theme for the year**. Implicit in this theme are the behaviour standards of the school. The theme is referred to regularly in relation to school activities, students receive many reminders about the school culture we strive to build.
5. **The network of Academic & Welfare Liaison Officers (AWLO)** reinforce expectations and draw attention to specific areas that may require greater level, at fortnightly year level assemblies.
6. **Year level activities** focus on developing specific desirable behaviours and student confidence – for example anti bullying strategies (surveys, peer mediation), the Year 7 & 8 orientation program run by Year 12 Senior Leaders as mentors, Leadership development and work education.
7. Regular teacher meetings are held to identify emerging issues and plan proactive strategies.
8. The school uses mediation as a strategy to address low-level conflict.

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. Students are encouraged 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.

TARGETED BEHAVIOUR SUPPORT

Some students may be 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.

- The school works with available support agencies eg Mater Hospital, Child and Youth Mental Health (CHYMS). The school develops or refers students to external agencies particular programs for particular groups – for example the Youth Support Coordinator may develop a program, in consultation with the school, to address specific behaviours at either a year or subgroup level (eg Rock and Water).
- A Behaviour Tracking Program - Students attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out with their Year Coordinator and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.
- Students under targeted behaviour support may be issued with a “time out” card from Administration. It is based upon the principles of acknowledging cooperative behaviour and students can use this card in-conjunction with the support of their teacher to de-escalate a potential incident.
- Once a student is removed from a classroom for disruption an official record is kept and the student’s subsequent behaviour is carefully monitored. Parents are often contacted to enlist their support to re-establish cooperative behaviour from the student. Official records are kept of other uncooperative behaviour that is not disruptive.
- Staff from the school’s Student Services department (Guidance Officer, Chaplain, Youth Support Co-ordinator, School Based Youth Health Nurse, School Welfare Officer and Indigenous Support) or the Education Support Unit (Case Managers, Learning Support, AVT, Teacher Aides) are frequently involved in targeted behaviour support for students whose personal circumstances and/or academic proficiency are inhibiting their learning and/or the learning of other students. Such support is invariably tailored to the individual. Case Managers review individual cases and monitor strategies used and their effectiveness.
- Parent Teacher interviews in early Term 2 and late Term 3 provide another opportunity to engage parents in support of developing behaviour that meet the school's standards.
- Initiatives such as Get Set for Work provide targeted behaviour support for students at risk of not completing schooling.
INTENSIVE BEHAVIOUR SUPPORT

Runcorn 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 may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff.

This level of support is case managed by Student Services, HOSES, Deputy Principal or Principal and may involve a range of support personnel within and external to the school, parents and teachers. The case manager:
• works with other staff members to develop appropriate behaviour expectations and strategies;
• monitors the impact of support for individual students through continuous data collection;
• provides consistent strategies and adjustments.

Referrals are made to the SNAC committee who assess the referral and assign to an appropriate case manager. Following referral, a case manager 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 behaviour services staff.

5. Consequences for Inappropriate or Unacceptable Behaviour

Runcorn State High School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

All minor and major problem behaviours are reported or referred by use of the office referral form (Appendix 5), note, phone call or email. Behaviour incidents may also be recorded on OneSchool.

MINOR AND MAJOR BEHAVIOURS
When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:
• Minor problem behaviour is handled by staff members at the time it happens.
• Major problem behaviour is referred directly to the school Administration team.

Minor behaviours are those that:
• are minor breaches of the school rules;
• do not seriously harm others or cause you to suspect that the student may be harmed;
• do not violate the rights of others in any other serious way;
• are not part of a pattern of inappropriate behaviours; and
• do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
• a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
• a re-direction process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary, and
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:
• significantly violate the rights of others;
• put others / self at risk of harm; and
• require the involvement of school Administration.
Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then informs Administration of the referral and escorts the student (if possible) to Administration. A report of the student’s behaviour is recorded on OneSchool.

Major problem behaviours may result in the following consequences*:

Time in office, time out, temporary removal of property (confiscation), alternate lunchtime activities, loss of privilege, restitution, loss of break times, a warning regarding future consequence for repeated offences, afternoon detentions, formal warning, placement on a time card, behaviour monitoring and tracking, alternative programs, referral to support (e.g., year co-ordinator), parent contact, referral to Guidance Officer, referral to external agencies, case management, suspension from school for 1-10 days, 11-20 days or longer if warranted, Behaviour Improvement Condition, Cancellation of Enrolment, Proposal for Exclusion, or Exclusion.

The consequence of suspension from school is a serious offence and is considered only where the unacceptable behaviour is of a serious nature or of a repeated nature that is not improving despite intervention and support. Suspension is applied after all other responses have been considered. Unacceptable behaviours that could result in suspension may include, but are not limited to,

- repeated disruption of classes,
- truancy,
- fighting, violence, and physical assault,
- theft,
- bullying and/or harassment,
- wilful damage of school property,
- use or possession of drugs (and drug related materials/implements), alcohol or tobacco,
- failure to comply with/participate in a program of instruction
- possession of weapons (including knives) and any other item that could be considered a weapon being taken to school by students (see appendix 3),
- offensive or threatening behaviour,
- disobedience of teachers and administration,
- verbal/physical abuse of staff and/or students,
- creating a riotous situation,
- misconduct that impacts on the good order and management of the school.

The consequence of recommendation for exclusion from school is reserved for the most serious of offences and is considered in the context of the student’s individual circumstances and only after all other responses have been considered, and where a lesser penalty is deemed inadequate, given the most serious or repeated nature of the offence. Unacceptable behaviours that could result in recommendation for exclusion include, but are not limited to,

- possession and/or consumption and/or supply of drugs, and/or alcohol,
- repeated fighting and violence,
- major physical assault,
- significant theft of or damage to school property,
- bullying and/or harassment that has failed to improve despite intervention,
- creating a riotous situation,
- repeated failure to comply with/participate in a program of instruction
- repeated disobedience of teachers and administration,
- use and/or possession of weapons (including knives) and any other item that could be considered a weapon being taken to school by students (see appendix 3),
- failure to comply with Behaviour Improvement Condition,
- serious and/or on-going verbal/physical abuse of staff and/or students,
- serious misconduct that impacts on the good order and management of the school.

Where the reputation of
- a teacher or other staff member,
- the good name and/or good order and management of the school, or
- any student;

has the potential to be harmed by publication and/or distribution of inappropriate text, images or video, inside and/or outside of school hours (including via the Internet or personal technology devices), the penalty may range from suspension 1-10 days or 11-20 days, through to recommendation for exclusion, and referral to Education Queensland’s cyber bullying unit.
The following table outlines examples of major and minor problem behaviours, but not limited to:

<table>
<thead>
<tr>
<th>AREA</th>
<th>MINOR</th>
<th>MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Play</strong></td>
<td>• Incorrect use of equipment</td>
<td>• Throwing objects and hitting others with objects</td>
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<tr>
<td></td>
<td>• Not playing school approved games</td>
<td>• Possession and/or use of weapons including knives and any other items which could be considered a weapon being taken to school</td>
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<td></td>
<td>• Playing in toilets</td>
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<tr>
<td><strong>Correct Attire</strong></td>
<td>• Not wearing a hat in playground</td>
<td>• Providing uniform for non-Runcorn SHS students so they can enter school grounds</td>
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<tr>
<td></td>
<td>• Not wearing shoes outside</td>
<td>• Chronic failure to follow the school’s uniform policy.</td>
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<td></td>
<td>• Failure to wear correct school uniform</td>
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<td></td>
<td>• Failure to adhere to policy on jewellery &amp; make up</td>
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<tr>
<td><strong>Follow instructions</strong></td>
<td>• Failure to respond to adult request</td>
<td>• Gross and/or wilful disobedience</td>
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<td></td>
<td>• Non compliance</td>
<td>• Failure to show for detention</td>
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<td></td>
<td>• Unco-operative behaviour</td>
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<tr>
<td><strong>Other</strong></td>
<td>• Not following safety rules</td>
<td>• Possession or selling of drugs and/or alcohol</td>
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<td></td>
<td>• Failure to wear helmet when riding bicycle</td>
<td>• Use of drugs and/or alcohol</td>
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<td></td>
<td></td>
<td>• Possession and/or use of tobacco</td>
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<td></td>
<td></td>
<td>• Substance abuse (eg glue sniffing)</td>
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<td></td>
<td></td>
<td>• Hoax calls and other unlawful behaviour</td>
</tr>
<tr>
<td><strong>Class tasks / Assessment</strong></td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td>• Refusal and failure to complete assessment / class work</td>
</tr>
<tr>
<td></td>
<td>• Refusing to work</td>
<td>• Failure to comply with Behaviour Improvement Condition</td>
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<td></td>
<td></td>
<td>• Cheating &amp; plagiarism - assessment</td>
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<tr>
<td><strong>Property (including IT)</strong></td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
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<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Wilful property damage</td>
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<tr>
<td></td>
<td>• Littering</td>
<td>• Vandalism and graffiti</td>
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<tr>
<td></td>
<td></td>
<td>• IT abuse</td>
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<tr>
<td></td>
<td></td>
<td>• Contravention of the Acceptable Use Policy for IT</td>
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<tr>
<td></td>
<td></td>
<td>• Bringing contraband (eg skateboards, scooters) into the school grounds</td>
</tr>
<tr>
<td><strong>Accept outcomes for behaviour</strong></td>
<td>• Dishonesty</td>
<td>• Major dishonesty that impacts on others</td>
</tr>
<tr>
<td><strong>Mobile Phone / Personal technology devices</strong></td>
<td>• Mobile phone switched on in any part of the school during class time without authorisation</td>
<td>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
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<tr>
<td></td>
<td></td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
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<tr>
<td><strong>Being in the right place</strong></td>
<td>• Not being punctual (eg: lateness after breaks)</td>
<td>• Bullying / harassment</td>
</tr>
<tr>
<td></td>
<td>• Not in the right place at the right time.</td>
<td>• Major and/or repeated disruption to class</td>
</tr>
<tr>
<td></td>
<td>• Being Out of Bounds during lunch breaks</td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Major and/or repeated defiance</td>
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<tr>
<td></td>
<td></td>
<td>• Use of ICTs to cyber bully, harass or defame others or damage the school’s reputation</td>
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<tr>
<td></td>
<td></td>
<td>• Unacceptable moral behaviours (exposure, exhibiting offensive material, soliciting &amp; consorting)</td>
</tr>
<tr>
<td><strong>Others</strong></td>
<td>• Not playing fairly</td>
<td></td>
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<tr>
<td></td>
<td>• Pushing in at canteen</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Minor defiance</td>
<td></td>
</tr>
<tr>
<td><strong>Movement around school</strong></td>
<td>• Running on concrete or around buildings</td>
<td>• Inviting outsiders into the school</td>
</tr>
<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
<td>• Gang-like behaviour</td>
</tr>
<tr>
<td></td>
<td>• Loitering along fencelines to engage with the public</td>
<td>• Creation of a riotous situation</td>
</tr>
<tr>
<td><strong>Physical misconduct</strong></td>
<td>• Minor physical contact (eg: pushing and shoving)</td>
<td>• Serious physical aggression and/or violence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fighting and assault</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sexual harassment</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
</tr>
<tr>
<td></td>
<td>• Calling out</td>
<td>• Aggressive language</td>
</tr>
<tr>
<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse / directed profanity</td>
</tr>
<tr>
<td></td>
<td>• Disrespectful tone</td>
<td>• Verbal harassment – sexual, racial, gender, ability, disability, religious, ethnicity, cultural</td>
</tr>
</tbody>
</table>

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

**RELATE PROBLEM BEHAVIOURS TO EXPECTED SCHOOL BEHAVIOURS**

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

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.
Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

**ENSURING CONSISTENT RESPONSES TO PROBLEM BEHAVIOUR**

At Runcorn State High School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training and advice about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student’s behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

All members of the school community are reminded that there is no tolerance of weapons, illicit substances (drugs, alcohol), tobacco, violence, verbal abuse and bullying of any form at Runcorn State High School.

**6. Emergency Situation or Critical Incident Responses**

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

**BASIC DEFUSING STRATEGIES**

- Avoid escalating the unacceptable behaviour
  Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

- Maintain calmness, respect and detachment
  Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

- Approach the student in a non-threatening manner
  Move slowly and deliberately toward the situation or incident, 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.

**REINFORCEMENT AND CORRECTION STRATEGIES**

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

**FOLLOW UP STRATEGIES**

- Restore normal school operations as soon as possible.
• Provide post incident opportunities that include:
  o Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  o Assisting the individual 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.
  o Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention
Staff may make legitimate the 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 Runcorn State High School’s staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. 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.

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 reduce the risk of harm to self or others
• take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
• School Incident Report (Appendix 6)
• Student Record of Incident (as per process for Natural Justice).

7. Network of student support

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

<table>
<thead>
<tr>
<th>First Level of Support</th>
<th>Second Level of Support</th>
<th>Third Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Parents</td>
<td>• Academic &amp; Welfare Liaison Officer (AWLO)</td>
<td>• Principal</td>
</tr>
<tr>
<td>• Classroom Teacher</td>
<td>• Head of Department</td>
<td>• Deputy Principal</td>
</tr>
<tr>
<td>• Classroom Support Staff</td>
<td>• Guidance Officer</td>
<td>• Senior Guidance Officer</td>
</tr>
<tr>
<td>• Pastoral Care Teacher</td>
<td>• School Based Youth Health Nurse</td>
<td>• Regional Youth Support Coordinator</td>
</tr>
<tr>
<td>• Extra-Curricular Coach</td>
<td>• School Chaplain</td>
<td>• External Agencies</td>
</tr>
<tr>
<td>(sport, performing arts, arts, music, LOTE etc.)</td>
<td>• Advisory Visiting Teacher</td>
<td>- Disability Services Queensland</td>
</tr>
<tr>
<td></td>
<td>• Indigenous Youth Support Worker</td>
<td>- Child and Youth Mental Health Service (CHYMSS)</td>
</tr>
<tr>
<td></td>
<td>• School Welfare Officer</td>
<td>- Queensland Health</td>
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<tr>
<td></td>
<td>• Youth Support Coordinator</td>
<td>- Department of Communities (Child Safety Services)</td>
</tr>
<tr>
<td></td>
<td>• SEU Case Manager</td>
<td>- Qld Police Service</td>
</tr>
<tr>
<td></td>
<td>• Learning Support</td>
<td>- Youth and Family Support</td>
</tr>
<tr>
<td></td>
<td>• HOSES</td>
<td>- Kids Help Line</td>
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<tr>
<td></td>
<td>• Deputy Principal</td>
<td>- Headspace – National Youth Mental Health Foundation</td>
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<tr>
<td></td>
<td>• School Based Police Officer</td>
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</tbody>
</table>
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.

Runcorn 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 information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- 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
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

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 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

- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

12. Endorsement

Effective Date: February 2014 to December 2015
Appendix 1

The Use of Personal Technology Devices* at School

This policy reflects the importance Runcorn State High School places on students displaying Courtesy, Consideration, Common Sense and Cooperation whenever they are using personal technology devices.

Responsibility for Personal Technology Devices
Students must carefully consider the risk of damage to or theft of personal technology devices like mobile phones, cameras, iPods or MP3 players. Responsibility for the safety of personal technology devices rests solely with the student.

No liability will be accepted by the school in the event of the loss, theft or damage of any personal technology device brought to school.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. Students will be required to hand the offending personal technology device, to the teacher (or staff member) immediately upon the disturbance of the teaching/learning environment. The teacher (or staff member) will present the confiscated personal technology device to the Administration building (at their earliest convenience) and sign the item into ID Attend. The personal technology device will be placed into a clearly marked and sealed envelope, and then placed in the secure lockup. They will be made available for collection from the school office at the end of the school day, unless the item is required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Student refusal to comply with this request will result in appropriate action being taken in line with the school's Responsible Behaviour Plan.

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 persist in the inappropriate use of a personal technology device may not be permitted to have a personal technology device at school for a period of time as deemed appropriate 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.

Certain personal technology devices may be permitted in certain classroom situations. This is entirely at the discretion of the class teacher. Use in one class does not imply permission to use the device/s in other classes.

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 Runcorn State High School students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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 school student 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\(^1\), including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

Breach of this policy may be subject to discipline (including suspension and proposal / 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 the Queensland Police Service.

**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.

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\(^1\) *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
Special Circumstances Arrangement
Students who require the use of a personal assistive 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.

Inappropriate behaviour outside of school hours
Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.

APPENDIX: ELECTRONIC DEVICE SAFETY
Electronic devices that are brought to school by students are targets for theft. To minimise theft and loss of electronic devices, the following steps are recommended by the school:

1. DO NOT BRING the electronic device to school unless absolutely necessary.

2. Hand your electronic device to the Administration at the start of the day and collect at the end of the day.

3. Ensure all valuables; including electronic devices (switched off) are kept on person and not left in student bags.

4. If playing a sporting/physical activity and the valuables cannot be kept on person, ensure they are stored securely in their bag AND the bag is stored visually as close as possible. Ask a friend to sit with the bags and monitor them. DO NOT leave valuables in bags that are not in sight.

5. For mobile phones, adhere to the following tips from the Australian Mobile Telecommunications Authority (AMTA):

   (a) **Use mobile’s security features:**
   Mobiles have security features to help protect them and prevent misuse. Set a Personal Identification Number (PIN), which must be entered before anyone can use it. Smartphones can contain confidential and personal data and you should use PIN code security for the handset and SIM card. Read the User Guide to find your mobile’s security features.

   (b) **Unique IMEI serial number:**
   Every mobile has a unique 15-digit electronic serial number – the International Mobile Equipment Identity (IMEI) number (Check your IMEI by dialling *#06#). When you report your IMEI to your carrier and report your phone is lost or stolen, ALL carriers/networks will block access to the phone at no cost to consumers. Therefore the phone cannot be used by anybody else, even with a new SIM card.

   (c) **Notify your carrier if your phone is lost or stolen:**
   You must contact your carrier to request an IMEI block. Your carrier uses the IMEI to block your phone on all networks, making it inoperable in Australia. Importantly, this protects you from paying for calls made by a thief. If your handset is found, your carrier can unblock your mobile for you.

6. Electronic devices are not to be used for the purposes of bullying and harassment.

The following online resources are useful for further information:

cyber(smart:) www.Cybersmart.gov.au
Str8tlk www.str8tlk.amta.org.au
AMTA www.amta.org.au
Kids Helpline www.kidshelpline.com.au
Appendix 2

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

Purpose

1. Runcorn State High School strives to create positive, predictable environments for all students at all times. The disciplined 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 in Runcorn 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.

3. Bullying behaviours that will not be tolerated at Runcorn 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.

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 Runcorn State High 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 Runcorn State High 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 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 4 school behaviour expectations (Courtesy, Cooperation, Consideration, Common Sense) 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. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
   - Not to respond to messages but keep them to report to parents and/or teachers immediately
   - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Runcorn State High School will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms (especially Pastoral Care) to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

11. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Runcorn State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

12. Runcorn State High 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.
WORKING TOGETHER TO KEEP RUNCORN STATE HIGH SCHOOL SAFE

We can work together to keep knives out of school. At Runcorn State High School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

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

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences including suspension (1-10 days or 11-20 days), proposal to exclude and exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Runcorn State High School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Administration on (07) 3323 1609 or email the.principal@runcornshs.eq.edu.au.
Appendix 4

**Appropriate Use of Social Media**

Runcorn State High School embraces the opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Runcorn State High School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Runcorn State High School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within Runcorn State High School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Runcorn State High School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Runcorn State High School engaging in appropriate online behaviour.

**Role of social media**

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

**Appropriate use of social media**

Students of Runcorn State High School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.
• Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.

• Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

• Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to the relevant authority (eg parent, teacher, police) and allow the relevant authority to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Runcorn State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Runcorn State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying
Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

• Unlawful stalking.
• Computer hacking and misuse.
• Possession of child exploitation material.
• Involving a child in making child exploitation material.
• Making child exploitation material.
• Distribution of child exploitation material.
• Criminal Defamation.

There are significant penalties for these offences.

Runcorn State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Runcorn State High School expects its students to engage in positive online behaviours.
Appendix 5

Runcorn State High School

Internal referral form used by staff to refer students for ongoing minor behaviours (after teacher has exhausted their strategies) and major behaviours. The form will be returned to staff to enter onto OneSchool.

STUDENT REFERRAL

<table>
<thead>
<tr>
<th>Student’s name:</th>
<th>Teacher’s name:</th>
<th>Year level:</th>
<th>Subject:</th>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>P, DP, HOSES</td>
<td>HOD</td>
<td></td>
<td>YEAR COORDINATOR</td>
<td></td>
<td>STUDENT SERVICES</td>
</tr>
</tbody>
</table>

**RUNCORN EXPECTATION CATEGORY**

- Common Sense
- Cooperation
- Consideration
- Courtesy

**ONE SCHOOL BEHAVIOUR CATEGORIES**

- Academic infringement
- Anti-social behaviour
- Avoidance behaviour
- Bullying/harassment
- IT abuse
- Non-compliance
- Physical aggression
- Serious misdemeanour
- Substance abuse
- Vandalism
- Verbal aggression
- Other

**DETAILS OF REFERRAL:**

- Action take for referral: ________________________________

**ACTION TAKEN BY TEACHER**

- Verbal warning
- Moved student
- Alternative work
- Contacted parents
- Meeting with parents
- Counselling
- Confiscated items
- Other: ________________________________

- Refer to HOD
- Refer to Year Coordinator
- Refer to Case Manager
- Refer to Student Services
- Withdrawal from class
- Self monitoring system
- Behaviour monitoring

- Lunch Detentions
- After school Detentions
- Litter duty given
- Disable login
- Meditation
- Time Card
- Time out

Action take for referral: ________________________________

- Self monitoring system
- Behaviour monitoring

- Time Card
- Time out
Critical Incident Report Checklist for Teachers

Name: ___________________________________________ Date: _______________

Person Completing Form: ________________________________________________

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<thead>
<tr>
<th>Name</th>
<th>PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
<td>Time incident started</td>
</tr>
<tr>
<td>Where was the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who was working with the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Where was staff when the incident occurred?</td>
<td></td>
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<tr>
<td>Who was next to the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
<td></td>
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<tr>
<td>What was the general atmosphere like at the time of the incident?</td>
<td></td>
</tr>
<tr>
<td>What was the student doing at the time of the incident?</td>
<td></td>
</tr>
<tr>
<td>What occurred <strong>immediately</strong> before the incident? Describe the activity, task, event.</td>
<td></td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
<td></td>
</tr>
<tr>
<td>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</td>
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</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
<td></td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
<td></td>
</tr>
<tr>
<td>Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).</td>
<td></td>
</tr>
</tbody>
</table>