



Runcorn State High School

"Pride, Success, Excellence"



The Code of
**School
Behaviour**

Better Behaviour
Better Learning



RESPONSIBLE BEHAVIOUR PLAN

FOR STUDENTS

Based on The Code of School Behaviour



2020 – 2022



RUNCORN STATE HIGH SCHOOL

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

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 plan articulates how our school values influence the way we behave and learn and shape our rights and responsibilities as a school community. It also articulates how we facilitate standards of positive behaviour and focus on natural justice principles when determining consequences for unacceptable behaviours.



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Our Responsible Behaviour Plan, therefore, sets out to:

- Promote a supportive environment so all members of the community can work together in creating a caring, productive and safe environment for learning and teaching
- Encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.
- Value and develop staff expertise
- Maximize the educational and social opportunities for all students.

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 feedback given in 2019.

The Plan was endorsed by the Principal and the President of the P&C and will be reviewed in 2022 as required in legislation.

3. SCHOOL BELIEFS ABOUT BEHAVIOUR AND LEARNING

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**

The Runcorn State High School community believes in:

- All members of the community are able to enjoy a safe and supportive learning environment.
- Excellence and enthusiasm in teaching and learning to achieve the best possible range of outcomes.
- A quality curriculum that meets and responds to the diverse needs of all students
- High standards of work habits, manners and personal presentation
- Continuous improvement through innovative, responsive and accountable leadership
- Positive management practices which empower students to accept responsibility for their learning and behaviour
- The development of self-esteem, team work, respect and positive interpersonal relationships
- Innovative critical and creative teaching and learning practices incorporating new technologies
- The enhancement of learning opportunities through productive community partnerships

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 through the 'Runcorn Way' of High Expectations and Personalised Learning. 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 in line with the Positive Behaviour for Learning (PBL) Model ([Appendix 1](#)). The Runcorn SHS Behaviour Expectations Matrix outlines our agreed rules and specific behavioural expectations in all school settings.

Reinforcing Expected School Behaviour

Some positive strategies that staff practise at Runcorn State High School include:

- Working collaboratively with other staff/Administration members to resolve conflict
- Modelling the values which we espouse
- Knowing and understanding school policies, rules and expectations, and how to discuss and explain their necessity in relation to students as individuals and as part of a very large school community

- Displaying a positive attitude and using positive language when working with students (reinforcing appropriate behaviour)
- Focusing on the behaviour rather than the individual when dealing with inappropriate behaviour
- Using positive reinforcement including:
 - VIVO Rewards and Runcorn Eagles
 - Certificates for Student of the Week
 - Positive communication with parents (eg. Phone calls, written praise, postcards)
 - Public recognition of achievements (e.g. Assembly, Newsletter, Awards night)
- Referring regularly to and reinforcing PBL values displayed on classroom walls
- Using least intrusive to most intrusive intervention style in line with Essential Skills for Classroom Management (ESCM's)
- Actively seeking parental assistance and cooperation through notes, phones or conferencing in resolving issues with students
- Avoiding the concept of punishment for inappropriate behaviour and replacing it with the concept of logical consequences
- Attempting to resolve issues with students before the situation requires more severe consequences
- Using mediation to resolve conflict

In addition to the classroom curriculum, all students at Runcorn State High School have the opportunity to participate in co-curricular programs. These unique and highly successful programs include 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.

In order to encourage and maintain positive learning and teaching at Runcorn State High School, the focus of our whole school approach is on responsible student behaviour, characterised by:

- Students identifying the inappropriateness of their behaviour with a view to avoiding that behaviour on future occasions
- Employing consequences that move from the least intrusive to the most intrusive
- Having classroom rules and expectations that:
 - reflect the values of the wider school community via the Runcorn Expectations Matrix
 - embody the key messages and a common language of Common Sense, Cooperation, Courtesy and Consideration
 - recognise and focus on positive practices
 - are fair, clear and framed in a positive way
 - are modelled by staff
 - are implemented in a consistent, fair and just manner

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. Students are questioned about their behaviour in order to have them accept responsibility for owning their behaviours. Staff will ask a series of questions in the following format:

- What are you doing?
- What should you be doing?
- What will occur if you keep doing this?
- Is this what you want to occur?
- What do you need to do now?

Targeted Behaviour Support

At Runcorn State High School, targeted behaviour support is provided by one of the Student Support team members. The Guidance Officer, Officer for Welfare and Learning (O.W.L.s), School Based Police Officer, School Chaplain and School Based Youth Health Nurse work collaboratively with the assistance of Deputy Principals and classroom teachers to develop and implement strategies that aim to prevent or minimize the occurrence of any unacceptable or potentially unacceptable behaviour. These targeted students are identified by the following tools and processes:

- One School Incident Reports
- Referrals from staff, parents and external agencies
- Student profile information gained from feeder primary schools
- Junior Secondary, Transition and Senior Secondary team meetings
- Student disclosures and self referrals to Welfare Team members
- Previous secondary school records
- PBL Committee referrals
- STYMIE – Anonymous reporting

At Runcorn State High School, we respond to identified targeted students as a priority, in the following ways:

Curriculum Adjustment	Staff determine whether a student may need further support in curriculum related areas, and adjustment are made where necessary. This may involve: <ul style="list-style-type: none"> • working with co-teacher, teacher-aide or learning support teacher • adjusted class/assessment work • working with a peer or older student
Timetable Modification	A student's timetable will be modified to ensure that the student has the opportunity to experience success. This may involve: <ul style="list-style-type: none"> • extra numeracy or literacy • a change of class • accelerated subject selection • off-campus learning for senior school students
Increased attention	Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through: <ul style="list-style-type: none"> • one-on-one curriculum support with a teacher/teacher-aide • behaviour monitoring card or time card • Time out card
Communication within the school community	Communication with the parents/guardians occurs through all stages of targeted behaviour support, and includes positive/encouraging letters, emails or phone calls home.
School and External agency support / programs	Students may be involved in extra-curricular programs that aim to modify unacceptable behaviour. Furthermore, students may be referred to individual case workers within agencies who provide a counselling role. Programs may include Drumbeat, XL, Amayda, Reboot, ConneXions, RISE, YMCA etc.
Teacher support	Teachers are provided with necessary information to specifically adapt their approach to fit the needs of targeted students within their classrooms.

Intensive Behaviour Support

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

We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/guardians and other relevant specialist staff. Hence underlying principles and practices include:

- A focus on maintaining students as part of the mainstream school community – a key factor in developing resilience.
- Treating each case on an individual basis – with the goal of reengaging students and maintaining their sense of belonging and well-being.
- A focus on learning and growing in a team-based approach. This way, students' chances of succeeding are greater.
- Informing students and parents of key support interventions or processes.
- Consulting relevant school-based and DET personnel and external agencies. This might include inviting such specialists to address staff so they are as well-informed as possible.
- Informing staff and/or conducting teacher meetings to review and monitor progress of individual cases.

This level of support is case managed by HOSES, Guidance Officer, Deputy Principal or Principal and may involve a range of support personnel within and external to the school, parents and teachers.

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.

BEHAVIOUR AND ELIGIBILITY FOR EXTRA-CURRICULAR AND SCHOOL REPRESENTATIVE ACTIVITIES.

Student eligibility for extra-curricular events and as a school representative at Runcorn State High School is subject to meeting the school's behaviour expectations. If a student's behaviour is deemed unacceptable, at the Principal's discretion (eg suspended), then they can be restricted from attending these events for a set period of time at the Principal's discretion. A student may negotiate to have this time reduced through demonstration of meeting behaviour targets such as satisfactory lesson monitoring, school community service outside classroom etc.

CONSEQUENCES FOR INAPPROPRIATE OR UNACCEPTABLE BEHAVIOUR

The behaviours outlined in [Appendix 2](#) are unacceptable at Runcorn State High School. The consequences and behaviour have been determined with a focus on natural justice principles. Still, every case will have the particular circumstances considered. Where there is a choice of consequences and/or extenuating circumstances, the Principal will make the final determination.

These consequences apply during school hours on the school grounds, on school excursions, on the way to and from school, and at all times when students are in school uniform. School disciplinary absences are used after consideration has been given to all other responses.

MINOR AND MAJOR BEHAVIOURS

All minor and major problem behaviours are reported or referred by use of a note, phone call, email or recorded on OneSchool.

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members at the time it happens.
- **Major 1** Problem behaviour is referred to a HOD, OWL or Student Support Staff.
- **Major 2** behaviour incidents are referred directly to the school Administration team

Minor problem 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
- 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 1 behaviours are those that:

- Repeated minor breaches of the school rules and values
- Are repeated disruptions to the Learning environment
- Are continuing to occur despite the teacher engaging in micro skills and following recommended teacher management strategies as outlined in the matrix in [Appendix 2](#).

Major 2: behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major 2 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 (eg 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.

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.

The following table outlines **examples** of major and minor problem behaviours, **but not limited to**:

	AREA	MINOR	MAJOR
COMMON SENSE	Play	<ul style="list-style-type: none"> • Incorrect use of equipment • Not playing school approved games • Playing in toilets 	<ul style="list-style-type: none"> • Throwing objects and hitting others with objects • Possession and/or use of weapons including knives and any other items which could be considered a weapon being taken to school (Appendix 3)
	Correct Attire	<ul style="list-style-type: none"> • Not wearing a hat in playground • Not wearing shoes outside • Failure to wear correct school uniform • Failure to adhere to policy on jewellery & make up 	<ul style="list-style-type: none"> • Providing uniform for non-Runcorn SHS students so they can enter school grounds • Chronic failure to follow the school's uniform policy.
	Follow instructions	<ul style="list-style-type: none"> • Failure to respond to adult request • Non compliance • Unco-operative behaviour 	<ul style="list-style-type: none"> • Gross and/or wilful disobedience • Failure to show for detention
	Other	<ul style="list-style-type: none"> • Not following safety rules • Failure to wear helmet when riding bicycle 	<ul style="list-style-type: none"> • Possession or selling of drugs and/or alcohol • Use of drugs and/or alcohol • Possession and/or use of tobacco • Substance abuse (eg glue sniffing) • Hoax calls and other unlawful behaviour
COOPERATION	Class tasks / Assessment	<ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level • Refusing to work 	<ul style="list-style-type: none"> • Refusal and failure to complete assessment / class work • Failure to comply with Behaviour Improvement Condition • Cheating & plagiarism - assessment
	Property (including IT)	<ul style="list-style-type: none"> • Petty theft • Lack of care for the environment • Littering 	<ul style="list-style-type: none"> • Stealing / major theft • Wilful property damage • Vandalism and graffiti • IT abuse • Contravention of the Acceptable Use Policy for IT • Bringing contraband (eg skateboards, scooters) into the school grounds
	Accept outcomes for behaviour	<ul style="list-style-type: none"> • Dishonesty 	<ul style="list-style-type: none"> • Major dishonesty that impacts on others
	Mobile Phone / Personal technology devices	<ul style="list-style-type: none"> • Mobile phone switched on in any part of the school during class time without authorisation 	<ul style="list-style-type: none"> • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation (Appendix 5) • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school (Appendix 5)
CONSIDERATION	Being in the right place	<ul style="list-style-type: none"> • Not being punctual (eg: lateness after breaks) • Not in the right place at the right time. • Being Out of Bounds during lunch breaks 	<ul style="list-style-type: none"> • Leaving class without permission (out of sight) • Leaving school without permission / truancy
	Others	<ul style="list-style-type: none"> • Not playing fairly • Pushing in at canteen • Minor disruption to class • Minor defiance 	<ul style="list-style-type: none"> • Bullying / harassment (Appendix 4) • Major and/or repeated disruption to class • Blatant disrespect • Major and/or repeated defiance • Use of ICTs to cyber bully, harass or defame others or damage the school's reputation (Appendix 4) • Unacceptable moral behaviours (exposure, exhibiting offensive material, soliciting & consorting)
COURTESY	Movement around school	<ul style="list-style-type: none"> • Running on concrete or around buildings • Not walking bike in school grounds • Loitering along fencelines to engage with the public 	<ul style="list-style-type: none"> • Inviting outsiders into the school • Gang-like behaviour • Creation of a riotous situation
	Physical misconduct	<ul style="list-style-type: none"> • Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> • Serious physical aggression and/or violence • Fighting and assault • Sexual harassment
	Language	<ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse / directed profanity • Verbal harassment – sexual, racial, gender, ability, disability, religious, ethnicity, cultural

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

6. EMERGENCY SITUATION OR CRITICAL INCIDENT RESPONSES

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.

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.

In the event of a critical incident such as an evacuation, lockdown or medical emergency, students are expected to explicitly follow staff instructions and school protocols.

All members of our school community bear some responsibility when such incidences occur. Generally, the nearest teachers will take charge of these situations, assess immediate risk, take action to reduce or minimise this risk and then assess what external assistance is required, if any.

Actions that are useful in these circumstances are:

- Avoid escalating the problem or behaviour (avoid shouting, cornering the person, moving into the person's space, touching or grabbing, sudden responses, sarcasm, becoming defensive, anger)
- Model and maintain calmness, respect and detachment (use a serious measured tone, choose language carefully, be matter of fact, avoid responding emotionally)
- Approach the person in a non-threatening manner (move slowly, speak privately, stay calm, establish eye contact (if appropriate), acknowledge cooperation, maintain an exit path)
- Follow through (redirect attention to appropriate behaviour, check that situation is resolved)
- Debrief (help the student understand the sequence of events (after appropriate time), assist person to identify learning from these events)

Physical Intervention

There are circumstances where physical intervention is necessary. Legitimate use of appropriate physical intervention may occur where non-physical interventions have been exhausted and the person is physically assaulting another person or posing an immediate danger to him/herself or others. Appropriate physical intervention may be used to ensure that Runcorn State High School 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.

Physical restraint should not be used:

- As a form of punishment
- Where a less severe response can effectively resolve the situation
- In response to property damage, disruption, refusal to comply, verbal threats or leaving (unless direct danger is posed).

Record keeping

Each instance involving the use of physical intervention must be formally documented. Incident reports in One School must be maintained ([Appendix 6](#)).

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:

First Level of Support	Second Level of Support	Third Level of Support
<ul style="list-style-type: none"> • Parents • Classroom Teacher • Classroom Support Staff • Extra-Curricular Coach (sport, performing arts, arts, music, LOTE etc. • Key Teacher • Special Programs Teacher 	<ul style="list-style-type: none"> • Officer of Welfare & Learning (OWL) • Head of Department • Guidance Officer • School Based Youth Health Nurse • School Chaplain • Advisory Visiting Teacher • SEU Case Manager • Learning Support • EALD Support • HOSES • Deputy Principal • School Based Police Officer • Regional Community Education Counsellor 	<ul style="list-style-type: none"> • Principal • Deputy Principal • Senior Guidance Officer • Transition Pathways Officer • External Agencies <ul style="list-style-type: none"> – Disability Services Queensland – Child and Youth Mental Health Service (CHYMSS) – Queensland Health – Department of Communities (Child Safety Services) – Qld Police Service – Youth and Family Support – Kids Help Line – Headspace – National Youth Mental Health Foundation – QPASTT

8. CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

Runcorn State High School considers the individual circumstances of students when applying support and consequences by:

- promoting a teaching/learning 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 least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, cultural background, impairments, socioeconomic situation, family care arrangements and their emotional state
- recognising the rights of all students to: express their opinions and version of events in an appropriate manner and at the appropriate time; to work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation or receive adjustments appropriate to their learning and/ or impairment needs
- Support of students with additional learning needs through the Head of Special Education Services (HOSES)

To ensure alignment within the *Responsible Behaviour Plan* 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.

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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
- Inclusive Education Policy 2018

10. RELATED PROCEDURES

- [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](#)
- [Use of ICT Systems](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)
- [Appendix 1 - Positive Behaviour for Learning Matrix \(PBL\)](#)
- [Appendix 2 – Behaviour and Consequence Matrix](#)
- [Appendix 3 – Working together to keep Runcorn State High School Safe](#)
- [Appendix 4 – Procedures for Preventing and Responding to Incidents of Bullying](#)
- [Appendix 5 – The Use of Personal Technology Devices at School](#)

11. SOME RELATED RESOURCES

- National Safe Schools Framework
(<https://www.education.gov.au/national-safe-schools-framework-0>)
- National Framework for Values Education in Australian Schools
(http://www.curriculum.edu.au/values/val_national_framework_for_values_education,8757.html)
- Bullying. No Way! (<https://bullyingnoway.gov.au>)
- STYMIE (<https://stymie.com.au>)
- Cybersafety (<https://www.esafety.gov.au/>)
- Positive Behaviour for Learning (PBL)
(<http://behaviour.education.qld.gov.au/positive-behaviour/Pages/default.aspx>)
- Code of Conduct for School Student Travelling on Buses
(<https://translink.com.au/travel-with-us/school-travel/getting-to-and-from-school/code-of-conduct>)

12. ENDORSEMENT

Principal

P&C President

Effective Date: November 2019 to December 2023

Appendix 1

RUNCORN SHS POSITIVE BEHAVIOUR FOR LEARNING MATRIX (PBL)

	COURTESY	CONSIDERATION	COOPERATION	COMMON SENSE
ALL SETTINGS	<ul style="list-style-type: none"> ▪ Respect the personal space and privacy of others ▪ Show respect through our words and actions ▪ Show empathy and are kind to each other 	<ul style="list-style-type: none"> ▪ Show care for ourselves, others and the environment ▪ Accept difference ▪ Make safe choices ▪ Bring credit to the school when wearing the school uniform 	<ul style="list-style-type: none"> ▪ Be punctual and prepared ▪ Report misconduct, conflict, bullying and harassment ▪ Be involved in the school community ▪ Follow the school policies and procedures 	<ul style="list-style-type: none"> ▪ Use equipment and materials correctly and report any damage ▪ Always give your best effort ▪ Rise above our circumstances and are prepared to challenge ourselves
CLASSROOM	<ul style="list-style-type: none"> ▪ Respect the classroom environment and other people's property ▪ Value other's opinions, thoughts and feelings 	<ul style="list-style-type: none"> ▪ Respect the rights of others to learn and teach ▪ Participate positively and listen attentively 	<ul style="list-style-type: none"> ▪ Help others ▪ Attend all lessons on time ▪ Be prepared to learn with all the necessary equipment ▪ Follow all teacher instructions 	<ul style="list-style-type: none"> ▪ 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
WALKWAY including transition between classes	<ul style="list-style-type: none"> ▪ Place all waste in the bins provided ▪ Respect others and their belongings ▪ During classes, walk quietly so others can continue learning 	<ul style="list-style-type: none"> ▪ Use polite language only ▪ Hands, feet and property are kept to yourself ▪ Share space 	<ul style="list-style-type: none"> ▪ Play ball games in designated areas (oval) ▪ Be on time for your next class ▪ Remain calm ▪ Know your timetable 	<ul style="list-style-type: none"> ▪ Walk on the walkway ▪ Kept left when walking ▪ Stand quietly outside the classroom to wait for the teacher to arrive
CANTEEN and EATING AREAS	<ul style="list-style-type: none"> ▪ Be polite – use please and thank you ▪ Wait quietly in 2 lines at the canteen ▪ Maintain personal boundaries 	<ul style="list-style-type: none"> ▪ Make selection of food/drink as quickly as possible ▪ Try to have correct change ▪ Place orders before school 	<ul style="list-style-type: none"> ▪ Only 2 people at servery at any time ▪ Purchase for yourself only ▪ Place litter in the bin ▪ Monitor and maintain noise levels 	<ul style="list-style-type: none"> ▪ Leave bags in assigned area ▪ Wait patiently ▪ Make healthy choices
SCHOOL GROUNDS including ovals	<ul style="list-style-type: none"> ▪ Share ovals ▪ Respect other students and equipment ▪ Show good sportsmanship ▪ Keep the school grounds clean 	<ul style="list-style-type: none"> ▪ Keep area free from food and litter ▪ Be inclusive with all students ▪ Look out for others ▪ Respect other's belongings ▪ Show self control 	<ul style="list-style-type: none"> ▪ Return to class on time ▪ Follow teacher directions at all times ▪ Play/Act in a safe and healthy manner ▪ Return borrowed equipment 	<ul style="list-style-type: none"> ▪ Stay within school boundaries ▪ Report unauthorised visitors and accidents to office ▪ Be sun safe and wear appropriate footwear
OFFICE and STAFFROOMS	<ul style="list-style-type: none"> ▪ Show respect through our words and actions ▪ Knock, wait patiently and sensibly 	<ul style="list-style-type: none"> ▪ Respect opening times ▪ Wait quietly and allow others to conduct their work peacefully 	<ul style="list-style-type: none"> ▪ Listen carefully ▪ Follow directions given by staff ▪ Resolve conflicts 	<ul style="list-style-type: none"> ▪ Remain calm and level headed ▪ Achieve your goals
ASSEMBLY	<ul style="list-style-type: none"> ▪ Remove hats ▪ Stand and sit quietly 	<ul style="list-style-type: none"> ▪ Share space ▪ Move quickly and quietly 	<ul style="list-style-type: none"> ▪ Sing the National Anthem with pride ▪ Be on time 	<ul style="list-style-type: none"> ▪ Be a good audience ▪ Sit with your Special Programs group
OFF CAMPUS including train station, shops, bus	<ul style="list-style-type: none"> ▪ Be courteous to members of the public ▪ Be well mannered ▪ Respect others and their belongings 	<ul style="list-style-type: none"> ▪ Represent the school with pride ▪ Be well presented ▪ Stay seated quietly on public transport 	<ul style="list-style-type: none"> ▪ Follow all teacher instructions ▪ Stay with the school group ▪ Adhere to the safety rules of the activity ▪ Wear the school uniform correctly 	<ul style="list-style-type: none"> ▪ Wait patiently and quietly ▪ Keep an open mind and a positive attitude ▪ Participate in all activities
ICT	<ul style="list-style-type: none"> ▪ Respect other's rights to use ICTs productively ▪ Respectful communication when online ▪ Use ICT equipment appropriately 	<ul style="list-style-type: none"> ▪ Report immediately any broken or damaged equipment to a teacher ▪ Use school ICT resources to enhance learning 	<ul style="list-style-type: none"> ▪ Follow and maintain seating plan ▪ Leave food and drink in your bag ▪ Maintain your ICT Acceptable Use agreement 	<ul style="list-style-type: none"> ▪ Use the internet safely ▪ Use approved software on school network ▪ Keep your username and password secret
BEFORE & AFTER SCHOOL including transport	<ul style="list-style-type: none"> ▪ Walk bicycles in the school grounds ▪ Wait inside the gate at school bus stop ▪ Respect all persons and property 	<ul style="list-style-type: none"> ▪ Leave school promptly ▪ Maintain low levels of noise ▪ Use respectful language 	<ul style="list-style-type: none"> ▪ Board public transport in an orderly fashion ▪ Keep your belongings nearby ▪ Have your GoCard or money ready 	<ul style="list-style-type: none"> ▪ Observe Railway Safety rules ▪ Wear a helmet when riding a bike ▪ Follow road rules and be careful all traffic
TOILETS	<ul style="list-style-type: none"> ▪ Respect the privacy of others ▪ Place all waste in the bins provided 	<ul style="list-style-type: none"> ▪ Show care for the facilities ▪ Use toilets during lunch breaks 	<ul style="list-style-type: none"> ▪ Report any damages to a teacher/office ▪ Wait your turn 	<ul style="list-style-type: none"> ▪ Do not take food into toilets ▪ Wash hands ▪ Use toilet facilities appropriately

Appendix 2

Behaviours	Consequences – Including but limited to (These processes are not necessarily in the order in which action is taken)
Inappropriate classroom behaviours	<ul style="list-style-type: none"> The teacher will employ a range of strategies to re-engage the student in learning. Where the student does not respond to these strategies, the teacher will take steps to ensure that the learning of others is not disrupted and the student receives the support they need to choose to re-engage. This support may include: counselling, learning support, detention, making up time, daily monitoring, contacting parents, individual planning, referral to support staff
Ongoing / Persistent inappropriate classroom behaviours	<ul style="list-style-type: none"> The teacher will refer student to Head of Department or Deputy Principal If the matter is deemed serious, the parent / guardian will be notified. Consequences may include detention, afternoon detention, Discipline Improvement Plan, referral to support services, behaviour monitoring and suspension
Litter <i>Whether dropped by an individual or surrounding a group of students</i>	<ul style="list-style-type: none"> Student/s will be requested to pick up litter. Refusal to comply with request will be regarded as disobedience. Staff will attempt to 'work it out' with student/s. If this fails the student will be placed on detention or given a lunchtime environmental-related duty.
Inappropriate Language Incidental	<ul style="list-style-type: none"> Attention will be drawn to the language used and the student asked to recognise the inappropriateness of it. The student will apologise to the offended party. The student may be asked to move away, do community service or detention. Possible suspension.
Verbal Misconduct Deliberate or persistent	<ul style="list-style-type: none"> Suspension. Possible mediation with staff member upon return to school Swearing and inappropriate language towards or interactions with staff will not be tolerated. Ongoing verbal misconduct will be treated as wilful disobedience.
Late to school	<ul style="list-style-type: none"> The lateness will be recorded on ID Attend and a late slip will then be issued. Students will not be admitted to class without a late slip. The relevant administrator will follow up with students who are persistently late Parent/guardian of persistent offenders will be contacted. A meeting will take place to develop a support strategy to address persistent lateness. Students may face detentions, withdrawal of certain privileges and daily monitoring.
Late to class	<ul style="list-style-type: none"> Students who are late to class without a late slip will have lateness recorded on ID Attend. Teachers will employ a range of strategies in making up the lost time. Persistent offenders will be referred to Head of Department or Administration. Students may face detentions, meetings with parents/guardians, time cards.
Damaging/destroying (or intent to damage or destroy) Minor damage	<ul style="list-style-type: none"> Parent / guardian will be notified. Student will repair / rectify damage in own time and at own or parent's / guardian's expense and possible suspension/exclusion. Student will undertake school community service or detention / withdrawal for a period of time determined by member of administration
Major Damage	<ul style="list-style-type: none"> The student may be suspended or excluded from school. Major damage will result in referral to police.
Stealing (or intent) or Interfering (or intent) with the property of others	<ul style="list-style-type: none"> The student will be referred to a member of Administration. If the matter is deemed serious, the parent / guardian will be notified. The student will be required to restore property or make restitution to the owner. The student will undertake detention or withdrawal for a period determined by a member of Administration. The student may face suspension or exclusion from the school particularly if the student is a repeat offender. Police will be contacted if necessary.

Behaviours	Consequences – Including but limited to (These processes are not necessarily in the order in which action is taken)
Physical assault / fighting / violence / physical misconduct	<ul style="list-style-type: none"> • The student will be referred to a member of Administration. • Students can expect to be suspended from school or suspended with a recommendation for exclusion from Runcorn SHS. <p>Runcorn State High School does not tolerate physical violence.</p>
Inappropriate behaviour / dress on trips / camps / excursions / work experience / TAFE / SATs	<ul style="list-style-type: none"> • The normal consequences for the inappropriate behaviour / dress will be implemented (eg detention, suspension etc) • If dress is deemed inappropriate, the student will be asked to change. • Depending on the nature of the inappropriate behaviour/dress the student may be sent home at the parent's / guardian's expense. The parent / guardian will be notified of the action as will a member of Administration. • Depending on the nature of the inappropriate behaviour the student may be excluded from attending further trips/camps/excursion for a period determined by a member of Administration after consultation with all parties concerned.
Wilful disobedience / Defiance to staff	<ul style="list-style-type: none"> • Continued failure to comply with a reasonable request or instruction will result in either detention, suspension or suspension recommending exclusion.
Leaving school grounds without permission/pass	<ul style="list-style-type: none"> • Member of administration will be informed. • Parent/guardian will be notified. • The student will be placed on a Time Card for a minimum of one week. • The student may spend their breaks under the supervision of Administration • Possible afternoon detention or suspension. • Persistent offences will be treated as wilful disobedience.
Truancy	<ul style="list-style-type: none"> • Parents / Guardians will be notified of unexplained absence from school by the student as per the school's Attendance Policy. • If a student is suspected of truanting, the school will notify home as soon as practical. • The student may be required to make up lost time in detention or suspension. • Student may be placed on a Time Card. • QCAA attendance requirements and Youth Allowance requirement will be applied to post-compulsory students. • Cancellation of enrolment may occur for post-compulsory age students. • Intervention will be sought for compulsory school-aged students who are chronic truants.
Harassment / Threats / Bullying– Verbal, physical, sexual, racial, psychological (including cyber-bullying)	<ul style="list-style-type: none"> • Students will be made aware of school's Bullying and Harassment policy. • Student will complete a process to work through their behaviours and this will be recorded on OneSchool. • Students may be withdrawn from classes or breaks for a specified number of days. • Parent / guardian will be notified. • Possible suspension or suspension recommending exclusion from school. • Parents and/or students will ensure that inappropriate materials are removed from public view or from the internet or any electronic device. • Mediation, detention, reparations can be expected. • Possible referral to Qld Police Service if appropriate. • For all students, the provisions of the Department of Education Sexual Harassment Policy /Anti-discrimination Act (1991) apply. (Students are reminded that they could be charged under the above Acts.) <p>Runcorn State High School does not tolerate bullying or cyber-bullying.</p>

Behaviours	Consequences – Including but limited to (These processes are not necessarily in the order in which action is taken)
Inappropriate use of Mobile phones or electronic devices in the classroom or outside the classroom during/in-between lessons	<ul style="list-style-type: none"> • All mobile phones and other electronic devices must be turned off and out of sight in the classroom, outside of the class before entry and in-between classes. Students who misuse mobile phones or any electronic devices will have them confiscated by staff. Students may collect the phone from the office at the end of the day. • Where a student repeatedly misuses a mobile phone in or outside of the classroom, the matter will be treated as wilful disobedience or harassment. • No photo/video of staff or student can be taken. Students will be required to delete the offending media and the matter will be treated as wilful disobedience or harassment.
Placing inappropriate or abusive material about students, staff or school in a public domain, including the internet.	<ul style="list-style-type: none"> • Students will be instructed to remove the material from public view or the internet. • Parent/Guardians will be notified. • Students can expect to be suspended from school or suspended with a recommendation for exclusion from Runcorn SHS.
Failure to wear school uniform	<ul style="list-style-type: none"> • Students will be asked to change into the correct uniform. • Students may receive a detention. • Where the correct uniform is unavailable, we will negotiate a means of rectifying the uniform and a suitably safe program for the day. • Parents will be notified and arrangements made to address the concern. • Persistent failure to wear the correct uniform will lead to an interview between families and a member of administration to develop a suitable plan for adhering to school policy.
Smoking cigarettes/Vapes or e-cigarettes in / around the school grounds <i>Similar consequences will occur if students are smoking at a school activity, in school uniform, or easily identified as a student of Runcorn State High School.</i>	<ul style="list-style-type: none"> • If a student is caught smoking the first time, he / she will be suspended or given afternoon detention. • If a student is caught for a second time, suspension will occur. • If a student continues to smoke, he/she will face a long-term suspension. • Referral to the School Based Nurse to assist with quitting smoking. • Parents / Guardians will be notified. • Students who are in the company of smokers can expect similar consequences.
Possession of cigarettes, vapes or e-cigarettes in / around school grounds; while away on a school organised activity; whilst in school uniform or while easily identifiable as a Runcorn State High School student.	<ul style="list-style-type: none"> • If a student is suspected of being in possession of cigarettes, vapes or e-cigarettes the student will be: • escorted to a member of Administration (where possible) where he / she will be requested to empty his / her bag. • If cigarettes, a vape or e-cigarettes are found in the student's possession he / she will be suspended. The cigarettes, vape or e-cigarettes will be confiscated and parents/guardians notified. • Persistent offenders will face longer term suspensions.
Inappropriate use of technology <i>Inappropriate email use eg, offensive language Visits to inappropriate Internet sites or downloading of inappropriate material. Eg. Pornography</i>	<ul style="list-style-type: none"> • Students may be removed from internet access (typically for a first offence – 1 week, second offence – 4 weeks, 3rd offence – semester), have limitations placed on network access, be required to provide restitution or pay for repairs, removed from the subject, placed on afternoon detention and/or be suspended or excluded. • Parents/guardians will be notified.
<i>Upload of inappropriate files to network OR installation of games on network OR local computer hard drive or installing an alternative operating system</i>	<ul style="list-style-type: none"> • Files will be removed without notice where necessary. • Removal of network access (typically for a first offence – 1 week, second offence – 4 weeks, 3rd offence – semester). • Student may also be removed from the subject, placed on afternoon detention and/or be suspended or suspended with a recommendation for exclusion.
<i>Attempts to gain unauthorised access to any part of the Network systems (eg. Use of another's login)</i>	<ul style="list-style-type: none"> • Minimum of long withdrawal of internet rights and afternoon detention or suspension. • Parents/guardians will be notified.

Behaviours	Consequences – Including but limited to (These processes are not necessarily in the order in which action is taken)
<p><i>Attempts to gain unauthorised access to any part of the Network systems eg. Via hacking, 'spyware' or other "backdoor" methods (eg USB) OR the use of the teacher or network manager logins OR copying and/or misuse of school data.</i></p>	<ul style="list-style-type: none"> • Minimum of suspension, removal of network rights for minimum of a term and possible withdrawal from the subject. • Students who cause serious damage to the network or to student learning as a result of interfering with the network/computers can expect to be recommended for exclusion from Runcorn State High School. • Parents/guardians will be notified.
<p>Parking vehicles in School grounds</p>	<ul style="list-style-type: none"> • Students may not park their motor vehicles in school grounds because of the limited space available. • All students who drive vehicles to school must register all appropriate details with the school eg model, colour, registration number, name of driver, names of passengers • Students who park their vehicles in school grounds will be asked to move it. If students continue to park their vehicles in school grounds the matter will be referred to parents and / or police
<p>Failure to complete assessment</p>	<ul style="list-style-type: none"> • Students should refer to the Runcorn State High School Assessment Policy. • Students may receive a detention or afternoon detention. • Post-compulsory students may face Cancellation of Enrolment for persistent failure to complete assessment. • Parents will be notified and arrangements made to address the concern.
<p>Contacting media outlets without the authorization of the Principal</p>	<ul style="list-style-type: none"> • Students who contact or supply information to media outlets (or facilitate this) and this results in harm to students/staff or negative publicity for the school can expect to be suspended with a recommendation for exclusion from Runcorn SHS.
<p>Supply of drugs or alcohol on / around school grounds; while on a school organised activity; whilst in school uniform or while easily identifiable as a Runcorn State High School student</p>	<ul style="list-style-type: none"> • If a student is suspected of supplying drugs or alcohol, the student will be escorted to the office, where he / she will be requested to empty his / her bag. • Parents / guardians will also be informed as soon as practical. • Where this activity is suspected, the police will be informed and involved. • Students supplying illegal substances can expect to be suspended with a recommendation for exclusion from Runcorn SHS. <p>Runcorn State High School does not tolerate drugs or alcohol supply.</p>
<p>Possession of drugs, drug implements or alcohol in / around school grounds <i>Similar consequences will result if students are in possession while away on a school activity, in school uniform, or whilst easily identified as a Runcorn State High School student.</i></p>	<ul style="list-style-type: none"> • If a student is suspected of being in possession of drugs or drug implements, the student will be escorted to the office, where he / she will be requested to empty his / her bag. Police and parents / guardians will then be called. Parents will be invited to the school as soon as practical. • Students in possession of an illegal substance or drug implements can expect to be suspended with a recommendation for exclusion from Runcorn SHS. • Police will be appropriately involved. <p>Runcorn State High School does not tolerate drugs, drug implements or alcohol possession.</p>

Behaviours	Consequences – Including but limited to (These processes are not necessarily in the order in which action is taken)
<p>Use of illegal substances (drugs or alcohol) on / around school grounds</p> <p><i>Similar consequences will result if students use while away on a school activity, in school uniform, or easily identifiable as a Runcorn State High School student.</i></p>	<p>If a student is suspected of being under the influence of an illegal substance while at school the following will occur:</p> <ul style="list-style-type: none"> • The student will be brought up to a member of Administration, where he / she will be requested to empty his / her bag. Parents / Guardians will be notified as soon as practicable. • The student will be kept at school (separated from the rest of the student body) until taken home by parents/guardians or to medical attention by ambulance. • Where necessary, medical attention will be sought (eg ambulance). • Qld Police will be appropriately involved. The Administration will conduct an investigation. • Students who are under the influence of drugs at school or have used drugs at school can expect to be suspended with a recommendation for exclusion from Runcorn SHS. <p>Runcorn State High School does not tolerate drug or alcohol use.</p>
<p>Dangerous behaviour - Eg. Unsafe behaviour in class, at school Eg. Possession of a weapon or any other item that could be considered a weapon</p>	<ul style="list-style-type: none"> • Staff will take actions required to make the situation safe for the perpetrator and others in the vicinity. • Items that are considered unsafe will be confiscated. • Parents / Guardians will be notified as soon as practicable. • Students may be suspended or recommended for exclusion if acting in a way that endangers themselves or others, or has the potential to do so.
<p>Inappropriate behaviours travelling to and from school</p>	<ul style="list-style-type: none"> • Transport operators inform the school and may impose sanctions on student as per Code of Conduct for Students Travelling on Buses (July 2014). • Parents / Guardians will be notified as soon as practicable. • Detentions, afternoon detentions or suspensions may apply
<p>Behaviour that bring the reputation of the school into disrepute or affects the good order and management of the school</p>	<ul style="list-style-type: none"> • Students can expect to be suspended or recommended for exclusion if acting in a way that brings the school into disrepute or affects the good order and management of the school.

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.

**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.

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 Electronic Technology Devices

Students must carefully consider the risk of damage to or theft of personal technology devices like mobile phones, cameras, bluetooth speakers. Responsibility for the safety of personal technology devices rests solely with the student. Year 7 students are not permitted to bring personal technology devices including phones to school.

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.

School Expectations on Use of Electronic Technology Devices

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.

Expectations for Class Time (Classes, Assemblies, Sport, in-between classes)

- Personal electronic technology devices in the classroom are "NOT SEEN OR HEARD". Students are required to switch off electronic technology devices (or on silent) and place them in their bag.
- Teacher discretion applies in the use of Personal electronic technology devices in the classroom for learning purposes. Use in one class does not imply permission to use the device/s in other classes.
- Earphones are placed into students' bag and not dangling/hanging from ears or over the uniform.

Expectations for Lunch Breaks

- Personal electronic technology devices are used in a manner that does not offend, harass or disturb others and not illegal in nature.

Expectations at All Times

Students must not use personal technology devices to 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).
- 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).
- events in class unless express consent is provided by the class teacher. NB: Students are NOT authorised to take photos of other students whilst at school or on school activities.

Confiscation

Permitted electronic technology devices used contrary to the school expectations and 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 request due to contravention of the school's expectations. 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. The item 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.

Recording voice and Images

Runcorn State High School upholds the value of trust and the right to privacy. 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.

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 bullying¹, including racial and sexual harassment, or where such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

are in breach of this policy and may be subject to disciplinary action (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 (QPS).

Text communication

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

Assumption of cheating

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

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

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

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

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.

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. N.B. Students in Year 7 are not permitted to bring electronic devices to school at all.
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 when unattended.
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:
 - (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:

eSafety	esafety.gov.au
Mobile Tips	www.mobiletips.org.au
AMTA	www.amta.org.au
Kids Helpline	www.kidshelpline.com.au
Think U Know	www.thinkuknow.org.au

Appendix 6

Critical Incident Report Checklist for Teachers

Name: _____ Date: _____

Person Completing Form: _____

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
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).		