Runcorn State High School

Student Code of Conduct 2024-2027

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at https://ppr.qed.qld.gov.au/pp/student-discipline-procedure to ensure you have the most current version of this document.

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 code 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.

Our Student Code of Conduct, 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.

Throughout the development of the code our focus on the "Runcorn Way' of high expectations and personalised learning is also very evident.

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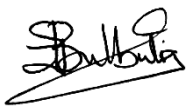
Endorsement

Principal Name:	Darren McGregor
Principal Signature:	
Date:	09/09/2024

School Council Chair Name:	Soraya Bulbulia
School Council Chair Signature:	
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Contents

Purpose……Page 2

Whole school Approach to Discipline……..Page 5

Reinforcing Expected School Behaviour……Page 8

Responding to Unacceptable Behaviour……Page 9

Student Wellbeing Support Network……Page 11

Major and Minor Behaviours……..Page 12

Consideration of Individual Circumstances……Page 16

Legislative Delegations……..Page 17

Disciplinary Consequences……..Page 18

School Policies……Page 23

Temporary Removal of Student Property……Page 27

Use of Mobile Phones and other personal devices……Page 28

Appropriate Use of Social Media……..Page 31

Restrictive Practices……Page 34

Critical Incidents……Page 35

Resources……Page 36

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Whole School Approach to Discipline

All areas of Runcorn State High School are learning and teaching environments. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school code, 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 school values to teach and promote our high standards of responsible behaviour:

- **Persistence**
- **Respect**
- **Integrity**
- **Diversity**
- **Empathy**

The Runcorn State High School community believes:

- All members of the community are able to enjoy a safe and supportive learning environment.
- Excellence and enthusiasm in teaching and learning help to achieve the best possible range of outcomes.
- A quality curriculum is required to responds to the diverse needs of all students.
- Students should have high standards of work habits, manners and personal presentation.
- Continuous improvement occurs through innovative, responsive and accountable leadership.
- Positive management practices empower students to accept responsibility for their learning and behaviours.
- The development of self-esteem, team work skills, respect and positive interpersonal relationships are necessary core skills for all students.
- Innovative, critical and creative teaching and learning practices, often incorporating new technologies help to engage all students.
- The enhancement of learning opportunities occurs through productive community partnerships.

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.

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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 school values in line with the Positive Behaviour for Learning (PBL) Model. The Runcorn SHS "High Expectations" Positive Behaviour Matrix outlines our specific behavioural expectations in all school settings.

Runcorn SHS High Expectations Positive Behaviour Matrix

	Persistence	Respect	Integrity	Diversity	Empathy
School Grounds – General expectations	We give our best efforts at all times in any given situation. We always choose safe behaviours.	We show respect to all people through words and actions. We respect the personal space of others. We keep all eating areas clean and tidy and put all rubbish in the bin.	We wear our full school uniform at all times with pride. We look after school equipment and resources. We follow school policies and procedures.	We appreciate that everyone is different and we see that as a strength to build on. We work with everyone to help our diverse school community prosper.	We try to understand how others may feel and give people support when they need it.
Classroom	We keep trying to achieve our best even when the learning is difficult. We are always prepared to learn.	We use manners in the classroom when interacting with others. We respect people's thoughts, feelings and property. We respect everyone's right to learn.	We follow all reasonable instructions from our teachers and other staff. We listen and actively participate in class activities. We have all the correct equipment needed for our learning.	We appreciate the range of different strengths in people and see these as ways to help each other learn.	We work to support everyone in our classes to have the best chance at learning.
Walkway & Transitioning Between Classes	We strive to be punctual at all times.	We share the space sensibly as we walk on pathways. We move quietly if required during class times. We keep physical games off the walkways and away from the buildings.	We move as quickly and quietly as possible between classes. We keep all areas clean and put rubbish in bins.	We give extra space and support to those who need it as we move between classes. (eg disability)	We try to help or get help for students who need it as we move around the school.
Canteen and Eating Areas	We always make efforts to get along with others at break times and in shared spaces.	We line up respectfully and in an orderly manner. We use our manners when ordering and paying for food.	We wait patiently in queues when required.	We have an inclusive attitude toward socialising in groups.	We seek help from teachers on duty if we see things going wrong at break times.

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	Persistence	Respect	Integrity	Diversity	Empathy
Office & Staffrooms	We always respectfully seek out our teachers at break times to assist us with our learning issues.	We speak with good manners and a respectful tone at the office and staffrooms. We respect people's right to be respected in their workplace.	We tell the truth in all situations and own up to wrongdoings.	We report any issues of prejudice, bullying or harassment so they can be addressed.	We wait patiently if required to do so. We follow directions so that issues can be resolved quickly.
Assembly	We always get organised quickly so that assembly can begin.	We listen to speakers respectfully on assembly by staying quiet. We share the space so that everyone is comfortable.	We line up in alphabetical order on assemblies for roll marking.	We show respect by listening to all assembly items even if they do not relate to you.	We give all of our attention to the person speaking on assembly, as we would expect the same if we were presenting.
Wider Community (Excursions, Public Transport, shops, etc)	We are behaviour role models for our school at all times when on excursions and in public.	We give our seat up on public transport if someone needs it more than us.	We are always in full school uniform when in public representing the school.	We show an inclusive attitude towards people different to us, when in public representing the school.	We behave in a way that you we would expect others to behave toward us.
Cyberspace	We are cautious about all online interactions and cybersafety.	We treat everyone with respect online as we do in person.	We stay away from online conflict and report it appropriately.	We stand up to cyberbullying and report it when required.	We report all cyber issues that are causing hurt or harm.
Before and After School	We always move promptly to and from school and avoid loitering in public.	We show respect to all people as we travel to and from school.	We adhere to the same high expectations of behaviour before and after school.	We model diversity and inclusion to everyone in the community by making efforts to get along with everyone.	We report any concerns if we see something that doesn't look right before or after school.
Toilets	We develop good habits of going to the bathroom during break time where possible.	We leave the toilets and facilities clean for others to use after us.	We take care of shared facilities and report anyone causing any damage.	We do not loiter to give people their privacy.	We do not play games in the toilets or loiter so they are available for people to use.
Trade Skills centre	We are always on time for our coursework at the Trade Skills Centre.	We respect our privilege to attend Trade Skills Centre courses by being engaged at all times.	We represent the school with our best efforts in external learning. We follow all procedures and program timetables.	We work with everyone in our course by respecting them as if they were a fellow employee.	We understand that different people enrol in external learning for different reasons and support everyone in their learning.
Learning Centre		We look after the IT equipment and resources at our school.	We keep noise to a minimum to support others who are working in a shared space.	We make everyone feel welcome to use the shared space in the learning centre.	We find solutions to make shared spaces work for everyone.
Sports Centre		We show respect for the space by not eating or drinking on the polished floors and by looking after equipment.	We play all games fairly at all times and are good sports.	We involve everyone in social games at all times.	We keep off the courts when competitions are being run.

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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:
    - Bluey Rewards Points
    - 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 our school 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
- Utilising a range of supportive in-school and out-of-school support programs to build skills and understanding in students
- Using mediation to resolve conflict
- Employing Restorative Justice principles

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 Persistence, Respect, Integrity, Diversity and Empathy.
    - 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

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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, Head of Special Education Services, Educational Support Centre Case managers, Officers for Welfare and Learning (O.W.L.s), School Chaplain and School Based Youth Health Nurse work collaboratively with the assistance of Deputy Principals and the Heads of Department and with classroom teachers to develop and implement strategies that aim to prevent or minimize the occurrence of any unacceptable or potentially unacceptable behaviour. Students who require this support 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
- Special Needs Assessment Committee SNAC referral
- STYMIE – Anonymous reporting

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

Curriculum Adjustment	Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve: • working with a co-teacher, teacher-aide or learning support teacher • adjusted class/assessment work • working with a peer or older student

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Timetable Modification	A student's timetable will be modified to ensure that the student has the opportunity to experience success. This may involve: • 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: • 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.
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.

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- Informing staff and/or conducting teacher meetings to review and monitor progress of individual cases.

Students requiring Intensive Behaviour Support will be further supported through the creation and implementation of one of the following, where appropriate: Individual Behaviour Support Plan, Functional Behaviour Assessment, Discipline Improvement Plan, Individual Student Safety Plan, and the use of the Behaviour Risk Assessment Tool.

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.

Student Wellbeing and Support Network

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
• Parents • Classroom Teacher • Classroom Support Staff • Extra-Curricular Coach (sport, performing arts, music, LOTE etc. • Key Teacher Special Programs Teacher	• Officer of Welfare & Learning (OWL) • Head of Department • Guidance Officer • School Based Youth Health Nurse • School Chaplain • Advisory Visiting Teacher • ESC Case Manager • Learning Support • Speech Language Pathologist • EALD Support • HOSES • Deputy Principal • Regional Community Education Counsellor	• Principal • Deputy Principal • Senior Guidance Officer • Transition Pathways Officer • External Agencies – *Disability Services Queensland* – *Child and Youth Mental Health Service (CHYMSS)* – *Regional Behaviour Support Consultant* – *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*

Minor and Major Behaviours

When 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.
The following table outlines major and minor behaviours and a summary of possible consequences for these behaviours.

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	AREA	STAGE 1 - CLASS TEACHER (MINOR)	STAGE 2 – HEAD OF DEAPRTMENT (MINOR ESCALATED)	STAGE 3 - DEPUTY PRINCIPAL (MAJOR)
PERSISTENCE	Class tasks / Assessment	• Refusal to complete class work or assessment.	• Continued refusal to complete assessment despite parent contact from classroom teacher. • Plagiarism/Cheating	• Continued Plagiarism/Cheating
	Engaging in school program/learning	• Being late to class or class avoidance tactics (eg excessive toilet visits)	• Continued lateness to class or class avoidance; leaving class without permission or truancy	• Continued truancy after several consequences and parent meetings.
RESPECT	Communication & Co-operation	• Dishonesty, disruptive behaviour or defiance disrupting teaching and learning • Not playing fairly • Pushing in • Inappropriate language (written/verbal) • Poor attitude • Disrespectful tone	• Dishonesty, disruptive behaviour or defiance disrupting teaching and learning or impinging upon the safety or wellbeing of others. • Blatant disrespect • Bullying / harassment • Continued poor attitude • Offensive/Aggressive language • Verbal abuse / directed profanity • Verbal harassment – sexual, racial, gender, ability, disability, religious, ethnicity, cultural	• Continued Dishonesty, disruptive behaviour or defiance affecting teaching and learning or impinging upon the safety or wellbeing of others. • Unacceptable moral behaviours (exposure, exhibiting offensive material, soliciting & consorting) • Ongoing Offensive/Aggressive language • Ongoing Verbal abuse / directed profanity • Ongoing Verbal harassment – sexual, racial, gender, ability, disability, religious, ethnicity, cultural
	Spaces and Places	• Littering • Running, playfighting or similar dangerous behaviour • Playing in the toilets • Misuse of school facilities	• Continued Littering • Continued Running, playfighting or similar dangerous behaviour • Continued Playing in the toilets • Continued Misuse of school facilities	• Running, playfighting or similar dangerous behaviour resulting in serious injury • Misuse of school facilities leading to damage/injury • Continued behaviours regarding places and spaces that show gross disobedience or disrespect.
	Physical misconduct	• Minor physical contact (eg: pushing and shoving)	• Pushing and shoving (escalated and prolonged) • Harassment (single incident)	• Major fighting/physical aggression and assault • Continued Harassment resulting in physical or mental harm
	Recreation	• Playing dangerous games • Incorrect use of facilities/equipment	• Throwing missiles or hitting others with objects • Major misuse of facilities/equipment.	• Injury sustained from dangerous games, throwing objects or incorrect use of equipment.

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INTEGRITY	Follow instructions	• Non-compliance or uncooperative behaviour leading to disruption of lesson	• Continued non-compliance or unco-operative behaviour leading to significant disruption of teaching/learning • Failure to show for detention	• Continued non-compliance or unco-operative behaviour after HOD intervention. • Continued Failure to show for detention
	Correct Uniform/Attire	• Failure to wear correct school uniform • Failure to adhere to policy on jewellery, make up & hair.	• Continued failure to wear correct school uniform • Continued failure to adhere to policy on jewellery, make up & hair.	• Providing uniform for non-Runcorn SHS students so they can enter school grounds • Chronic failure to follow the school's uniform policy.
	Property (including IT)	• Mistreating others property (no damage)	• Petty Theft • Mistreating others property (minor damage) • Vandalism and Graffiti (Minor) • IT Abuse or contravening IT Policy (Minor)	• Major Theft • Mistreating others property (major damage) • Vandalism and Graffiti (Major) • IT Abuse or contravening IT Policy (Major) • Bringing contraband (eg skateboards, scooters) into the school grounds
	Other – Safety & Personal Standards	• Not following safety expectations/standards • Being out of bounds during lunch breaks.	• Repeated breaches of safety expectations/standards • Leaving school without permission / truancy	• Possessing a weapon or something which could be considered a weapon at school. • Possession, selling or use of drugs/alcohol, tobacco, vapes • Substance abuse (eg inhalants) • Hoax calls and other unlawful behaviour • Continued leaving school grounds without permission.
	Mobile Phone / Personal technology devices	• Use of a mobile phone in any part of the school for any reason without authorisation.	• Continued use of a mobile phone in any part of the school for any reason without authorisation. • Refusal to hand mobile phone in for confiscation.	• Continued refusal to hand mobile phone in for confiscation. • Use of a mobile phone that impacts on the good order and management of the school.

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DIVERSITY	Communication and Cooperation	• Use of sexist, racist or prejudicial language. • Communicating views that are not inclusive.	• Repeated use of sexist, racist or prejudicial language. • Repeatedly communicating views that are not inclusive.	• Repeated use of sexist, racist or prejudicial language, interpreted as harassment. • Repeatedly communicating views that are not inclusive and interpreted as harassment.
	Including Everyone	• Deliberately leaving people out due to disability, gender, race, religion or other cultural factors.	• Deliberately and repeatedly leaving people out due to disability, gender, race, religion or other cultural factors.	• Deliberately and repeatedly leaving people out due to disability, gender, race, religion or other cultural factors, interpreted as bullying by exclusion.
EMPATHY	Shared Spaces & movement	• Running on concrete or around buildings • Not walking bike in school grounds • Behaviour in a shared space that could be dangerous to others.	• Continued behaviour in a shared space that is dangerous to others.	• Continued behaviour in a shared space that is dangerous to others despite multiple warnings/consequences. • Inviting outsiders into the school • Gang-like behaviour • Creation of a riotous situation
	Accept outcomes for behaviour	• Refusing to follow reasonable directions regarding a behaviour issue.	• Refusing to follow reasonable directions regarding a behaviour issue.	• Refusing to follow reasonable directions regarding a behaviour issue.
CONSEQUENCES OR SUPPORTIVE ACTIONS		• Use of ESCMs • Buddy classroom • Detention • Restorative conversations • Restorative actions • Contact home	• Detention • Withdrawal from class • Withdrawal from Playground • After School Detention • Contact Home • Behaviour Monitoring Card • Behaviour Plan	• After School Detention • Parent Meeting • Internal Suspension • Behaviour Monitoring Card • Suspension/Exclusion • Behaviour Plan

All minor and major problem behaviours are reported or referred by use of 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** behaviour incidents are referred directly to the school Administration team

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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.

Minor Escalated behaviours are those that are repeated or continued despite appropriate interventions by a teacher. Appropriate interventions may include class teacher detentions, contact with parents, students being moved to a buddy classroom, withdrawal from class for short periods.

Major behaviours are those that:

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

Major behaviours result in an immediate referral to HODs or Deputies 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, 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, Cancellation of Enrolment, Proposal for Exclusion, or Exclusion.

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 (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.

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Consequences for Inappropriate or Unacceptable Behaviour

The behaviours outlined 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.

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 *Code of Conduct for Students* 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 also recognises and acknowledges our obligations regarding the confidentiality of students and staff and when sharing information may be limited in our ability to discuss the individual circumstances of students, including any disciplinary consequences with persons other than the student's parent/s.

Differentiated and Explicit Teaching

We use a whole school approach to differentiated teaching and learning to provide the curriculum in ways that meet the diverse learning needs of all students. We identify the diversity within their school community, cohorts, classes, groups, and individuals and use this information to respond to the needs of their diverse students in the three levels of planning. This is how, as a school, we identify and address barriers to learning in a way that becomes increasingly personalised.

At our school we have a students with a disability, students with learning support needs and students who are from culturally and linguistically diverse backgrounds.

The following diagram shows how we differentiate across three levels of planning in the school.

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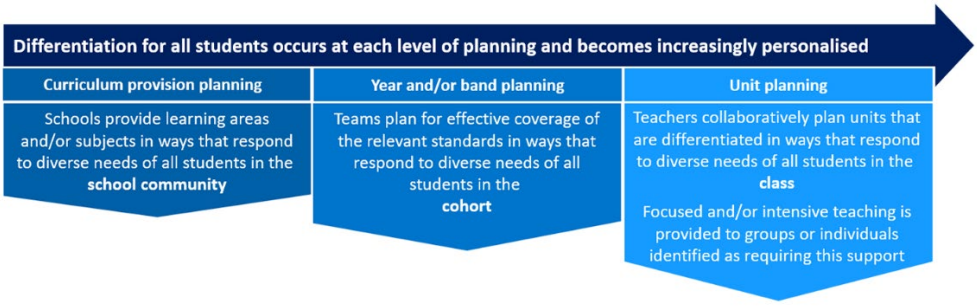

Focused Teaching

For some students, some focussed teaching time is required for learning and associated learning behaviours. This is usually achieved with learning support teachers, special education teachers and teacher aides and usually happens in the regular classroom alongside class peers. Students may need focussed teaching some of the time but not all of the time and support is timetabled to reflect changing student needs.

Intensive Teaching

For some students, some intensive teaching time is required for learning and associated learning behaviours. This intensive teaching may be carried out by specialists and support staff in the regular classroom or it may be conducted in a withdrawal setting. Any withdrawal for intensive teaching is considered carefully as we aim to be inclusive of supporting the child's educational needfs as much as possible in the regular classroom. Decisions about intensive teaching needsd are reviewed regularly by the students teaching team and spacilaist teachers.

Legislative Delegations

Legislation

- *Anti-Discrimination Act 1991* (Qld)
- *Child Protection Act 1999* (Qld)
- *Disability Discrimination Act 1992* (Cwth)
- *Disability Standards for Education 2005* (Cwth)
- *Criminal Code Act 1899* (Qld)
- *Education (General Provisions) Act 2006* (Qld)
- *Education (General Provisions) Regulation 2017* (Qld)
- *Human Rights Act 2019* (Qld)
- *Information Privacy Act 2009* (Qld)
- *Judicial Review Act 1991* (Qld)
- *Right to Information Act 2009* (Qld)
- *Police Powers and Responsibilities Act 2000* (Qld)
- *Work Health and Safety Act 2011* (Qld)
- *WorkHealth and Safety Regulations 2011* (Cwth)

Delegations

Legislative requirements make it clear that only the principal can make a decision on whether to suspend a student. Through the correct delegations, Deputy Principals and HOSES can be given approval to advise parents and carers of the decision of the principal.

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Disciplinary Consequences

Behaviours	Consequences – Including but not limited to (These processes are not necessarily in the order in which action is taken)
Inappropriate classroom behaviours	• 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	• The teacher will refer student to Head of Department • 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 *Whether dropped by an individual or surrounding a group of students*	• 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	• 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	• Swearing and inappropriate language towards staff will not be tolerated. • Possible mediation with staff member • Consequences may include detention, afternoon detention, Discipline Improvement Plan, referral to support services, behaviour monitoring and suspension • Ongoing verbal misconduct will be treated as wilful disobedience.
Late to school	• 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. • Support staff 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	• 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.

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Damaging/destroying (or intent to damage or destroy) Minor damage	• Parent / guardian will be notified. • Student will repair / rectify damage in own time and at own or parent's / guardian's expense. • Student will undertake school community service or detention / withdrawal for a period of time determined by member of administration
Major Damage	• 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**	• 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.
Physical assault / fighting / violence / physical misconduct	• The student will be referred to a member of Administration. • Students may expect to be suspended from school or suspended with a recommendation for exclusion from Runcorn SHS. Runcorn State High School does not tolerate **physical violence.**
Inappropriate behaviour / dress on trips / camps / excursions / work experience / TAFE / SATs	• 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 of 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	• Continued failure to comply with a reasonable request or instruction will result in detention, afternoon detention, Discipline Improvement Plan, referral to support services, behaviour monitoring and suspension
Leaving school grounds without permission/pass	• 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	• 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. • 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.

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	• Intervention will be sought for compulsory school-aged students who are chronic truants.
Harassment / Threats / Bullying– **Verbal, physical, sexual, racial, psychological (including cyber-bullying)**	• 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.) Runcorn State High School does not tolerate bullying or cyber-bullying.
Inappropriate use of Mobile phones or electronic devices in the classroom or outside the classroom during/in-between lessons	• All mobile phones and other electronic devices must be turned off and out of sight before entry to the classroom. 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.	• 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	• Students will be asked to change into the correct uniform. • Students will 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 *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.*	• If a student is caught smoking the first time, he / she may be suspended or given afternoon detention or alternative consequences. • 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.

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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.	• 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 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 may be suspended. The cigarettes, vape or e-cigarettes will be confiscated and parents/guardians notified. • Persistent offenders may face longer term suspensions.
Inappropriate use of technology *Inappropriate email use eg, offensive language* *Visits to inappropriate Internet sites or downloading of inappropriate material. Eg. Pornography*	• 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.
Upload of inappropriate files to network OR installation of games on network OR local computer hard drive or installingan alternative operating system	• 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.
Attempts to gain unauthorised access to any part of the Network systems (eg. Use of another's login)	• Minimum of long withdrawal of internet rights and afternoon detention or suspension. • Parents/guardians will be notified.
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.*	• Possible suspension and 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.
Parking vehicles in School grounds	• 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
Failure to complete assessment	• 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.
Contacting media outlets without the authorization of the Principal	• 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.

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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	• 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. Runcorn State High School does not tolerate **drugs or alcohol supply**.
Possession of drugs, drug implements or alcohol in / around school grounds *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.*	• 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. Runcorn State High School does not tolerate **drugs, drug implements or alcohol possession**.
Use of illegal substances (drugs or alcohol) on / around school grounds *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.*	**If a student is suspected of being under the influence of an illegal substance while at school the following will occur:** • 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. Runcorn State High School does not tolerate **drug or alcohol use.**
Dangerous behaviour - Eg. Unsafe behaviour in class, at school **Eg. Possession of a weapon or any other item that could be considered a weapon**	• 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.
Inappropriate behaviours travelling to and from school	• 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
Behaviour that bring the reputation of the school into disrepute or affects the good order and management of the school	• 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.

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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.

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.prinicpal@runcornshs.eq.edu.au.

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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.

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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’.

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.

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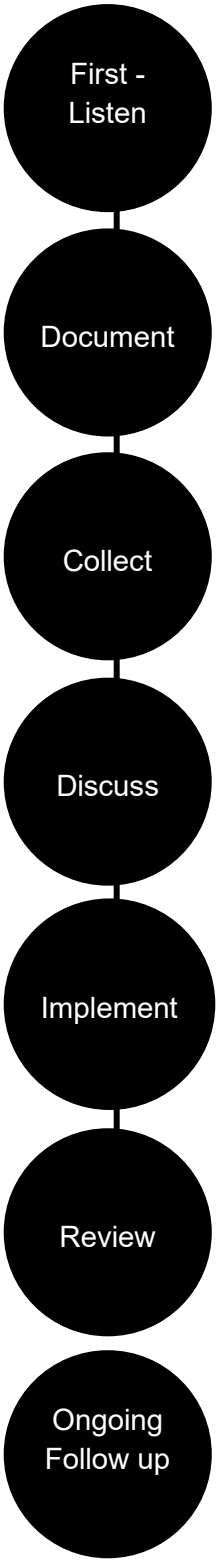
Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Year 7 to Year 12 - Home class teacher or OWL
- Sub-school Head of Department



- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

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Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Runcorn State High School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* 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 administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

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Use of mobile phones and other devices by students

Rationale
The use of mobile phones and other student-owned personal technology devices i.e. iPods, iPads and the like, are not permitted while on school grounds, or attending off-campus school events, with the exception of a clearly marked Tap-n-Go Zone in the school canteen area. Students are allowed to access phones ONLY in the marked zone to pay for the canteen purchases. NO other use of phones is allowed in the zoned area.

Mobile phones and personal technology devices are not necessary for learning and provide a distraction for students and teachers, and are proven to prevent learning in many situations. Runcorn SHS is a Bring Your Own Device (BYOD) School and laptops are the identified technology device for use.

Expectations
Mobile phones must be switched off and never visible during school hours or during school events, for both class times and at breaks.** If a device (including headphones) is sighted or heard, the student will be required to hand it in to the school where it will be stored securely until 2.50pm. Upon submission of the device, the student will also receive an internal suspension for the remainder of the day as a consequence for breaching this policy.

For a second offence, a student's family will be required to collect the device from the Office, at a mutually convenient time, an after-school detention will be applied and the student will be placed on a monitoring booklet.

A third offence will result in referral to the Deputy Principal for a Discipline Improvement Plan.

A refusal to submit a phone to the school office will result in an internal or external school suspension.

Parents/Guardians wishing to urgently contact their students, or vice versa, are required to do so through the school office on 3323 1609.

Students who choose to bring mobile phones or personal technology devices to school, do so at their own risk and are responsible for ensuring their safety and security and that they are not visible or audible. The school and school staff will not accept any responsibility for any loss or damage to technology devices nor will they investigate loss or damage. It is recommended that students keep their mobile device on their person to ensure against risk of theft but out of sight.

The Commonwealth's Criminal Code Act 1995, section 4.7.4.17 notes that it is an offence for a person to use 'a carriage service to menace, harass or cause offence."
The Commonwealth's Criminal Code Act 1995, section 4.7.4.15 notes that it is an offence for a person to use 'a carriage service to make a threat.'
The Commonwealth's Crimes Act 1914, part VIIB, section 85ZE notes that it is an offence for 'a person to knowingly or recklessly use a telecommunications service supplied by a carrier in such a way as would be regarded by reasonable persons being, in all the circumstances, offensive.'
The sending of images is also covered by various State and Commonwealth laws that prevent the publication of material that is objectionable, unclassified or unsuitable for minors.

** Individual medical circumstances are considered and Restricted Exemptions may be given, at the Principal's discretion.

Responsibility for Electronic Technology Devices

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Students must carefully consider the risk of damage to or theft of personal technology devices. 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.

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).

Confiscation

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 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 within the school's Code of Conduct for Students.

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.

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 bullying, 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

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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.

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

4. 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.

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.

Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

Help
Refer to the Online incident management guidelines for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM)team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident **negatively impact the good order and management** of the school?

YES OR NO

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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Restrictive Practices

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

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 as a last resort to prevent injury.

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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.

Critical Incidents

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)

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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)

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