

# RESPONSIBLE BEHAVIOUR PLAN

## for students 2020



# Ferny Grove State High School

An Independent Public School





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*An Independent Public School*

## OUR VALUES



### Always Aim High

We set aspirational goals, expect high standards and work together to achieve success for all.



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## COMMUNITY EXPECTATIONS

### Being successful in the Ferry Grove school community means...

- arriving on time wearing the correct uniform with pride.
- bringing required equipment (Student Planner, laptop, books, stationery).
- entering the learning space, and following established rules and expectations.
- taking responsibility for my **learning** by engaging with the Learning Intentions.
- **respecting** others: the teacher's right to teach and students' right to learn.
- being proactive, **creative**, resilient and flexible in learning.
- reflecting on the Learning Intentions before leaving the space as directed.
- valuing and caring for our facilities and the environment.

## Respect, Learning, Community, Creativity



# Ferry Grove State High School

## ***Responsible Behaviour Plan for Students***

based on *The Code of School Behaviour*

### **1. Purpose**

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

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

### **2. Consultation and data review**

Ferry Grove State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution, staff and P&C meetings held during 2012.

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

### **3. Learning and behaviour statement**

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Ferry Grove 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:

- **Learning**
- **Respect**
- **Community**
- **Creativity**

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



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

##### Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Ferny Grove State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of Behaviour Expectations aligning with our four school values has been attached. The expectations listed below outline our agreed rules and specific behavioural expectations in all settings.

#### **Ferny Grove State High School Behaviour Expectations**

<b>Learning, Respect, Community &amp; Creativity</b>
<ul style="list-style-type: none"><li>• <i>Using language and actions that encourage mutual respect and courtesy</i></li><li>• <i>Expressing one's views in an appropriate manner and respecting the views of others</i></li><li>• <i>Being sensitive to the needs of and caring for others</i></li><li>• <i>Accepting responsibility for one's own personal behaviour in all situations</i></li><li>• <i>Respecting and caring for personal, school and others' property</i></li><li>• <i>Observing all workplace health and safety rules</i></li><li>• Working co-operatively with others and completing all learning tasks to the best of one's ability</li><li>• Observing all class and school policies and procedures</li><li>• Resolving conflict in a non-offensive, non-aggressive manner</li><li>• Reporting incidents of theft, physical abuse, verbal abuse or harassment.</li></ul>
<ul style="list-style-type: none"><li>• Arrive at class on time</li><li>• Have your appropriate equipment with you, eg. pencils, pens, textbooks, laptop, homework, study planner, practical equipment</li><li>• Listen and participate fully in class</li><li>• Complete set work by the due date.</li><li>• Set class work out neatly and in a logical order.</li><li>• Use the study planner appropriately</li><li>• Complete homework / assignment tasks in full</li><li>• Only one person at a time should speak, while others listen</li><li>• When answering questions or wanting individual attention, raise your hand and sit quietly</li><li>• Sit quietly in your allocated seat unless instructed otherwise</li><li>• Mobile phones are to be turned off or on silent and are not to be seen or used in class.</li><li>• Music players or similar items are only to be used in class with teacher approval.</li><li>• Respect the rights of others to learn and the teacher to teach</li><li>• Respect other's opinions, thoughts and feelings</li></ul>
<ul style="list-style-type: none"><li>• Wait for your teacher quietly, line up in an orderly manner, keep doorways and passages clear</li><li>• No food or drink to be consumed in classrooms (except for water bottles which must be filled before class)</li><li>• Chewing gum is not permitted at school</li><li>• Keep the school ground clean and tidy at all times</li><li>• Place litter in the bins</li><li>• Walk and talk quietly when around school buildings</li><li>• Respect your own and other's personal property</li><li>• Wear school uniform in accordance with the school dress code</li><li>• Follow the directions given by staff of the school</li></ul>
<ul style="list-style-type: none"><li>• Wear school uniform in accordance with the school dress code and be well presented</li><li>• Be courteous to members of the public</li><li>• Represent the school with pride</li><li>• Abide by community rules and adhere to the law</li></ul>



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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Ferny Grove State High School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).

### **Reinforcing expected school behaviour**

At Ferny Grove State High School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

The following processes are used at Ferny Grove State High School to reinforce expected school behaviour:

- After each term report cycle an analysis of Student Reports is undertaken to identify 'high performing' and 'at risk' students. This analysis is distributed to Year Level teams for recognition or intervention.
- Recognition is provided in the form of one or more of the following: a 'reward morning tea'; recognition on parade/assembly; parental letter of congratulation; and certificate of recognition in the areas of classroom Achievement, Effort, and Behaviour
- Students identified as 'at risk' for Effort and/or Behaviour are involved in an intervention interview with a member of the Year Level Support team which may involve the parent to identify areas of concern and design intervention support strategies for the individual.
- Students are recognised at Awards Night/Afternoon with a variety of certificates and medallions recognising their levels of participation and achievements in a broad range of Sporting, Cultural and Citizenship activities that occur throughout the year. Recognition is also provided for Academic Merit and Excellence
- Year Level activities focus on developing specific desirable behaviours and building student confidence, resilience, pride and sense of community.
- Students are regularly recognised on Year Level parades and assemblies for their participation and achievements in both school based and community events
- Year Level social events such as dances, boat cruises, fancy dress parties, laser skirmish, skating are provided as reward for students who maintain acceptable standards measured against the schools values and expectations

### **Responding to unacceptable behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

### **Re-directing low-level and infrequent problem behaviour**

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

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

### **Targeted behaviour support**

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

### **Targeted behaviour support may include**

Daily behaviour monitoring sheets involve the active participation of parents and teachers to assist young people in developing self management skills. Some students may be temporarily supported in an adjoining "buddy" class to enable other students to pursue their learning.

Special proactive programs are implemented for students during Years 7 – 10. Students may be invited to participate in programs to support young people in developing self esteem, respect for authority and general social skills.

Other District support programs such as the LASER and Girls Going Great programs are also accessed according to identified student needs. Additional programs are organised to meet the needs of students with anger management issues and to develop social skills.

### **Intensive behaviour support**

Ferny Grove State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff.

This level of support is case managed by Student Services, HOSSES, Deputy Principal or Principal and may involve a range of support personnel within and external to the school, parents and teachers. The case manager:

- works with other staff members to develop appropriate behaviour expectations and strategies;
- monitors the impact of support for individual students through continuous data collection;
- provides consistent strategies and adjustments.

Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and specialist behaviour services staff.

## **5. Consequences for inappropriate or unacceptable behaviour**

Ferny Grove State High School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these

behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

OneSchool is used to record all minor and major problem behaviour requiring referral and/or consequence.

### **Minor and major behaviours**

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team.

**Minor** behaviours are those that:

- are minor breeches 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 problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem 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 procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then escorts the student (if possible) to Administration. A report of the student's behaviour is recorded on OneSchool with referral to the appropriate Administration Team member.

The following **Consequences\* for Unacceptable Behaviour** may be put in place. They are listed from least to most intrusive:

- Counselling
- Reprimand, detention, restitution, and community service
- Strategies for monitoring attendance, behaviour, and learning
- Withdrawal from class
- Modified timetable/attendance
- Referral: Heads of Department, Deputy Principal, Year Co-ordinator, School Support personnel, outside government agencies
- Work with the Advisory Visiting Teacher - Behaviour Support
- Referral to alternative behaviour management programs
- Imposition of a Community Service Intervention
- Imposition of a Discipline Improvement Plan
- Suspension, cancellation of enrolment, suspension with proposal for exclusion.



## Definition of consequences\*

<b>Time out</b>	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</p>
<b>Detention</b>	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</p>
<b>Temporary Removal of Property</b>	<p>A principal or staff member of Ferny Grove State High School has the power to temporarily remove property from a student, as per the procedure <u><i>Temporary Removal of Student Property by School Staff</i></u>.</p>
<b>Discipline Improvement Plan</b>	<p>A <i>Discipline Improvement Plan</i> is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.</p>

<b>School Disciplinary Absences (SDA)</b>	
<b>Suspension</b>	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> <li>• disobedience by the student</li> <li>• misconduct by the student</li> <li>• other conduct that is prejudicial to the good order and management of the school.</li> </ul>
<b>Proposed exclusion or recommended exclusion</b>	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> <li>• disobedience</li> <li>• misconduct</li> <li>• other conduct that is prejudicial to the good order and management of the school, or</li> <li>• breach of Behaviour Improvement Conditions.</li> </ul>
<b>Cancellation of enrolment</b>	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

\*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

The following table outlines examples of minor and major behaviour incidents

LABEL	DESCRIPTION	EXAMPLES	STAFF INVOLVED	TEACHER PROCESSES / STRATEGIES	RECORDING ON ONESCHOOL
Low Level Behaviour	<ul style="list-style-type: none"> <li>Situation managed by teacher without assistance</li> <li>Behaviour does not persist</li> </ul>	<ul style="list-style-type: none"> <li>Not doing homework</li> <li>Minor disobedience</li> <li>Late to class</li> <li>Classroom rule infringement</li> <li>Inappropriate language (not directed at staff/adults) unintentional use</li> <li>Lacking equipment</li> <li>Non-violent arguments</li> <li>Silly playground behaviour</li> <li>Small uniform breach</li> <li>Inappropriate use of PTDs in class</li> <li>Unexplained absences</li> <li>Disrupting other students</li> <li>Out of bounds</li> <li>Other minor unacceptable behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teacher aide</li> <li>PGD Staff</li> </ul>	<ul style="list-style-type: none"> <li>Clear and published classroom rules</li> <li>Teacher speaks to student about behaviour and restates expectations</li> <li>Teacher may model and explicitly teach the expected standard</li> <li>Behaviour / problem solving from teacher with student</li> <li>Apply "least to most" strategies</li> <li>Ensure student complies with consequences</li> <li>Approach a buddy for support / advice</li> <li>Phone parents / OneSchool record</li> <li>Classroom "buddies" / seating arrangement</li> <li>Teacher follow up</li> <li>Class meeting / detention</li> </ul>	<p>Ongoing issues should be recorded.</p> <p>If consequences are imposed – detentions etc, record must be noted and consider parent contact if required.</p> <p>Record not to be referred onwards.</p>
Medium Level and Persistent Behaviour Secondary Intervention	<ul style="list-style-type: none"> <li>Offending behaviour is still of a minor scale but is persistent</li> <li>Regular classroom strategies are used by the teacher are not effecting behaviour change in the offending students</li> <li>Persistent means actions against classroom policy that have occurred several times and that the teacher has attempted to resolve by various means, but has not been successful.</li> </ul>	<p>Minor behaviours are persistent after teacher has used classroom behaviour management strategies as described above.</p> <ul style="list-style-type: none"> <li>Persistent lateness to class – HOD</li> <li>Persistently not prepared for class – HOD or HOSES</li> <li>Persistent minor damage – drawing on desks etc – HOD</li> <li>Minor damage to school / graffiti – HOD / YLC</li> <li>Persistently out of bounds (not off campus) – YLC</li> <li>Smoking – DP</li> <li>Persistent disruption to class – HOD or HOSES</li> <li>Truancy</li> <li>Bullying</li> <li>Disrespecting teachers</li> <li>Repeated unexplained absences</li> <li>Repeatedly missing lunchtime or after school detentions</li> <li>Persistent refusal to comply with uniform policy</li> </ul>	<p>Assistance by:</p> <ul style="list-style-type: none"> <li>Peer</li> <li>YLC</li> <li>HOD / HOSES</li> <li>GO</li> <li>Admin</li> </ul> <p>Assistance ensures:</p> <ul style="list-style-type: none"> <li>Effective strategies used</li> <li>Improved behaviour management skills</li> <li>Staff dignity / self-esteem</li> </ul>	<p>Teacher has used:</p> <ul style="list-style-type: none"> <li>All appropriate strategies above</li> <li>Behaviour support</li> <li>Referral to YLC / HOD</li> <li>Lunchtime detentions</li> </ul> <p>HOD / HOSES / YLC uses:</p> <ul style="list-style-type: none"> <li>Behaviour counselling</li> <li>Behaviour monitoring card</li> <li>After school detentions</li> <li>Prepare plan to improve student behaviour</li> <li>Assessment for learning difficulties</li> <li>Parent phone / face to face interviews</li> <li>Time out in another teacher's class</li> <li>Referral to Deputy Principal for further discussion / consequences</li> <li>Support Services referral</li> </ul>	<p>Incidents / issues must be recorded in first instance by teacher.</p> <p>Parent contact must be recorded.</p> <p>Referral to be forwarded only to YLC / HOD / HOSES. Choose one as the most appropriate to deal / assist with issue.</p> <p>Follow up recorded by person receiving referral</p> <p>Record on OneSchool – for information only. Only refer to Admin if further action required.</p>

<b>High Level Behaviour Events</b>	Serious nature of incident demands a response from a member of administration	<ul style="list-style-type: none"> <li>• Violence / fighting</li> <li>• Possession of inappropriate or dangerous implements eg. cigarette lighters, knives</li> <li>• Possession of implements for illicit or illegal substance use</li> <li>• Possession of illegal substance (including alcohol/drugs)</li> <li>• Minor theft</li> <li>• Harassment (racial / sexual / bullying / stalking) with violence or threats</li> <li>• Major vandalism</li> <li>• Absconding / persistent truancy</li> <li>• Obscene and abusive language directed at staff</li> <li>• Computer tampering (school records)</li> <li>• Smoking (persistent)</li> <li>• Serious trespass</li> <li>• Repeated disrespect towards teachers or other students</li> <li>• Unsafe behaviour (self-harm)</li> <li>• Weapons possession</li> <li>• Misuse of PTDs to film and / or share inappropriate images or behaviour</li> <li>• Other inappropriate behaviour deemed by the Principal to be harmful to self, others or the school reputation</li> </ul>	<p>Under the guidance of an Administrator, any staff below:</p> <ul style="list-style-type: none"> <li>• Involved staff members</li> <li>• Case Manager</li> <li>• GO</li> <li>• Support Services</li> <li>• Police</li> <li>• HOSES</li> </ul> <p>Re-entry</p> <ul style="list-style-type: none"> <li>• Interview with DP</li> <li>• Interview / liaison with HOSES.</li> </ul>	<p>Teacher / HOD / Teacher aide uses</p> <ul style="list-style-type: none"> <li>• Immediate referral to Administration</li> <li>• Short term withdrawal from class and peers</li> </ul> <p>Administration uses:</p> <ul style="list-style-type: none"> <li>• A crisis plan</li> <li>• "cooling off" period</li> <li>• Paperwork for students follow up and effective record keeping</li> <li>• Parents and staff informed</li> <li>• Suspended students may not return to class if suspended throughout the day and parents cannot be reached. Duty of care supervision to be provided by DPs.</li> <li>• Attempted restitution</li> <li>• IMP for SWD</li> </ul> <p>Consider following departmental procedures:</p> <ul style="list-style-type: none"> <li>• Suspension 1-5 days</li> <li>• Suspension 6-20 days</li> <li>• Identify programs and resources for further support</li> <li>• Prepare referral documents and design re-entry processes</li> <li>• Suspension pending exclusion</li> <li>• Referral to alternative programs</li> <li>• Student to mediate issues with teacher</li> </ul>	<p>Initial staff member to record incident.</p> <p>Parent contact must be recorded.</p> <p>Referral only to admin.</p> <p>Follow up recorded by Admin or Support Staff</p>
<b>Chronic Behaviour</b>	Student has a medical or social emotional condition	Behaviour arises from described condition. E.g. Aspergers, ADHD, Autism	<p>Classroom and specialist staff follow an agreed individual management plan</p> <p>May have teacher aide assigned</p>	<p>Standards of behaviour are the same for all students.</p> <p>All staff follows the IMP to ensure behaviour complies</p>	Incident recorded by staff member
<b>Criminal Behaviour Events</b>	Situation requires administration involvement, parent and police notification	<ul style="list-style-type: none"> <li>• Arson</li> <li>• Assault / sexual assault</li> <li>• Drug supply / use</li> <li>• Serious theft</li> <li>• Major vandalism</li> <li>• Cyber bullying / harassment</li> </ul>	<p>Administrators</p> <p>Police (operations centre)</p> <p>All students MUST go through a re-entry with parents and admin</p>	<p>Crisis or immediate response as above</p> <ul style="list-style-type: none"> <li>• Notify police and care givers immediately</li> <li>• Ensure appropriate paperwork, Parents / staff informed</li> <li>• Police interview / action</li> <li>• Suspension or exclusion process.</li> </ul>	<p>Initial incident recorded by staff.</p> <p>Follow up recorded by admin</p>

### **Relate problem behaviours to expected school behaviours**

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

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

### **Ensuring consistent responses to problem behaviour**

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

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

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

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

## **6. Emergency situation or critical incident responses**

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

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

### **Basic defusing strategies**

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).



5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

### **Physical Intervention**

Staff may make legitimate the use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student, staff or community member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Ferny Grove State High School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

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

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

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

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

### **Record keeping**

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

## **7. Network of student support**

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

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| • Parents                          | • Senior Guidance Officer         |
| • Teachers                         | • School Chaplains                |
| • SEP Case managers                | • School Based Youth Health Nurse |
| • HOSSES                           | • Defence Transition Mentor       |
| • Learning support                 | • Youth Support Coordinator       |
| • Support Staff                    |                                   |
| • Head of Department               |                                   |
| • Executive Staff                  |                                   |
| • Guidance Officers                |                                   |
| • Advisory Visiting Teachers       |                                   |
| • Behaviour Support Services Staff |                                   |

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police

## **8. Consideration of individual circumstances**

To ensure alignment with the *Code of School Behaviour* when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

## **9. Related legislation**

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

## **10. Related procedures**

- [Statement of expectations for a disciplined school environment policy](#)
- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

## **11. Some related resources**

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

## **The use of personal technology devices at school**

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

### **Responsibility for Personal Technology Devices**

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

### **NO LIABILITY WILL BE ACCEPTED BY THE SCHOOL IN THE EVENT OF THE LOSS, THEFT OR DAMAGE OF ANY PERSONAL TECHNOLOGY DEVICE BROUGHT TO SCHOOL.**

### **Confiscation**

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

### **Personal technology device etiquette**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

### **Recording voice and images**

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Ferny Grove State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing 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 or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

### **Text communication**

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

### **Assumption of cheating**

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

### **Recording private conversations and the *Invasion of Privacy Act 1971***

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

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

### **Special circumstances arrangement**

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.



### **School policy for preventing and responding to incidents of bullying (including cyberbullying)**

#### **Purpose**

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

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

There is no place for bullying in Ferny Grove State High School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Ferny Grove State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Ferny Grove 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**

Many bullying behaviours are peer-maintained through the actions of bystanders. 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Ferny Grove State High School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

## **Prevention**

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 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms 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.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

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 Ferny Grove 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'.

Ferny Grove State High School records inappropriate behaviour and 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.

### Appropriate use of social media

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

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

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

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

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

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

#### Role of social media

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

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

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

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

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

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

#### Appropriate use of social media

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

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

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

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

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

### **Laws and consequences of inappropriate online behaviour and cyberbullying**

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

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

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

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

There are significant penalties for these offences.

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



## **WORKING TOGETHER TO KEEP FERNY GROVE STATE HIGH SCHOOL SAFE**

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

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

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

### **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 or 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 Ferny Grove 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 School Administration.



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FernyGroveSHS