



The Code of
**School
Behaviour**
Better Behaviour
Better Learning

Mirani State High School

2016 Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

1. PURPOSE

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

At Mirani State High School we are committed to providing a school environment which maximises the educational opportunities and outcomes for all students. To facilitate our common purpose is to: *do the best for our students.*

The school's Responsible Behaviour Plan for Students is based on the policy of Education Queensland's – The Code of School Behaviour. Better Behaviour Better Learning.

The purpose of this plan is to ensure that

- (a) all members of the school community feel safe and are valued;
- (b) social and academic learning outcomes are maximised for all, through quality practices in the areas of curriculum, interpersonal relationships and school organisation

This document sets out how we establish and maintain a safe, supportive school environment.

2. CONSULTATION AND DATA REVIEW

Mirani State High School initially developed this plan in collaboration with our school community. This plan was then reviewed in 2014 as part of the school's Quadrennial School Review.

As part of this program, broad consultation with parents, staff, community and students was undertaken through survey distribution in 2008, 2009 and 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010-2014 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director of the Mackay Whitsunday Region in June 2016, and will be reviewed in 2017 as required in legislation.

3. LEARNING AND BEHAVIOUR STATEMENT

Mirani State High School is committed to empowering our students to meet future challenges by providing quality education. To do this a safe environment is fostered for students to achieve their potential and to encourage respect for self, others and their environment. Our approach to developing responsible behaviour is focussed on relationships and takes place in a supportive environment where all members feel safe and valued.

We believe that self-control is necessary for student welfare and for the students' ability to function effectively in society. Students are also responsible for their

own actions. Student behaviour is an educational issue rather than just a management issue.

The Responsible Behaviour Plan for Students is based upon shared values and beliefs of the school community. They include the following values: honesty and trustworthiness, respect for self and others, responsibility and self-discipline, self-confidence, strong work ethic, self-management, tolerance and inclusion.

From these values, our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Respect yourself
- Respect others
- Respect our environment

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

A supportive environment occurs in the presence of fair but firm procedures. The Responsible Behaviour plan for students sets clear expectations of behaviour and is aimed at fostering our core business of teaching and learning without threat to safety or harassment.

Our school community believes that social and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and school organisation. We value the desire to learn and the pursuit of excellence, coupled with a sincere effort and positive attitude.

Staff and students at Mirani State High School have the right to work to their potential, free from disruption, abuse or threat in a safe and cooperative environment. To enable productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviour needs to be taught, modelled, encouraged and developed.

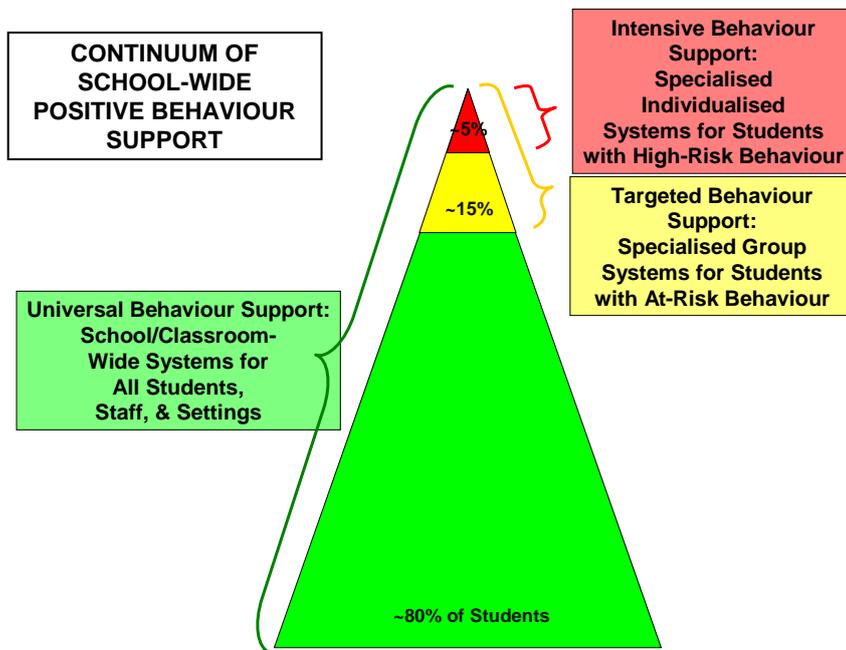
The school's Responsible Behaviour Plan for Students focuses on supporting students and teachers in working collaboratively to develop relevant, worthwhile programs to help students before problems manifest themselves. A number of support personnel are consulted with the aim of assisting students to take responsibility for their learning and for their behaviour. These personnel include teachers, Year Level Co-ordinators, Guidance Officer, School Nurse, Youth Support Co-ordinator, Learning Support Teachers, Heads of Department and the Administration team.

The Responsible Behaviour Plan for Students which follows, emphasises the importance of appropriate behaviours and interaction within the school community. They are a guide to establishing and re-establishing interpersonal relationships and fostering responsible productive partnerships.

Parents/Guardians play a primary role in supporting and nurturing children, so our work with young people flourishes when we can work together.

4. PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

As shown in the following diagram, our school communicates the standards for positive behaviour through Universal Behaviour Support to all students and staff. Students displaying at risk behaviours receive Targeted Behaviour Support while students at high risk participate in individualised Intensive Behaviour Support.



Roles:

At Mirani State High we expect that students will:

- Participate actively in the school's education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Co-operate with staff and others in authority

At Mirani State High we expect that parents / caregivers will:

- Show an active interest in their child's schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child.

At Mirani State High we expect that staff will:

- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self-management
- Maintain student attendance records

UNIVERSAL BEHAVIOUR SUPPORT

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

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

EXPECTATIONS MATRIX			
	Respect Yourself	Respect Others	Respect Environment
Whole school – all settings	<ul style="list-style-type: none"> ▪ Wear the correct school uniform ▪ Follow safety procedures ▪ Take care of your health ▪ Be truthful, honest and trustworthy ▪ Be law abiding ▪ Acknowledge problems and seek help ▪ Accept constructive criticism ▪ Leave valuables at home or the office ▪ Report to office when late ▪ Report bullying to an adult at school ▪ Behave well, even when no-one is watching 	<ul style="list-style-type: none"> ▪ Speak politely and use good manners ▪ Listen attentively ▪ Show consideration for the values and beliefs of others ▪ Be patient and wait your turn ▪ Line up responsibly ▪ Respect other people's personal space and property ▪ Follow staff instructions ▪ Respond positively to achievements of others ▪ Help others and lend a hand ▪ Recognise and respect differences of race, ethnic background, gender, socio-economic status, ability and disability 	<ul style="list-style-type: none"> ▪ Look after equipment and facilities ▪ Actively maintain a clean and safe environment ▪ Report graffiti, vandalism and damage
Classroom – all learning areas	<ul style="list-style-type: none"> ▪ Work at your learning and try your best ▪ Actively listen and participate ▪ Be prepared and bring required equipment ▪ Ask for help when you have difficulty ▪ Wear necessary safety gear 	<ul style="list-style-type: none"> ▪ Be punctual ▪ Remove your hat ▪ Work as a team ▪ Stay seated unless otherwise directed ▪ Allow others to learn ▪ Help others to learn ▪ Listen to the opinions of others 	<ul style="list-style-type: none"> ▪ Leave your work area tidy ▪ Recycle paper appropriately ▪ Behave in a way that actively contributes to an effective learning environment
School Grounds	<ul style="list-style-type: none"> ▪ Act responsibly and safely ▪ Be sun safe 	<ul style="list-style-type: none"> ▪ Stay in designated areas ▪ Walk calmly ▪ Display good sportsmanship ▪ Be inclusive of others ▪ Look out for others 	<ul style="list-style-type: none"> ▪ Place all litter in bins ▪ Walk on designated pathways

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

- Behaviour lessons conducted by Home Group/Well-being teachers;
- Reinforcement of learning from behaviour lessons on Year-Level Assemblies and during active supervision by staff during classroom and non-classroom activities.

Mirani SHS implements the following proactive and preventative processes and strategies to support student behaviour:

- Clear expectations for student behaviour with consequences defined. These are explained to students and reinforced by their home group teacher.
- Regular articles in 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
- 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.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At Mirani State High School we believe that it is of utmost importance to recognise the many and varied achievements of our students. It is the policy of this school to publicly acknowledge positive activities within the school. A variety of processes are used as listed below.

- 1) Assemblies – sporting/academic and cultural pursuits and successes are recognized regularly.
- 2) Weekly Press Coverage – successful students/teams are included in the local newspaper.
- 3) Newsletters – student achievements are noted in the school's fortnightly newsletter.
- 4) Awards Night – academic/cultural/sporting excellence is recognized on this evening each year.
- 5) Year Assemblies – individual, small groups, whole year level successes are recognised at regular parades.

Recognising good behaviour

At Mirani State High School we believe that students who make a concerted effort to ensure that their behaviour and level of participation is appropriate, should be recognized.

Students who behave well, participate in classroom/extra curricular activities and who are self motivated, will be rewarded. Students will be recognised for such achievement twice a year. Once will be on a whole school parade and once at awards night for students who involve themselves in the extra-curricular life of the school. These awards are outlined below.

Students will receive a certificate. Staff will be asked to nominate students according to the criteria. Information will be collated by the year co-ordinators. Students in Years 10, 11 and 12 must be nominated by at least half of their teachers. Students in year 8 and 9 must be nominated by their Core teacher and at least two others teachers.

At the end of semester two, staff will nominate students for Merit and Distinction awards. The criteria are outlined below.

Merit Award Criteria:

- very good behaviour in both classroom and playground;
- self-motivated; and
- very good classroom/extra curricular participation.

Distinction Award Criteria:

- exemplary classroom and playground behaviour;
- leadership;
- initiative; and
- outstanding classroom and extra-curricular participation.

These certificates will be presented to students at the special ceremony at school.

Responding to unacceptable behaviour

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

When 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 to think of 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

Intervention and support will be required by a small number of students who are not cooperating with teachers and fellow students and are causing problems for themselves or others. The level of behaviour support depends on the nature and frequency of the problem. Examples include –

- *Referral to support specialists* – Our Guidance Officers will often be the first referral; however, we make use of a wide range of services including our YSC, and local programs and agencies.
- *Individual plans* - This can be an Individual Behaviour Plan or a modified timetable tailored to improve behaviour and learning outcomes.
- *Whole school approach to bullying* – We recognise that bullying (including cyberbullying) is not acceptable and offer a structured approach to its reporting and follow up on reported bullying.
- *Use of One School behaviour management data base* – Regular entries in this data base is essential in a school of our size in order to track patterns of behaviour and progress.
- *Contact with parents or carers* – We aim to keep parents well informed, to share successful strategies and to work together for improvement.
- *Use of buddy teacher* – A planned 'time-out' can provide a positive outcome for students who need behaviour support and help break some patterns of unacceptable behaviour.
- *Decision Making Room*- This room is used when a student has made inappropriate choices. The room is not a punishment, rather an opportunity for students to reflect and make wise decisions about future behaviour.
- *Self-Analysis Sheet*- This sheet is used to assist students to identify areas for improvement. It can assist the teacher to develop a working relationship in a supportive environment.

- *Time-Out Cards*- Time Out Cards cards are given to any student who has to leave their allocated classroom. Students must show their pass cards when instructed to do so by a teacher.

- *Monitoring Cards*- These cards are used to provide an overall picture of a student's behaviour on a lesson by lesson basis. It can be used to identify areas of concern but it can also provide positive feedback to students, parents and teachers on a daily basis. Year level Co-ordinators/ HODs and Administration use these cards to give students immediate feedback on their behaviour and provide a record of student behaviour.

INTENSIVE BEHAVIOUR SUPPORT

Students identified as needing intensive behaviour support are those who have had targeted support through appropriate strategies above and are still at risk of significant educational underachievement due to their inappropriate behaviours.

The student's behaviour has been reviewed regularly and further support is now deemed appropriate.

The Principal and/or Deputy Principal co-ordinates a Case Management team involving specialist services. A collaborative consultation process is facilitated, involving the appropriate teachers, the student, the parents/caregivers, and relevant school support personnel such as the Guidance Officer. In order to develop the Individual Behaviour Plan, interagency groups may be used to coordinate services to meet the needs of students identified with persistent or extreme problem behaviours. Agencies contributing may include: Disability Services Qld, Child & Youth Mental Health, Qld Health, Department of Child Safety, Police, Local Council and EQ Regional Office.

The following supports may be put in place in the Individual Behaviour Plan.

- Counselling with the school Guidance Officer
- Modified timetable or attendance
- Teacher Aide support through school or district behaviour funding
- Invitation to parents/caregivers to attend Triple P program
- Recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner
- Referral to the Positive Learning Centre

The individual Behaviour Plan continues to be monitored, reviewed and adjusted if necessary, on a regular basis.

5. EMERGENCY OR CRITICAL BEHAVIOUR 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 of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

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

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).

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).

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 use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others or
- causing or at risk of causing serious property damage.

Appropriate physical intervention may be used to ensure that Mirani SHS's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention 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
- the underlying function of the behaviour.

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

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

Any physical intervention made must:

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

Refer to Appendix 3 – Lockdown Procedures

6. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Mirani SHS makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis.

Our school rules are:

- Respect yourself
- Respect others
- Respect our environment

When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Supportive

Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. An appropriate response for those students who breach the school's Responsible Behaviour Plan for Students is targeted and/or intensive behaviour support. Students who display chronic problem behaviours are supported using a range of individual strategies and consequences, if necessary, in the context of an individual behaviour support plan.

Fair

When determining consequences for serious misbehaviour (which may lead to suspension or recommendations for exclusion) it is important that the principles of natural justice are followed – this means ensuring that the student is fully aware of the alleged behaviour; that they are given the right to respond to the accusations giving their side of the story; that the person making the decision about their alleged conduct does so only after hearing what the student has to say in their own defence and without prejudice or bias against the student. When making a decision about a consequence, a student's age, cultural background, emotional well being and any other contextual factors should be taken into account. The consequence should be developmentally and culturally appropriate and sensitive to individual circumstances. Consideration should also be given to the student's past relevant disciplinary history. Where there is a choice of consequences and/or extenuating circumstances, the Principal is in the best position to make the final determination.

All consequences must be in accord with the Education (General Provisions) Act 1989 and with the student behaviour policies of Education Queensland.

Logical

For consequences to be most effective, students must be able to see a connection between the behaviour and the resulting consequence. This type of consequence is termed a logical consequence. Logical consequences, for both positive and negative behaviours, should be applied consistently, calmly, firmly and without prejudice towards individual children.

The level of a student's behaviour should be assessed against a continuum from minor to major consequences. Staff and students must be aware of the progression of consequences for continued disruptive or dangerous behaviour.

Consistent

A consistent approach to student behaviour should occur across the school. Consistent consequences should be applied so that they:

- provide the opportunity for all students to learn;
- ensure the safety of all staff and students; and
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

Following are two tables: outlines examples of inappropriate behaviour and appropriate consequences. It also outlines behaviours which may lead to suspension and/or recommendation for exclusion.

Detentions

Detentions may be applied by a teacher at lunch breaks but students must be given 20 minutes to have a break and eat lunch after the conclusion of the previous lesson. Detentions may be given by a teacher with Administration approval or directly by administration.

If the detention is to be undertaken outside of school hours, including Saturday:

- a risk assessment must be completed and a risk management plan developed
- parents must be notified of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent
- parents must be consulted about suitable times for the detention to be completed within the parameters set by the school and
- parents have been informed of:
 1. location and duration of the detention
 2. their responsibility to arrange travel/supervision to and from the detention, where appropriate.

Detention is recorded in OneSchool (keeping records in OneSchool enables them to be used as evidence in the future, e.g. it records that student knew the expected behaviour and consequences and records the support put in place by the school).

Not attending a detention may lead to suspension for the behaviour leading to the detention and not following teacher direction. For appropriate students detention may be used at the school's discretion instead of suspension to minimise disruption to the student's educational program.

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

(Based on *The Code of School Behaviour*)

MIRANI
STATE
HIGH
SCHOOL



The following table outlines examples of inappropriate behaviour*

Area	Examples of Inappropriate Behaviours	Examples of Consequence
Classroom	Late to class	Make up lost time.
	Not completing classwork or homework	Complete work under supervision.
	Refusal to follow teacher directions	Detention.
	Disrupting other students in class.	Detention.
	Not completing course requirements.	Withdrawal of graduation invitation. Cancellation of Enrolment
Use of Electronic Devices	Inappropriate use of electronic devices during class.	Device removed
	Accessing inappropriate content on an electronic device.	Withdrawal of network access
	Inappropriate use of/damage to the school network.	Withdrawal of network access. Suspension/Exclusion.
Environment & Property	Littering	Clean up a designated area.
	Stealing	Return stolen item and recompense for harm caused. Suspension.
	Graffiti/damaging property	Repair property/pay damages. Suspension
Compliance	Missing detention.	Additional detention. Suspension.
	Wilful disobedience	Suspension
Safety	Unsafe behaviour	Make the situation safe.
	Water or food fights.	Clean up mess & Detention. Suspension.
	Possessing or using weapons.	Suspension/Exclusion
Attendance	Truancy	Make up lost time.
	Leaving the school grounds with-out permission/pass	Monitoring of attendance. Suspension
Others	Threats/Bullying in any form.	Suspension/Exclusion.
	Violence/Fighting.	Suspension/Exclusion.
School Community	Inappropriately using images or publishing images using the school name or identifying features without permission.	Suspension/Exclusion.
	Publishing inappropriate or abusive material about staff in any public or school domain.	Suspension/Exclusion.
	Contacting media outlets without the authorisation of the Principal	Suspension/Exclusion.
Personal Conduct	Inappropriate language	Detention/Suspension.
	Failure to wear appropriate uniform.	Change into correct uniform. Detention.
	Possessing and/or using drugs, possessing drug implements, providing drugs or implements or being under the influence of drugs at school.	Exclusion.
	Any sexually explicit act.	Suspension/Exclusion.

Please note that this is not an exhaustive list, as it simply identifies examples.

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

(Based on *The Code of School Behaviour*)



MIRANI
STATE
HIGH
SCHOOL

The following behaviours are considered inappropriate or unacceptable at Mirani State High School. **Every case will have the particular circumstances considered before consequences are applied.** Staff will then apply appropriate consequences from the range of consequences listed (not necessarily in the order they are written). Where there is a choice of consequences and/or extenuating circumstances, the Principal reserves the right to make the final determination.

Area	Behaviours	Consequences
Classroom	Inappropriate classroom behaviours	<ul style="list-style-type: none"> The teacher will employ a range of strategies to re-engage the student in learning. Where the student does not respond to these strategies, the teacher will take steps to ensure that the learning of others is not disrupted and the student receives the support they need to choose to re-engage. This support may include: counselling, learning support, detention, making up time, daily monitoring, contacting parent/guardian, individual planning, and referral to support staff.
	Late to Class	<ul style="list-style-type: none"> Teachers will discuss the absence with the student and the student will make up the lost time. Students may be issued with detention.
	Not completing classwork or homework	<ul style="list-style-type: none"> Teachers will set new timelines for work completion, supervise the completion of work and contact parent/guardian as appropriate.
	Not completing course requirements	<ul style="list-style-type: none"> Teachers will supervise the completion of work. Heads of Department will supervise the completion of work. Credit for the subject may be withdrawn. Invitations to school events may be withdrawn. Invitations to formal and/or graduation may be withdrawn (see separate guidelines). Enrolment may be cancelled.

Use of Electronic Devices	<p>Inappropriate use of mobile phones or electronic devices in the classroom</p> <ul style="list-style-type: none"> All mobile phones and other electronic devices must be turned off and out of sight, unless they have been explicitly approved to be part of the lesson. Permission must be sought before any recording or photographing takes place. 	<ul style="list-style-type: none"> Students who misuse mobile phones or any electronic devices in the classroom will be sent, at an appropriate time, to the student counter. They will exchange the device for a ticket and on return to the class show this ticket to the teacher. Students may exchange the ticket for 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. The third occurrence when a student has a phone confiscated will require a parent or guardian to take possession of the phone.
	<ul style="list-style-type: none"> Inappropriate email use, e.g. offensive language. Visits to inappropriate internet sites or downloading of inappropriate material, e.g. pornography. 	<ul style="list-style-type: none"> Students may be removed from internet access, have limitations placed on network access, have take-home privileges revoked, be required to provide restitution or pay for repairs, removed from the subject, placed on detention and/or be suspended. Parent/guardian will be notified.
	<ul style="list-style-type: none"> Attempts to gain unauthorised access to any part of the Network systems, e.g. via hacking, 'spyware' or other 'backdoor' methods OR the use of the teacher or network managed logins OR copying and/or misuse of school data OR damaging the network. 	<ul style="list-style-type: none"> Minimum of suspension, removal of network rights for minimum of a term and possible withdrawal from the subject. Students who cause serious damage to the network or to student learning as a result of interfering with the network/computers can expect to be excluded from Mirani State High School.
Environment and Property	<p>Litter</p> <p><i>Whether dropped by an individual or surrounding a group of students.</i></p>	<ul style="list-style-type: none"> Student/s will be requested to pick up litter. 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. Refusal to comply with request will be regarded as disobedience.
	<p>Stealing (or intent to steal)</p> <p>Or</p> <p>Interfering with the property of others</p>	<ul style="list-style-type: none"> The student will be referred to a Deputy. If the matter is deemed to be high level, 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 Deputy. The student may face suspension or exclusion. Police will be contacted if necessary.
	<p>Graffiti/damaging/destroying property (or intent to damage or destroy)</p>	<ul style="list-style-type: none"> Parent guardian will be notified. Student will repair/rectify damage in own time and own or parent's guardian's expense. Student will undertake school community

		<p>service or detention/withdrawal for a period of time.</p> <ul style="list-style-type: none"> • The student may be suspended or excluded from school. • Major damage will result in referral to police.
Compliance	Missing Detention	<ul style="list-style-type: none"> • Where this was an oversight and the student attempted to communicate with the staff member concerned, the student may complete the original detention. • An additional detention is usually added to the original. • Repeated or blatant refusal to attend will result in suspension.
	Wilful disobedience	<ul style="list-style-type: none"> • Continued failure to comply with a reasonable request or instruction, will result in detention, suspension or exclusion.
Safety	Unsafe behaviour	<ul style="list-style-type: none"> • Students will be required to make the situation safe. • Ongoing or major incidents of unsafe behaviour may result in detention, suspension or exclusion.
	Water or food throwing/fights	<ul style="list-style-type: none"> • Students will clean up the mess made including any to their clothing. The space must be left safe. • Detention. • Suspension.
	Possessing or using weapons (see Appendix 4)	<ul style="list-style-type: none"> • Items that are considered unsafe may be confiscated. • Students may be suspended or recommended for exclusion for possession of a weapon or if acting in a way that endangers themselves or others, or has the potential to do so.
Attendance	Late to school (arriving after Home Group)	<ul style="list-style-type: none"> • The student's name will be recorded on file at the student counter and a late slip will then be issued. Students who arrive at 9.45am or later will be marked absent for half a day. • Year Level Coordinators will follow up with students with repeated absences. • 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. • Documentation of persistent lateness will appear on reports/references.
	Truancy	<ul style="list-style-type: none"> • Parent/guardian will be notified by the Year Level Coordinator or Attendance Officer of extended periods of unexplained absence from school by the student. • Parent/guardian will be notified as soon as practical if a student is suspected of truanting.

		<ul style="list-style-type: none"> • The student will be required to make up lost time. Students may face detention or supervised breaks. • Student may be placed on a monitoring card. • QCCA attendance requirements and Government Allowances requirements will be applied. • Cancellation of enrolment may occur for post compulsory age students. • Intervention will be sought for compulsory school aged students who are chronic truants.
	Leaving school grounds without permission/pass	<ul style="list-style-type: none"> • The Year Level Coordinator or Deputy will be informed. • Parent/guardian will be notified. • The student may spend their breaks under the supervision of the Year Level Coordinator or the appropriate Deputy. • Persistent offences will be treated as unsafe behaviour and disobedience. • Students who leave the school grounds unauthorised will be suspended
Treatment of Others	Bullying/Threats – Verbal, physical, sexual, racial and bullying (including cyber-bullying)	<ul style="list-style-type: none"> • Students will be made aware of school policy. • Students will be stepped through a process to change this behaviour. • Mediation, detention, reparations can be expected. • Students may be required to undertake an anti-bullying education program. • Students may be withdrawn from classes or breaks for a specified number of days. • Parent/guardian will be notified. • Suspension/exclusions from school may occur. • Parent/guardian will ensure that inappropriate materials are removed from public view or from the internet or any electronic device. • Possible referral to police.
	Indecent assault (any act of a sexual nature with the aim to humiliate the victim and or establish or maintain a difference in power)	<ul style="list-style-type: none"> • Suspension • Exclusion
	Violence/Fighting	<ul style="list-style-type: none"> • Students will be suspended/excluded from school. • Possible referral to police.
School Community	<p>Parking vehicles in school grounds. <i>All students who drive vehicles to school must register all appropriate details with the school, e.g. model, colour, registration number, name of driver, names of passengers, and written consent from both driver</i></p>	<ul style="list-style-type: none"> • Students may not park their motor vehicles in school grounds because of the limited space available. 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 parent/guardian and/or police.

	<i>and passenger parent/guardian.</i>	
	Publishing inappropriate or abusive material about staff or school in any public or school domain including the internet.	<ul style="list-style-type: none"> • Students will be instructed to remove the material from public view or the internet. • Parent/guardian will be notified. • Students can expect to be suspended or excluded.
	Contacting media outlets without the authorisation of the Principal.	<ul style="list-style-type: none"> • Students who contact or supply information to media outlets (or facilitate this) and this results in harm to students/staff or negative publicity for the school can expect to be excluded.
Personal Conduct	Inappropriate Language Incidental Deliberate or persistent Swearing directly at a teacher	<ul style="list-style-type: none"> • Attention will be drawn to the language used and the student asked to recognise the inappropriateness of it. • The student will apologise to the offended party. • The student may be asked to move away, do community service or detention. • Student will be suspended.
	Inappropriate behaviour/dress on trips/camps/excursions/free dress days/work experience	<ul style="list-style-type: none"> • The normal consequences for the inappropriate behaviour/dress will be implemented where possible. • If dress is deemed inappropriate, the student will be asked to change. • Depending on the nature of the inappropriate behaviour/dress the student may be sent home at the parent's/guardian's expense. The parent/guardian will be notified of the action as will a Deputy Principal. • Depending on the nature of the inappropriate behaviour, the student may be excluded from attending further trips/camps/excursions for a period determined by a Deputy Principal or Principal after consultation with all parties concerned.
	Failure to wear school uniform	<ul style="list-style-type: none"> • Students will be asked to change into the correct uniform. • Students may receive a detention. • Where the correct uniform is unavailable, we will negotiate a means of rectifying the uniform and a suitably safe program for the day. • Parent/guardian 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 Deputy to develop a suitable plan for adhering to school policy. • Failure to comply with uniform requirements may be treated as disobedience.
Personal Conduct	Smoking cigarettes (in/around the school grounds)	<ul style="list-style-type: none"> • If a student is caught smoking, he/she will be suspended for 3 days. • If a student is caught for a second time,

	<p><i>Similar consequences will occur if students are smoking at a school activity, in school uniform, or easily identified as a student of Mirani State High School.</i></p>	<p>the suspension will be for 3-5 days.</p> <ul style="list-style-type: none"> • If a student continues to smoke, he/she will face a 6-20 day suspension. <p>Students who are in the company of smokers can expect similar consequences.</p>
	<p>Possession of cigarette in/around school grounds; while away on a school organised activity; whilst in school uniform or while easily identifiable as a Mirani State High School student.</p>	<ul style="list-style-type: none"> • If a student is suspected of being in possession of cigarettes (or associated materials), the student will be escorted to a Deputy (where possible) where he/she will be requested to empty/his/her bag. • If cigarettes are found in the student's possession he/she will be suspended for a period of 3 days. The cigarettes will be confiscated and parent/guardian notified. <p>Persistent offenders will face the same consequences as a student caught smoking cigarettes for a second or third time.</p>
	<p>Supply of drugs* on/around school grounds; while on a school organised activity; whilst in school uniform or while easily identifiable as a Mirani State High School student.</p>	<ul style="list-style-type: none"> • Parent/guardian will be informed as soon as practical. • Students supplying drugs or any substance they purport to be a drug can expect to be excluded. • Police will be appropriately involved. <p>Students who are in the company of those involved in a drug related incident can expect similar consequences.</p> <p>Students who are attempting to acquire drugs or drug implements can expect similar consequences.</p> <p>Mirani State High School does not tolerate drug possession.</p>
	<p>Possession of drugs* or drug implements in/around school grounds</p> <p><i>Similar consequences will result if students are in possession while away on a school activity, in school uniform, or whilst easily identified as a Mirani State High School student.</i></p>	<ul style="list-style-type: none"> • If a student is suspected of being in possession of drugs or drug implements, the student will be escorted to the office. Parent/guardian will then be called. Parent/guardian will be invited to the school as soon as practical. • Students in possession of drugs or drug implements or any substance they purport to be a drug can expect to be excluded. • Police will be appropriately involved. <p>Students who are in the company of those involved in a drug related incident can expect similar consequences.</p> <p>Students who are attempting to acquire drugs or drug implements can expect similar consequences.</p> <p>Mirani State High School does not tolerate drug possession.</p>

	<p>Use of drugs* on/around school grounds</p> <p>Similar consequences will result if students use while away on a school activity, in school uniform, or easily identifiable as a Mirani State High School student.</p>	<p>If a student is suspected of using a drug or being under the influence of a drug while at school the following will occur:</p> <ul style="list-style-type: none"> • The student will be brought to a Deputy • Parent/guardian will be notified as soon as practicable. • The student will be kept separated from the rest of the student body till taken home by parent/guardian. Where necessary, medical attention will be sought. • The Principal will conduct an investigation. • Police will be appropriately involved. • Students who are under the influence of drugs at school or have used drugs at school can expect to be excluded. <p>Students who are in the company of those involved in a drug related incident can expect similar consequences.</p> <p>Mirani State High Does not tolerate drug use.</p>
	<p>Any sexually explicit act</p>	<ul style="list-style-type: none"> • Students will be counselled about socially acceptable behaviour. • Parent/guardian will be informed. • Students may be suspended or excluded.

- *Drugs may include prescription drugs, alcohol, inhalants, illicit or prohibited substances and substances purported to be a drug.*
- **The involvement of police may be necessary in some of the above situations, even when not specifically indicated, if there is a real possibility of harm to others or to property, or there is associated unlawful activity, such as theft or drink/drug driving.**

Ensuring Consistent Responses to Inappropriate or Unacceptable Behaviour.

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

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

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

- In the event of a serious, one-off behaviour; or
- After consideration has been given to all other responses.

School Disciplinary Absences will be used after the unique circumstances of the situation and all other responses have been considered.

7. NETWORK OF STUDENT SUPPORT

At Mirani State High School a broad range of personnel can assist students. The support network is extensive and you don't need to feel alone.

Home Group teacher

The Home Group/Well-being teachers will get to know students quite well over twelve months. The Home Group/Well-being teacher will discuss student academic planning. If students have any class/homework/personal concerns, they should ask their teachers to assist them.

Classroom teacher

The classroom teachers will get to know students and have access to One School student information. If students have any class/homework/personal concerns, they should ask their teachers to assist them.

Head of Department

The Head of Department or Subject Area Co-ordinator has expertise especially concerning curriculum in their area. If students have concerns with specific subject issues, they can help.

Year Co-ordinator

The year co-ordinator will assist in a broad range of areas including behavioural management, personal concerns, organizational skills and so on.

Guidance Officer

A Guidance Officer is available for student/parent consultation in career, educational and personal areas. Students make appointments at school to consult the Guidance Officer during school hours. Parents may also consult the officer by telephoning the school for an appointment. The Guidance officer also case manages students recommended for exclusion. The Guidance officer can provide help in the appeal process and help a student transition if they are excluded.

Youth Support Co-ordinator

A YSC is available to assist Aboriginal and Torres Strait Islander students with information on allowances, tutoring assistance, career, educational and personal difficulties.

Youth Health nurse/Chaplain

A youth health nurse and a Chaplain are available to consult confidentially with students, staff and parents regarding emotional, physical and spiritual health of our students.

Senior Schooling Teacher Aide

The Senior Schooling teacher aide support work experience placements, part-time traineeships and TAFE courses.

Administration

The administration team (Principal and Deputy Principals) will assist students in both personal and academic areas. They are responsible for the day to day organization of the school and policy direction.

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.

Mirani SHS considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation, mental health and their emotional state
- recognising the rights of all students to:

- express opinions in an appropriate manner and at the appropriate time
- work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
- receive adjustments appropriate to their learning and/or impairment needs,

Positive Learning Centre

The Positive Learning Centre located in this district is one provision in an array of regional services that aim to provide an alternative program for some students who, at a given point in time, require intervention beyond the capacity of a mainstream classroom. A student requiring intensive behaviour support may be referred to the Positive Learning Centre if the case manager and support team believe that curriculum delivered in a different setting would be beneficial to the student. The referral goes through the reference group of the PLC. If a student is accepted into the program, the staff of the PLC work closely with the school in delivering appropriate curriculum and liaising with other government departments and community groups. The aim of the PLC is to reintegrate the student back into the school or into more appropriate learning or vocational pathways.

Referral to the PLC takes place through the Principal.

9. RELATED LEGISLATION

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. RELATED POLICIES AND PROCEDURES

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff Version 2, Implementation date 9/07/2012](#)

11. SOME RELATED RESOURCES

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)

- National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullingnoway.com.au)
- Mind Matters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)
- Code of Conduct for School Students Travelling on Buses <http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>

Endorsement


Principal


P&C Chair

Effective Date: 1 June 2016 –1 June 2017

Mirani State High School

Personal Technology Devices Policy

This policy is made in accordance with the Department of Education, Training and the Arts (DETA) policy – SMS – PR – 003: *Appropriate use of Mobile Telephones and other Electronic Equipment by Students*.

Rationale

Mirani State High School is committed to providing a school environment which maximises the educational opportunities and outcomes for all students. A safe environment is fostered for students to achieve their potential and to encourage respect for self, others and their environment.

Items banned from school

Personal technology devices such as mobile phones, MP3 players, iPods, and video cameras are not permitted on the school premises. Such devices can be disruptive to the learning environment of all students. These items are often very valuable and there is a risk of damage or theft. If such items are required for student use before or after school, they must be handed in to the school office for safe keeping during the day. Students, parents and guardians are reminded that no liability will be accepted by the school in the event of loss, damage or theft of any device unless it can be established that the loss, theft or damage resulted from the school's negligence. In special circumstances approval may be given by the principal for a student to use a mobile phone at school.

Confiscation

Personal technology devices used contrary to this policy on school premises will be confiscated by staff and may be returned to the student at the end of the day. This is supported by the Temporary Removal of Student Property by School Staff policy under a student must not bring an item to school that does not preserve a productive learning environment. Students will not be permitted to remove SIM cards before they are confiscated. For a subsequent offence, the device will be confiscated to be collected by a parent at a mutually acceptable time. If a device is kept by the school for the purposes of a disciplinary investigation, it will only be returned to the student in the presence of a parent. Devices containing evidence of criminal offences may be reported to the police. If a student fails to follow confiscation directions, this could lead to a suspension. Additionally, students who repeatedly fail to follow the Personal Technology Devices Policy may be suspended. Mobile phones or other devices capable of communication must not be taken into exams or consequences will be applied as per our Responsible Behaviour Plan.

Recording voice and images

Every member of the Mirani State High School community has a right to have their privacy protected and the right to feel safe at school. Students are encouraged to treat all members of the school community with respect and consideration. It is therefore not acceptable to record, photograph, identify or publish personal information about school staff or students. Students must not record images anywhere in the school grounds or places that recording would not reasonably be considered appropriate (eg. In change rooms, toilets or any other place where a reasonable person could expect to be afforded privacy).

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 police involvement. 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) may be subject to discipline including suspension or recommendation for exclusion.

Text communication

The sending of text messages that contain obscene language, defamatory and/or threats of violence may amount to bullying and/or harassment which will have consequences as per our Responsible Behaviour Plan and may involve police referral. This includes posts on web-sites and facebook.

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.

Tethering of phones

Students using phones to tether other electronic devices at school will be subject to consequences as per the school's Responsible Behaviour Plan

Personal Technology Devices includes, but is not limited to games devices, PDAs, Blackberrys, and/or voice recording devices, mobile telephones, iPods, MP₃ and MP₄ players and devices of a similar nature.

Personal cameras are excluded from this policy. However, students must not abuse this privilege. Consequences will be involved if the cameras are used contrary to the electronic devices policy.

Procedures for Preventing and Responding to Incidents of Bullying / Cyber-bullying

Mirani State High School strives to create a whole-school, positive and predictable environment for all students at all times of the day. School Wide Positive Behaviour Support (SWPBS) is an overriding structure that provides this. The positive and predictable 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.

A whole school approach recognizes that bullying should be tackled by the child, parents, school staff and community members in a consistent and systematic manner. Appropriate structures, policies and practices need to be in place to provide the tools for dealing with day to day incidents of bullying and harassment, and longer term preventative strategies. Anti-bullying policies must be effective in practice and need a broad base of support

There is no place for bullying at Mirani State High School, whether that be by name calling, taunting, offensive comments, physical aggression and use of technology to degrade self or others.

1. Definition of Bullying

Bullying can be defined in the following ways:

- a repetitive attack causing distress not only at the time of attack, but also by the future threat of attack
- involving an imbalance of power
- its nature may be verbal, physical, social and/or psychological:

Verbal	Physical
Name calling and putdowns, including racist remarks, teasing students with a disability, and homophobic and gender based putdowns Making threats	Hitting, punching and kicking Tripping, poking, throwing objects Theft of property
Social	Psychological
Ignoring Hiding Ostracising	Stalking Dirty looks Spreading rumours Hiding and/or damaging possessions

Minor bullying is when the harassment is not targeted and an incident occurs in the spur of the moment. The bullying is not premeditated or the victim sought out by the bully. A major incident is when targeted bullying occurs and usually is pre-meditated. An incident may be classified as major if the student bullying has already had intervention by a school staff member in relation to any prior incident. This is recidivist type behaviour and is unacceptable.

Signs that someone is the victim of bullying may include:

- fear of going to school
- lack of friends
- missing belongings
- torn clothing
- increased fearfulness and anxiety.

Tools for Responding to Day-to-day Incidents

of Bullying and Harassment

2.1 Effective Responses to Bullying Incidents

Year Coordinators able to:

- Provide initial support and collect information from students involved in a bullying/harassment issue
- Refer details of issue on to school administrators

Administrators able to:

- Provide appropriate and documented sanctions consistently
- Conduct conciliatory methods
- Provide support to change behaviour
- Refer to specialist staff/ programs

Specific steps to be taken by Year Coordinators and School Administrators outlined in more detail in Section 2.2, below.

Specialist Staff able to:

- Provide counselling to both bully and victim
- Negotiation
- Mediation

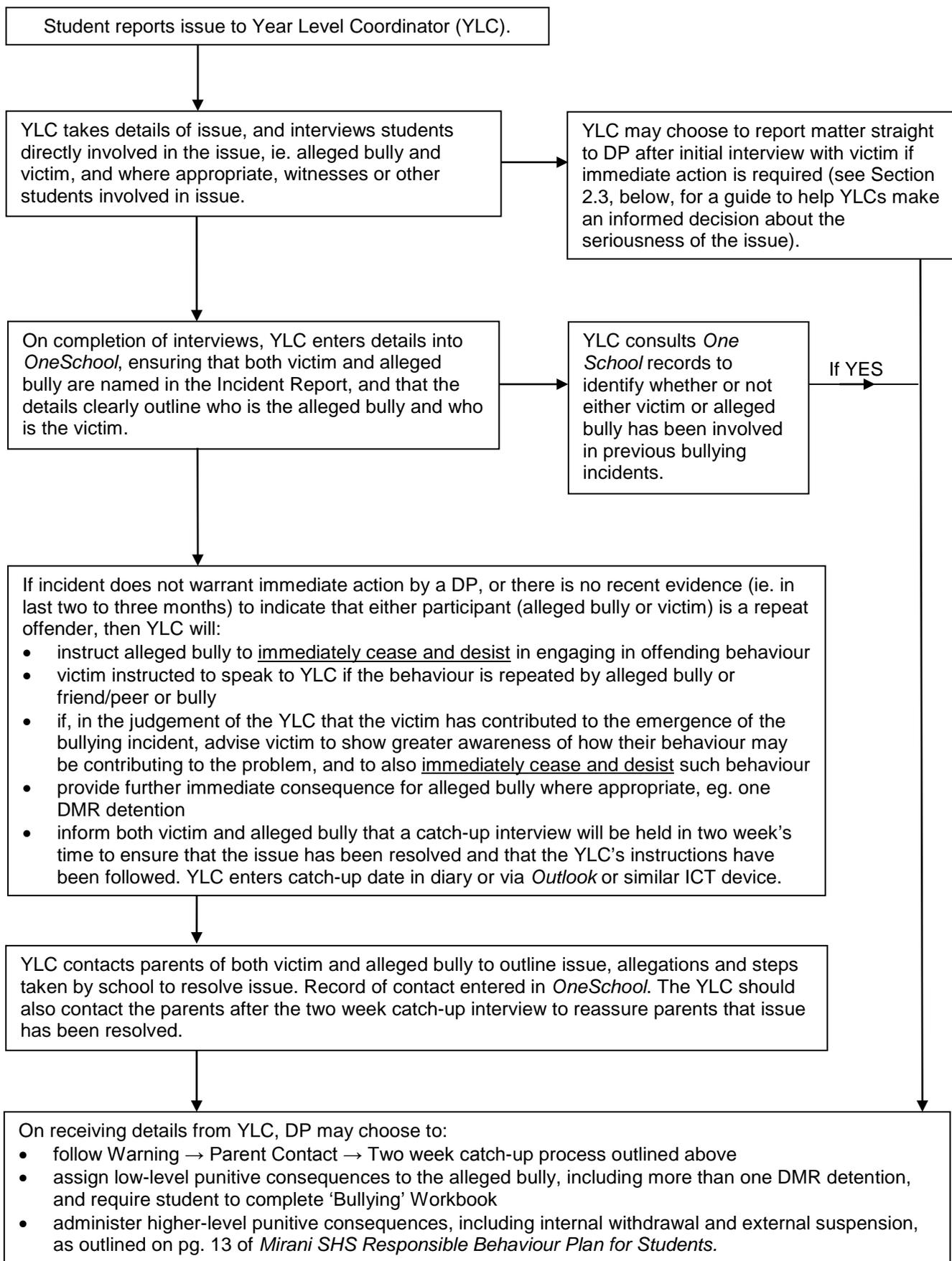
All students are familiar with:

- Effective bystander responses
- Knowledge of SWPBS
- Knowledge of support staff available

Parents supported through:

- Knowledge of school policies and procedures
- Knowledge of support staff available for assistance

2.2 Process for dealing with a complaint of bullying / cyber-bullying



For the sake of clarity, the process outlined above refers to a single alleged bully vs. single victim. Naturally the exact same process would be followed if more than one bully and/or more than one victim were involved.

2.3 Possible Consequences for Students Involved in Bullying / Cyber-Bullying/ Harassment at School

The responses outlined below are a guide only. The consequences for students involved in a bullying incident should be considered in the context of the student's whole life, family situation, mental and emotional health, intellectual ability and degree to which they may have been in control of their actions and decisions. Suggested responses are neither mutually exclusive nor in any order of priority.

	Level of involvement	Possible response or combination of responses
General Bullying Misdemeanours	1. First complaint of bullying	<ul style="list-style-type: none"> • Counselling by Year Level Coordinator, including warning to cease and desist bullying behaviour immediately • Referral to parents • One DMR detention • Student moves down to Level 4
	2. Second complaint of bullying (occurring within two to three months of last complaint) The incident may represent a major bullying incident	<ul style="list-style-type: none"> • Counselling by Deputy Principal, including warning to cease and desist bullying behaviour immediately • Series of DMR detentions, and student is to complete 'Teasing and Bullying' booklet • Student moves down to Level 5 • Counselling support provided by Guidance Officer • Student put on Notice of Suspension and parent notified of probable suspension if behaviour continues
	3. Student involved in spreading rumours/telling stories between bully and victim, with the intention of escalating the situation. The incident may represent a major bullying incident	<ul style="list-style-type: none"> • Referral to administration • Possible external suspension
	5. Student involved in cyberbullying The incident may represent a major bullying incident	<ul style="list-style-type: none"> • Same steps as for Levels 1 to 3 above • Referral to HOD (ICT) to determine whether access to school computers will be restricted, and the duration of any such restrictions • If outside of school hours, parent informed to also contact police
Serious Bullying Misdemeanours	5. Third and subsequent complaints of bullying or major bullying.	<ul style="list-style-type: none"> • Referral to administration • External suspension as per page 12 of <i>Mirani SHS Responsible Behaviour Plan for Students</i> • Counselling support provided by Guidance Officer on return from suspension • Student moves down to Level 6
	6. Vicious verbal abuse and/or physical assault of victim by bully	<ul style="list-style-type: none"> • Counselling by Administration • Referral to parents • External suspension as per page 12 of <i>Mirani SHS Responsible Behaviour Plan for Students</i> • <i>Student may be suspended with recommendation for exclusion</i> • Counselling support provided by Guidance Officer on return from suspension • Student moves down to Level 6

2.4 Recommended Steps When Investigating a Bullying Accusation

- a) Isolate students and get written accounts from both the victim and the accused (and witnesses). Interview students to ask clarifying questions.
- b) Make judgement as to whether there is any accuracy to the accusation, and whether the act constitutes bullying and/or harassment. Give instructions to cease and desist
- c) Report Incident via OneSchool. In the report, clearly indicate whether the act has been named by you as bullying, and that an instruction to has been given to not engage in any bullying or harassing behaviours with the alleged victim again.

The example below is given to indicate that the investigator should feel entitled to give such warnings and instructions even on suspicion, ie. after this specific matter was investigated there was no clear indication that the act had occurred, but given that it was the second recent time that the accusation had been made it seemed possible that something had occurred.

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Student Management | Behaviour Support | Curriculum Planning | Academic Reporting | Administration | Help

Record Incident Wizard

Record Incident **Step 3 of 6**

Witnessing Individuals

Incident Details

Behaviour Strategies

Record of Contact

Incident Summary

Incident Details *

Incident Type: Major

Investigated report that P*** had deliberately kicked J*** in retaliation to J*** calling P*** a name. Investigation identified inconsistencies in P***'s account, but no direct evidence that he had kicked J***. Warned P*** that he was acting like a bully, as this was the second report received that he was harassing J***, and was warned to stop or face further consequences.

7000 characters maximum - 6625 characters remaining

Restricted to: All Staff

- d) Ensure that “Bullying/harassment” and “Parent/Guardian Contact” and “Warning” boxes have been checked in the Categories and Strategies section of the report.

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Student Management | Behaviour Support | Curriculum Planning | Academic Reporting | Administration | Help

Record Incident Wizard

✔ Update successful.

Step 4 of 6

Record Incident

Witnessing Individuals

Incident Details

Behaviour Strategies

Record of Contact

Incident Summary

Student	Categories *	Strategies	Motivation for Beha
P	<input checked="" type="checkbox"/> Bullying/harassment <input type="checkbox"/> Defiant/threat/s to adults <input type="checkbox"/> Disruptive <input type="checkbox"/> Dress code <input type="checkbox"/> IT misconduct <input type="checkbox"/> Late	<input type="checkbox"/> Natural Consequence <input checked="" type="checkbox"/> Parental/Guardian Contact <input type="checkbox"/> Restorative Justice <input type="checkbox"/> Suspension <input checked="" type="checkbox"/> Warning <input type="checkbox"/> Warning and Moved Student	

< Previous Next >

- e) Provide a brief outline of the conversation with the parent/guardian, including reference to the fact that an instruction to cease and desist has been given, and that further consequences will follow if the act occurs again.

Record of Contact

Edit	Student Name	Date of Contact	Contact Type	Contact Details
▶	P			

Contact Details for P

Record Of Contact

Contact with *

MRS (MOTHER)
 MR (FATHER)
 P
 Other

Contact date * 27-Apr-2010

Contact type * Phone call

Staff member * Matthew Horton (HORTMA)

Initiated by * School initiated contact

Details *

Mother informed of school's concerns, and that son has been advised to stop engaging in bullying behaviour, or further consequences may be enforced.

Tasks to be completed by student

2000 characters maximum - 2000 characters remaining

Tasks to be completed by

Contact Details

MRS

Relationship MO
Home (07
Mob 04
Work (07
Work Mob 04
Email mailto:
Occupation ADM OFF
Location SEL EMP

MR

Relationship FAT
Home (07
Mob 04
Work (07
Work Mob 04
Email -

3. Longer Term Preventative Strategies

3.1 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 SWPBS practices will be maintained at all times.

This will ensure that:

- Our SWPBS 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 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 playground 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
- Mirani SHS uses SWPBS data collected to inform decision making and evaluate effectiveness of anti-bullying processes

3.2 Education

The anti-bullying procedures at Mirani State High School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgment for doing so. Lessons on bullying and how to prevent and respond to it are part of this procedure.

- Presentations on year level parades by school administration and/or Year Level Coordinators to promote awareness of issue and resolution of problems.
- Steps taken to increase student confidence and resilience, better able to cope with harassment experiences, including incorporation of *Mind Matters* programs into the curriculum and during special events, eg. end of term activity days.
- Involvement of external agencies like *Brainstorm Productions* and *Motivational Media*. Brainstorm Productions presents live performances, such as “Hurting Game”, to promote discussion about friendship, body image, teasing and peer pressure, and other relevant issues.
- Future work on attending to bullying issues at school will include investigating the inclusion of public awareness campaigns based on student-generated drama presentations and/or student role play of bullying situations, and incorporating initiatives as outlined in the *Cybersmart Cybersafety Outreach* program.

3.3 Promotion of Positive Relationships

Research suggests that the success of best practice strategies associated with positive learning and developmental outcomes in students depends on the ongoing opportunities for participation with the school curriculum and broader school community, and on the quality of relationships surrounding the students.

Our school enhances a sense of belonging, connectedness and self-worth by:

- building caring relationships by offering support, compassion, trust;
- setting high and achievable expectations by offering respect, guidance, affirmation and acknowledgment, building on the strengths of each person;

- providing opportunities for participation and contribution in school decision-making processes and in doing so, encouraging students to engage in real decision-making power and building ownership.

Positive relationships are promoted both within the classroom and via participation in school-wide activities, which build a sense of community, identity and belonging.

The following is a range of support systems that are employed by Mirani State High School to reduce bullying and harassment:

Identified personnel who provide support

- Class teacher
- Core teachers
- Year level co-ordinators
- Guidance Officer
- Chaplain
- SBYHN (school-based nurse)

Positive school ethos and practices:

- Administrators reinforce positive ethos via whole-school and year level parades, and through daily interactions with students
- SWPBS support system
- Reinforcement of positive behaviours via application of Merit and Distinction award system

Counselling and Mediation readily available:

- GO
- Year co-ordinators
- Admin
- Chaplain

Specialised Responses

- Programs which give students generalised social skills eg “Strengths” and “Drum Beat” programs
- Strategies to encourage friendship groups eg “Chappie Games” at lunch
- Students with limited/impaired social skills due to disability give specific training in one-on-one and small group settings.
- Year level or class level intervention, including Restorative Justice processes.

4. Cyberbullying

The growing role of ICT software and devices to promote and escalate bullying and harassment issues supports moves to attend to, and promote awareness of, cyberbullying. The school’s approach to cyberbullying is in the process of being formalised and incorporated into both this document and the school’s *Responsible Behaviour Plan*. In the interim, issues relating to cyberbullying will be dealt with with reference to the following policies, processes and resources:

- continual enforcement of Mirani SHS’s Personal Technology Devices Policy to limit the opportunities for students to engage in cyberbullying on school grounds
 - inclusion of *Cybersmart Cybersafety Outreach* resources in the school curriculum
- enforcement of consequences for students who engage in cyberbullying in and out of school grounds, as outlined in Section 2.3, above.

A lockdown should be initiated when a situation arises that requires the isolation (rather than evacuation) of staff and students from an identified threat.

Threats to the safety of individuals on this site include; aggressive or violent intruder, siege / hostage incident, dangerous animals, armed robbery and lightning / severe storms. A lockdown should involve the whole school campus.

PROCEDURES:

- **Reporting of Incidents:** Suspected situations should be reported to the Principal or available member of Admin immediately.
- **Establishing the Event:** Assessment of the situation will be the responsibility of the Principal in consultation with relevant authorities from Education Queensland and other agencies as appropriate.
- **Notifying Staff and Students:** In the event that a Lockdown situation is established, students and staff will be notified via a bell. The bell will sound intermittently for at least 5 minutes. A member of the admin team will notify teachers and students on the oval and a decision will be made by the administration member regarding returning to the school or using the facilities on the oval for lock down.
- **Moving Students to Safety:** At no time should staff or students try to leave, collect belongings or move away from their immediate area without instructions from Admin.
- **In Classrooms:** If the Lockdown occurs during lessons teachers should lock doors and instruct students to get down on the floor, preferably under desks. Switch lights off. Staff and student should remain as silent as possible at all times. Beware of student/s who have left the classroom. Where possible, whole buildings (external doors) should also be locked (eg. H block and D block)
- **During breaks:** Staff should help usher students into the nearest classrooms and follow the classroom procedures when all visible students have been moved to safety.
 - On oval: Move to H block classrooms
 - On basketball courts: Move to H block classrooms
 - At swimming pool: A phone call will alert the teacher in charge to remain at the pool.
- **RESPONSIBILITIES:**
- **Administration:** Assess situation. Make decision to administer lockdown procedures. Notify staff and students on the oval. Give the all clear and make sure that all buildings are notified
- **Office Staff:** Phone police; Regional Office.
- **Students:** Proceed as instructed by teachers.

- **Teachers:** In classrooms, implement lockdown immediately;
 - **During breaks,** PGD teaches and teachers in vicinity of open space usher students into rooms and implement lockdown.
-
- **SOUNDING THE 'ALL CLEAR':** Staff and students should remain 'locked-down' until notified verbally by an Admin member or a relevant agency officer (such as police or the fire department). Instruction for further action will be given at that time.

Possession of Knives at School

We can work together to keep knives out of school. At Mirani:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

- Flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- Any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined. First Offence – suspension 10 days, Second Offence exclusion
- Any student found endangering others with a weapon or threatening to will be excluded
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Mirani State High School safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

Record of out-of-school hours detention

Detention details:			
Student:	Student Name	Class:	E.g. 8B
Day:	Day	Date:	xx/xx/xx
Start Time:	xx:xx	End Time:	xx:xx
Circumstances leading to detention/reasons for detention:			
<ul style="list-style-type: none"> • Outline behaviours that warrant a detention (in line with school’s behaviour plan) • 			
Detention activity details:			
Outline all relevant details about the out-of-school hours detention. Schools need to ensure that sufficient information is given to parents about the nature of the activities that will be undertaken so that they can give informed consent to their child’s participation. This information should include:			
<ul style="list-style-type: none"> • What the student will be doing (e.g. school work, revision of school rules and policies, restorative practices, etc) • Where the student will be (classroom, office etc) • Any potential hazards (as appropriate) • Transportation (detail how the student will be getting to the activity, e.g. parent transport) • Dress code (e.g. uniform or other suitable clothing to be worn) • Other items to bring (e.g. school work, food or drink, hat) • Any information relevant to students with medical requirements (e.g. due to conditions such as diabetes, asthma, travel sickness, allergies or anaphylaxis). • 			
Staff Name:	Name	Email:	xxx@eq.edu.au
School Hours Phone:	xxxxxxxx	After School Hours Phone:	xxxxxxxx
Principal’s Authorisation:			
I have made this decision under section 276 of the <i>Education (General Provisions) Act 2006</i> .			
<input type="checkbox"/> a risk assessment has been completed and a risk management plan developed where necessary <input type="checkbox"/> parents have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur <input type="checkbox"/> parents have been consulted about suitable times for the detention to be completed within the parameters set by the school <input type="checkbox"/> parents have been informed of: <ul style="list-style-type: none"> <input type="checkbox"/> location and duration of the detention <input type="checkbox"/> their responsibility to arrange travel/supervision to and from the detention, where appropriate 			
Principal’s name: _____			

Principal's signature: _____

Date: ____/____/____

Parent's Consent:

If you consent to your child's participation in the out-of-school hours detention outlined above, please complete below and return all pages to **(contact name and address)**.

- I have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur
- I have been consulted about suitable times for the detention to be completed within the parameters set by the school
- I have been informed of:
 - the location and duration of the detention
 - my responsibility to arrange travel/supervision to and from the detention (if necessary)
- I give consent for my child, _____ (child's name in class _____ (class details), to participate in the out-of-school hours detention detailed above.

Parent's name: _____

Parent's signature: _____

Date: ____/____/____