

Springfield Central State High

Responsible Behaviour Plan for Students

January 2019 – December 2019

1. Purpose

Springfield Central State High is committed to providing a disciplined, high performing and enjoyable learning environment for students and staff. We aim to create the leaders of the future and provide students with opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The culture or climate within a school is a major factor in establishing and maintaining a high standard of behaviour and discipline. A positive ethos is based upon the quality of relationships between staff, staff and students and staff and the community. This positive ethos permeates all the school's activities and helps form a strong sense of social cohesion.

At Springfield Central State High we are committed to;
'Leading & Learning – Today & Tomorrow' through a focus on:

'Exceptional Today, Inspirational tomorrow'

Our motto is **'Scale Great Heights'** and with a strong commitment to our four core values, we know that every student can achieve this goal. Our four core values are;

RESPECT:

- For everyone's opportunity to learn
- For ourselves and how we treat others
- For school and community property / environment
- Display pride in ourselves and our school, including uniform and reputation
- Recognise and respect the differences of race, ethnic background, gender, socio-status, ability and developing abilities.

RESPONSIBILITY:

- To engage in the teaching & learning that is available
- To be punctual and ready to work
- To produce work you and the community would be proud to display.

RESILIENCE:

- To keep striving to continually improve
- To bounce back from disappointments
- To learn from our mistakes and strive for excellence.

RELATIONSHIPS:

- Between staff and/ or students that are courteous and cooperative
- Between the school and the community that will prepare students as citizens for life within and beyond SCSH
- Between community/ industry / Tertiary Institutions and the school that are positive and mutually beneficial.

Underpinning this Responsible Behaviour Plan for Students the Positive Behaviour for Learning philosophy (PBL). This is an evidence-based whole school process to improve learning outcomes for all students and uses our four core values to inform and educate students about the expectations of our school. Working in conjunction with PBL is the employment of Essential Classroom Skills Management (ESCMs) by teaching staff to emphasise the close relationship between learning, achievement and behaviour. These programs are designed to facilitate high standards of behaviour

so the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Springfield Central State High developed this plan in collaboration with our school community in Semester 2 2017. Reviews have occurred in 2014 - 2018 with the school, P&C and Local Consultative Committee involved. The school reviewed the plan again in October 2017 for the commencement of the 2018 school year.

The plan was endorsed by the Principal, the P&C Association, the Strategic Leadership Team in November 2017, and will be reviewed in the middle of 2018 as required in legislation.

3. Learning and behaviour statement

Behaviour Management is at the core of business for all teachers. Effective Teaching and Learning will not take place unless a safe, positive and productive learning environment based on principles of consistency, fairness and engagement is evident.

This starts in the classroom, with each and every individual student. At Springfield Central State High we believe there are five conditions for quality learning outcomes:

1. *There must be a warm, disciplined, safe and supportive classroom environment* where students and teachers develop positive relationships.
2. *Students should actively engage in the work provided for them by their teachers.* Students should seek to understand how learning material will be of benefit to them. That is not to say it must always be of immediate practical use, but at times of some future aesthetic, intellectual, artistic or social use.
3. *Students are always asked to do the best they can.* The teacher's role is to facilitate this behaviour. Students should feedback from their teacher to improve their learning.
4. *Students are asked to evaluate their own work and improve it.* It is our belief that all students can be taught to be self-regulated, self-directed learners.
5. *Quality work should feel good.* Recognition and encouragement should be given to those students who have done their best.

At Springfield Central State High we strive to produce students who have:

◆ Knowledge and skills for active and informed citizenship in local and global communities.	◆ Knowledge and skills for responsible and equitable participation in family, community and the workplace.
◆ Respect for the environment	◆ Commitment to lifelong learning.
◆ Respect for social and cultural diversity.	◆ Respect for democracy.
◆ Knowledge and skills to participate in decisions about emerging social, cultural and economic concerns.	◆ Skills to contribute to ongoing human rights development at local, national and global levels.
◆ Skills to make decisions in matters of morality, ethics, and social justice.	◆ Skills to be socially and vocationally adaptive in a rapidly changing national and global environment.

This *background* is exemplified by Springfield Central State High's four core values:

- **Respect** ■ **Responsibility** ■ **Resilience** ■ **Relationships**

By providing students with learning opportunities that strive to maximise learning outcomes, we aim for all SCSH students to be active citizens, who take responsibility for their own learning, in their ever-changing life roles as family, community and workforce members.

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

We maintain that when parents enroll their students into our school they enter into a partnership with the school. This partnership is based upon shared responsibility and mutual respect and an understanding that a safe school environment exists. We aim to develop partnerships with parents such that the school environment is both productive and harmonious. The partnership must strive to create in the students an understanding of the values and ethics within our community and the wider community to build socially responsible, life-long learners.

SCSH has developed a system of rewarding positive behavior to recognize students following the four core values within the school.

Roles:

*At Springfield Central 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 Springfield Central 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 Springfield Central 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

Springfield Central State High has a number of effective processes and programs to create a positive school culture. Our total school management plan reflects each members' level of responsibility for students.

SCSH Administration, staff and Support Team include:

Principal, Deputy Principals, Junior/Middle/Senior Secondary Heads of Department, Heads of Department, HOSES, Year Coordinators, CARE Teachers, Classroom Teachers, Support Staff (Guidance Officers, Advisory Visiting Teachers, Youth Support Workers and School Based School Nurse and Transition Officer).

Whole School Proactive and Preventative Programs / Strategies

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Springfield Central State High we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. We communicate behavioural expectations under the pillars of our 4 Core Values – Respect, Responsibility, Resilience and Relationships.

Our Core Values – What We Believe and Live Every Day!

Expectation	All Areas	Classroom	School Grounds	Amenities	To/from school	Parade	Cyber World
RESPECT	<ul style="list-style-type: none"> I have courteous conversations (TRUE, KIND and NECESSARY) and use appropriate manners and language. I consider how my actions may affect others (STOP, THINK, and DO). I raise my hand and am quiet when a staff member raises their hand. 	<ul style="list-style-type: none"> I line up with my class in two straight lines, enter the room quietly, stand behind my assigned chair and I sit after being instructed. I listen quietly when the teacher or another student is speaking. 	<ul style="list-style-type: none"> I make room for others by staying left, in busy places in the school. I consider other people's boundaries. During class time, I walk quietly around school. 	<ul style="list-style-type: none"> I am polite when dealing with all staff. 	<ul style="list-style-type: none"> I wear my uniform correctly at all times. I interact with members of the community in an appropriate manner. When waiting for the bus I follow instructions and line up in two straight lines. 	<ul style="list-style-type: none"> I stand appropriately for the National Anthem and school song. I clap appropriately when required. 	<ul style="list-style-type: none"> I only post things that are TRUE, KIND and NECESSARY.
RESPONSIBILITY	<ul style="list-style-type: none"> I keep the school tidy at all times and place rubbish in the bins provided. I follow the mobile phone and electronic device and ICT policies. 	<ul style="list-style-type: none"> I arrive to class on time, all the time. I always have the correct equipment prepared for every class. I remain on task during the lesson. I enter my homework into my diary, stand behind my chair and do 1m scan before leaving. I hand in my drafts and final copies on time every time. 	<ul style="list-style-type: none"> I stay/sit in appropriate places at all times and move in a safe manner around the school. I am only in a classroom when supervised by a staff member. I wear my hat when in the sun. I only play large ball (bigger than a handball) games on the oval/courts. 	<ul style="list-style-type: none"> I place my bag in the bag area before lining up. I follow the requests of the tuckshop staff. 	<ul style="list-style-type: none"> I use bike/pedestrian pathways and follow the road rules. If I am late to school, I will sign in correctly. 	<ul style="list-style-type: none"> I sit with my correct class. 	<ul style="list-style-type: none"> I report any concerns through STYMIE or other appropriate avenues.
RELATIONSHIPS	<ul style="list-style-type: none"> I am a supportive friend. I make others feel welcome into my group at school. If I have an issue/problem, I speak to a teacher to try to resolve the problem. I keep my hands and feet to myself. 	<ul style="list-style-type: none"> I co-operate and follow teacher instructions. I work well with others regardless of friendships. 	<ul style="list-style-type: none"> When asked by staff members I give my correct name. I consider the safety of others. 		<ul style="list-style-type: none"> I behave in a mature and safe manner. 	<ul style="list-style-type: none"> I support all members of the school community on parade. 	<ul style="list-style-type: none"> I use appropriate language and salutations in school communication.
RESILIENCE	<ul style="list-style-type: none"> I learn from mistakes to improve myself. I endeavour to maintain my attendance rate at or above 95%. I follow the no opt outs policy. I work to solve my problems in a mature manner. 	<ul style="list-style-type: none"> I improve my grades in class through persistence. I ask the teacher questions and take on feedback for improvement. I always produce my best work. 	<ul style="list-style-type: none"> When another student is doing something, I don't like I tell them assertively to stop. If student/s are continually not being true, kind or necessary I report it. 	<ul style="list-style-type: none"> I wait patiently for my turn. 		<ul style="list-style-type: none"> I stay focussed and listen. 	

To complement our student expectations we have in place the following proactive / preventative behaviour management strategies.

Table: Whole School Proactive and Preventative Programs / Strategies

Attendance	Extended Learning / Alternative Pathways	CARE Philosophy	Achievement
<ul style="list-style-type: none"> • Student Absenteeism Policy • Year Coordinators and attendance officers monitoring of attendance. • Parental communication to request explanation of absences • Case management of at risk students 	<ul style="list-style-type: none"> • Work Experience • School based apprenticeships and traineeships • Active involvement in academic competitions • Cultural and sporting activities • Magna Program • Go For Gold Program • Mater Program • Links with tertiary providers (incl USQ) • Transition pathways 	<ul style="list-style-type: none"> • Leadership programs / camps • Year level camps / excursions • Wellbeing classes based on health and personal development programs • Daily CARE Meetings • Religious Education programs (as applicable) • Bully Busters • Student Mentors • Rock & water 	<ul style="list-style-type: none"> • Bookwork Expectations • Celebration Parades • Awards Night • Sports Awards • Rewards Program • Academic coaching • Student Case management

Targeted Behaviour Support

For students who have challenging behaviours and are at risk of disengaging from school, we provide the following opportunities for support.

Behaviour Monitoring Cards - the HOD or Deputy Principal / Principal place students who are demonstrating low-level to medium-level challenging behaviours on a Behaviour Monitoring Card. These cards are monitored by the appropriate support person and have consequences attached to inappropriate behaviours. Behaviour Monitoring Cards are completed in consultation with the relevant parent / caregiver.

Risk Management Plans - Students who demonstrate high level or potentially unsafe behaviours are placed on an Individual Risk Assessment Plan, developed in full consultation with parents / caregivers.

Attendance Officer – Student absences will be monitored by the SCSH Attendance Officer. This will involve managing daily roll marking and maintenance of attendance records – please refer to the Attendance Procedure Flow Chart – Appendix 1.

Home Visits – Students with prolonged absence due to an anxiety may be visited at home by Guidance Officer/, Deputy Principal or Principal.

Counselling – The Guidance Officer is available by appointment for any student and/or parent. At times, students will be referred to the Guidance Officer for ongoing counseling and support.

Youth Support Coordinator – The YSC is involved in student welfare and wellbeing by referral through the Guidance Officer. The YSC will work closely and collaboratively with the wellbeing team to advocate for students and to ensure their success.

AVT Behaviour– The advisory visiting teacher will work with teaching staff to address student behaviour in class. The AVT does not work directly with students but will be present in classes to observe student behaviour and student and teacher interactions. The AVT will then provide guidance to the relevant support person on improving student behaviour and outcomes.

Targeted Support Programs: SCSH employ a range of programs to support students in behavior choices. Programs students may engage in include Rock and Water, RAP, Bully Busters and Zones of Regulation.

Intensive behaviour support

This level of support is offered to a small group of students who have highly challenging behaviours and have disengaged from school. They require specialised, intensive support. Our strategy consists of Support Services including the Guidance Officer, Year Coordinator, School Based Youth Health Nurse (SBYHN), Advisory Visiting Teachers (AVT's) and the parents / guardians of the student. Information is collated and shared amongst the members of this team to devise a re-engagement plan. The plan is shared with the student and modified where necessary. Regular meetings with the student and the case management team are established and monitoring continues until improvement is made.

Other strategies in place at Springfield Central State High include:

Referral to Guidance Officer - Students requiring further support may receive a referral to the Guidance Officer. The Guidance Officer role encompasses:

- providing information and modification on behavioural difficulties and its educational implications to the curriculum and physical environment
- assisting teachers to implement programs and modifications to curriculum or environment
- providing information on programs for students with behavioural difficulties
- implementing specific programs developed by other specialist support staff
- referring students when necessary to appropriate school support services
- participating in individual education planning (IEPs)
- assisting in transition planning for behavioural students (primary to secondary, and secondary to post school options)
- liaising with the school, community, government and community agencies relating to the coordination of services for students with behavioural difficulties. The Guidance Officer may be required to participate in multidisciplinary teams, school committees and liaise with organisations and agencies such as Youth and Family Services.

Negotiated Education Plans (NEP) - Students who demonstrate high level or potentially unsafe behaviours are placed on an Negotiated Education Assessment plan, developed in full consultation with parents / caregivers, the Guidance Officer and other relevant external personnel (E.g.: Clinical Psychologist)

5. Consequences for unacceptable behaviour

Springfield Central State High makes systematic efforts to pro-actively address student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. 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. All behaviour incidents (from minor to major) are recorded in OneSchool (Education Queensland's reporting database).

A Note about the Flowchart

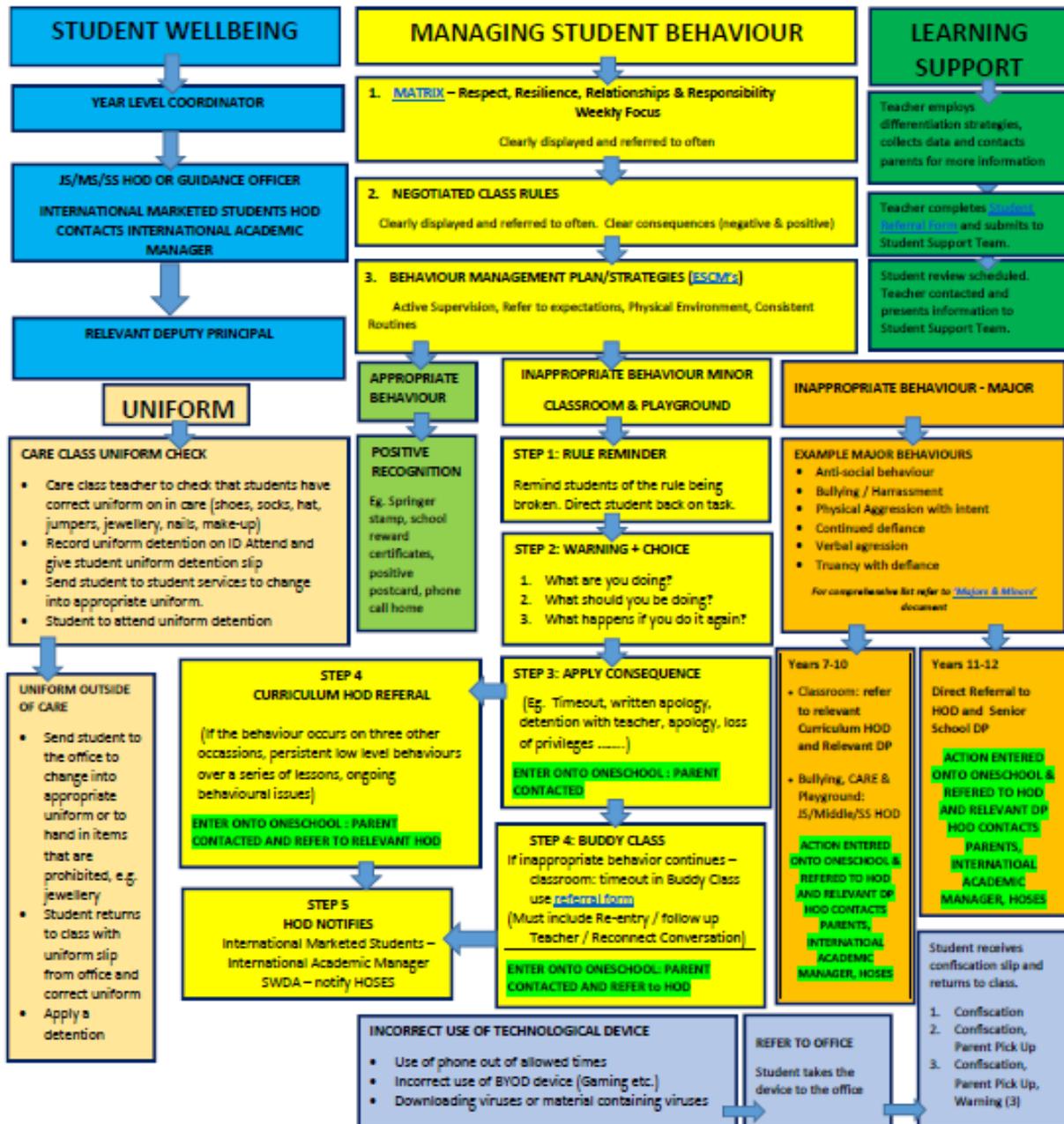
The flowchart is a guide only, although it should only be ignored in exceptional individual circumstances. Students who display 'High' Level inappropriate behaviour will be referred immediately to administration and have consequences enforced accordingly.

The possession of weapons (including knives or any other item that could be considered a weapon) at school, on the way to or from school or in uniform is of the most serious nature. Please see Appendix 2.

6. SCSHS BEHAVIOUR MANAGEMENT FLOW CHARTS



STUDENT REFERRAL PROCESS



Time out with Buddy Class is a strategy implemented to support the delivery of the ESCMs within the classroom environment. This strategy allows teaching staff to remove consistently disruptive students from the classroom to ensure maximum focus on lesson delivery.

Minor and Major Behaviours:

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the inappropriate behaviour, such as a complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, temporary removal of property, apology, restitution or detention
- A re-direction process where a staff member takes the student aside and:
 - Names the behaviour that the student is displaying
 - Asks student to name expected school behaviour
 - States and explains expected school behaviour if necessary
 - Gives positive verbal acknowledgement for expected school behaviour

These are recorded as minor behaviours on OneSchool

Examples of Low Levels of Unacceptable Behaviour & Possible Responses

Inappropriate Behaviours - Minor

This list is not exhaustive.

Bullying and Harassment

- Hiding, unintentionally damaging or destroying property belonging to someone else
- Playing tricks, pranks or stunts.

Defiant/threat/s to adults

- Yelling at an adult
- Inappropriate verbal reaction or response
- Ignoring a teacher's directions
- Inappropriate non- verbal reactions

Disruptive

- Low intensity but inappropriate interference that takes away from the learning environment but does not result in physical harm to self or others. Some examples include:
 - Inappropriate, non-related comments
 - Off task behaviour
 - Deliberate repeated noise – e.g. tapping pencils, whistling, humming, singing
 - Throwing objects e.g. wads of paper
 - Playing with toys/objects
 - Calling out without permission

Dress Code:

- Incorrectly wearing the uniform

IT Misconduct

- Minor violations of ICT Policy (e.g. sharing of passwords etc.)
- Using BYOD in incorrect setting/location
- Listening to music in class on device
- Inappropriate gaming
- Use of electronic equipment after the technology bell (8:45) and 3:00pm

Late

- Unapproved absence less than 10 minutes

Lying/Cheating

- Giving a false name to staff
- Lying to staff

Misconduct involving object

- Distraction from learning
- Misuse of classroom equipment
- Throwing small objects
- Littering

Non-compliant with routine

- Moving around teaching area without permission
- Not bringing materials to class

Inappropriate Behaviours - Minor

- Failing to attend detention
- Out of Bounds
- Refusal to follow classroom routines e.g. lining up, stand behind desks
- Disruption on parade

Prohibited Items

- Toys and stationery that are distracting to learning and/or are banned from the class.
- Gum
- Aerosol cans

Refusal to participate in program of instruction

- Failing to complete homework
- Unsatisfactory effort in class

Truant/skip class

- Truancy

Verbal Misconduct

- Persistent talking in class
- Swearing (not directed at others)

Possible Responses

This list is not exhaustive and 1 or more responses may be applied depending on the situation.

- Building/grounds improvement.
- Classroom behaviour contract
- Confiscation of electronic device
- Detention/After School Detentions
- Involvement of support personnel
- Isolation within the classroom
- Loss of privileges e.g. break times
- Monitoring cards during break times
- Parents/guardians notification
- Referral to office as per digital devices policy
- Removal from the room to another teacher's supervision
- Restitution
- Restorative Justice
- Student completes 'Reflection Sheet'
- Teacher monitoring cards / charts
- Variation of seating within the classroom
- Verbal/written apologies
- Withdrawal from class/activity.

Major behaviours are those that:

- Significantly violate the rights of others
- Put others/self at risk of harm
- Constitute misconduct, disobedience, conduct prejudicial to the good order and management of the school.

Major behaviours result in referrals via OneSchool to curriculum HODs, Jnr/Middle/Snr Secondary HODs or Year Level Deputy because of their seriousness.

Examples of High Levels of Unacceptable Behaviour & Possible Responses

<i>Inappropriate Behaviours - Major</i>
<p><i>This list is not exhaustive.</i></p> <p>Bullying and Harassment</p> <p>Student communicates disrespectful messages (verbal or gestures) to another person that includes:</p> <ul style="list-style-type: none">• threats or intimidation• obscene gestures• Disrespectful messages include negative comments based on race, religion, ethnicity, disabilities or other personal matters. <ul style="list-style-type: none">• Deliberately damaging or destroying property belonging to someone else• Repeatedly playing tricks, pranks or stunts.• Making someone give money, food or other property against their will.• Name-calling, using offensive, hurtful or abusive language, making comments the other person finds offensive.• Cyberbullying including Inappropriate use of SMS, email or use of public internet pages, social media• Putting others down, spreading rumours.• Writing offensive messages or emails about or to someone.• Racist Language• Sexual Harassment e.g. dacking, deliberate touching of genitals e.g sack whacking <p>Defiant/threat/s to adults</p> <ul style="list-style-type: none">• Acting in a threatening manner physically/verbally to staff• Persistent repeated refusal to follow reasonable instructions• Persistent deliberate disobedience of a teacher's directions• Persistent disobedience and refusal to allow others to participate in learning. <p>Disruptive</p> <ul style="list-style-type: none">• Persistent Interfering with other's rights to learn• Persistent calling out or yelling• Sustained loud talking• Sustained out of seat behaviour• Interrupting the learning of other classes when out of class• Repeated low intensity behaviours <p>Dress Code:</p> <ul style="list-style-type: none">• Repeated non-compliance of attendance of the Uniform Intervention room <p>IT Misconduct</p> <p>Misuse of the Internet. Sites which will not be accessed at this school are those that:</p> <ul style="list-style-type: none">• Display erotic, pornographic or sexually suggestive material.• Display violent material.• Display pictures or script that promotes racist actions or thoughts.• Display or instruct people in the use of harmful materials (e.g. drugs, weapons, explosives, etc.)• Students download viruses or materials containing viruses.• Include access to social media or networking.• Photographing/videoing students/staff without permission• Posting comments/images online that negatively impact the school and its reputation• Repeated referral of BYOD device to admin per Personal Devices Policy• Damage school equipment

Inappropriate Behaviours - Major

- Students download viruses or materials containing viruses.
- Persistent use of electronic equipment after the technology bell (8:45) and 3:00pm (>3 violations)
- Refusal to take device to office when instructed.

Late

- Unapproved >10 mins

Lying/Cheating

- Cheating
- Plagiarism
- Misleading an investigation

Misconduct involving object

- Misconduct with object causing students or staff to be placed in danger
- Damaging property with intent
- Throwing objects that could potentially cause damage or harm
- Climbing structures to an unsafe height

Non-compliant with routine

- Continual refusal to comply with the school's Responsible Behaviour Plan
- Persistent refusal to follow classroom routines and staff instructions e.g. lining up, stand behind desks
- Persistent failure to attend or stay in detention
- Out of bounds more than 3 times

Physical misconduct

- Physical assault (fighting) staff or students.
- Hitting, kicking, punching, pushing, tripping, flicking, shoving, spitting, throwing objects, biological or organic matter
- Inappropriate intimacy

Property misconduct

- Deliberate damage of school or the property of others
- Graffiti
- Theft
- Vandalism

Refusal to participate in program of instruction

- Repeated refusal to complete set tasks
- Non submission of assessment by due dates without reasonable explanation

Threat/s to others

- Acting in a threatening manner physically/verbally to students
- Dangerous, careless and/or threatening actions at school or while travelling to and from school

Truant/skip class

- Repeated truancy
- Off school premises without permission

Verbal Misconduct

- Continual obscene language (not directed at staff member)
- Abusive/Obscene language directed toward staff member
- Abusive/Obscene language in communication with a staff member

Possible Responses

This list is not exhaustive and 1 or more responses may be applied depending on the situation.

- Alternative program
- Behaviour Monitoring Program
- Bully Busters program
- Cancellation of enrolment
- Case management
- Counselling (internal/external agencies)
- Detention/After School Detentions
- HOD interview
- Individual Behaviour Plan
- Loss of break time
- Monitoring cards
- Parents/Guardians notified/meeting
- Restitution.
- Restorative Justice
- Suspension
- Targeted support programs
- Verbal/written apology
- Withdrawal/ Internal suspension

Examples of High Levels of Unacceptable Behaviour & Possible Responses

Inappropriate Behaviours

This list is not exhaustive.

Recorded in OneSchool as

Major:

High (Disobedience, Misconduct and/or conduct prejudicial to the good order and management of the school)

- Conduct prejudicial to the good order and management of the school (NB. This includes incidents that occur outside of school grounds, school times and/or via social internet/ multimedia, that negatively affect the good order, management and reputation of the school in a significant manner)
- Continual refusal to comply with the school's Behaviour Management Policy
- Failure to comply with the requirements of the area of study currently undertaken
- Bringing the school, staff or other students into disrepute through internet social networking sites, online media or texting inappropriate words / image/ sounds.

High Level - Major (Illegal Actions)

- Theft
- Physical assault of staff/students
- Sexual Harassment

Prohibited items

- Possession and/or use of weapons (or replica weapons, laser pointers) to intimidate, threaten or harass others.

Substance misconduct involving illicit substance

- Selling/ possessing/ consumption of illegal drugs and/or synthetic drugs
- Possession of implements for use with illegal drugs
- Consumption/ possession/ selling of alcohol

Substance misconduct involving tobacco and other legal substances

- Consumption/ possession/ selling of alcohol
- Smoking/ selling/ possession of cigarettes/e-cigarettes (or similar) or implements for the use of tobacco

Possible Responses

This list is not exhaustive and 1 or more responses may be applied depending on the situation.

- Administration interview
- After School Detentions
- Alternative program
- Behaviour Improvement Condition
- Behaviour Monitoring Program
- Cancellation of enrolment
- Counselling (internal/external agencies)
- Exclusion
- Individual Behaviour Plan
- Parents/Guardians notified/meeting
- Police notified
- Restitution
- Suspension
- Verbal/written apology

Note: If the incident constitutes a serious criminal offence on school grounds, **in an emergency** the principal contacts Police immediately by telephone and follows up using SP-4: Report of Suspected Harm or Risk of Harm form

Note Please:

For behaviour that is so serious that suspension is inadequate to deal with the behaviour

1. Principals will make determinations on what they contest has reasonably occurred based around the balance of probabilities from the evidence gathered.
2. Principals have the right to exclude a student on the following grounds;
 - Disobedience and/or
 - Misconduct and/or
 - Other conduct prejudicial to the good order and management of the school
 - Student's contravention of a Discipline Improvement Plan (DIP)

Bullying and Cyberbullying

Bullying is a deliberate act to repeatedly hurt someone physically, verbally or psychologically. Bullying is an issue of power. Bullying behaviours at school may include:

- Hitting, kicking, punching, pushing, tripping, flicking, shoving, spitting, throwing objects, sexual abuse.
- Hiding, damaging or destroying property belonging to someone else or playing tricks, pranks or stunts.
- Making someone give money, food or other property against their will.
- Non-physical: Threatening any of the above physical behaviours. Threatening to 'get' someone or singling out someone or unfair treatment.
- Name-calling, using offensive, hurtful or abusive language, making comments the other person finds offensive.
- Inappropriate use of SMS, email or use of public internet pages, social media
- Putting others down, spreading rumours.
- Repeatedly giving hurtful looks, rude gestures or making faces at someone. Yelling, slamming doors, windows or throwing objects at or in response to someone.
- Leaving someone out of a group or process on purpose.
- Writing offensive messages or emails about or to someone.

What does Springfield Central State High do to prevent bullying?

- SCSH makes reference to aspects of bullying within the curriculum and the wellbeing program.
- There is ongoing explanation and discussion of our bullying policy with students
- Monitoring of the teaching and learning environment by teachers and administration both inside and outside the classroom
- Collection and analysis of relevant student behavioural data

What to do if you are bullied:

At SCSH, it is your right and responsibility to report bullying, whether it happens to you or to someone else. If it occurs, the following action should be taken by you and/or your parents:

Report it now!

Tell the whole story– including anything that you may have done before or after the event. Remember that the bullying will continue if those responsible think they can get away with their behaviour.

STYMIE:

Stymie allows bystanders to send anonymous notifications to SCSH, about someone who they believe is being bullied or harmed. SCSH receives the Stymie Notifications in the form of an email alert. The notifications are encrypted, anonymous and confidential.

At SCSH, the process is clear:

If you are involved in any kind of bullying either as a victim or a perpetrator – you may undertake a support program. This is a written course that helps support victims of bullying and requires the bully to reflect on their behaviour and then sign a contract saying they know what bullying is and they will NOT do it again. These are medium level behaviours and possible consequences include withdrawal and suspension. If bullying behaviour is ongoing and persistent (despite intervention and support) it may be considered conduct that is prejudicial to the good order and management of the school, then the Principal may determine that the behaviour is so serious that external suspension is inadequate and will consider exclusion.

Cyberbullying:

Cyberbullying is when one student is targeted by another through the use of digital technology, mobile communication devices or through the internet. The aim of this targeting may be harassment, stalking, threats or other forms of harmful behaviour.

Cyberbullying takes many forms and may involve the use of websites, mobile phones, chat rooms, email, SMS and the uploading of pictures or video. It could involve the sending of threatening messages, communicating false pretences, forwarding of other students' private communication, establishment of websites designed to humiliate or the posting of humiliating messages or pictures.

Consequences of cyberbullying are the same as those for bullying.

The Use of Digital and Electronic Devices

Springfield Central State High School wishes to discourage students in bringing digital and electronic devices to school on the grounds that they are valuable and may be lost, stolen, broken and that they can be disruptive to teaching and learning. However, the school recognises that some students require access to a mobile phone for safety reasons when going to and from school.

Between 8:45am and 3:00pm mobile phones and electronic devices may be in the possession of students but must be turned off and out of sight. Students have the option to store their devices in their school bags, student lockers or at Student Services. The school supports student compliance through an alert via the school bell system.

Mobile phones and electronic devices are not permitted to be used for any purpose 8:45am and 3:00pm on school days. This includes attendance at off campus activities such as: sports days, camps and excursions.

Students have access to a secure storage facility each morning before school through Student Services. Students may deposit their mobile phones and/ or electronic devices prior to the commencement of the school day and collect them after the final bell in the afternoon. For students arriving late to school the Front Office provides a similar facility.

Misuse of a mobile phone or electronic device, especially those with an integrated camera or video capability, may lead to a Child Protection and Privacy issue with regard to inappropriate capture/use/distribution of images/information.

Parent to student contact during the school day is managed via the School Administration. This negates the need for students to make or receive phone calls directly. If a student needs to contact a parent/guardian a call may be facilitated through the front office.

Any use of mobile phones/ electronic device use within curriculum classes is with the express permission of the relevant Head of Department and member of Administration, and must support the learning of the students. In such circumstances, if a device is used for any purpose other than that outlined by the Head of Department or member of Administration, the device will be required to be handed into the School Administration Office and confiscated. The student will be subject to the relevant process dependent on the number of previous offences regarding mobile phone/ electronic device use. If a mobile phone or electronic device has been confiscated, and is in the possession of

the School Administration, the relevant student will not be permitted to have the device released for use in a curriculum class. The relevant classroom teacher will be required to find an alternative option to enable the student to engage with the curriculum if they are not able to utilise their device, due to confiscation.

There are steps for students who are found to violate the school's expectations for digital and electronic devices:

First Offence

- Staff member directs student to submit the device to the Administration Office.
- Office Administration staff log the confiscation on ID Attend and places details on OneSchool.
- As it is the first offence, the Office Administration contact parent/ guardian by phone (text and email) to explain that the equipment has been confiscated and it is a first offence.
- Correspondence will explain that the school will hold onto the device until the end of the day as a consequence of a poor choice.
- Correspondence will explain that if there is a second offence then the relevant sub-school Head of Department will be in contact regarding further consequences.
- Office administration staff log parent/ guardian contact on OneSchool.
- NB. If a parent/ guardian disagrees with the matter, concerns should be immediately referred to the relevant Year Level Deputy.

Second Offence

- Staff member directs student to submit the device to the administration office.
- Office administration logs the confiscation on ID Attend and places details on OneSchool.
- As it a second offence, the office administration staff report the confiscation to the appropriate sub-school Head of Department.
- Office Administration staff records this second offence on OneSchool ensuring it is recorded as a second offence. The contact is referred to the relevant sub-school Head of Department.
- The appropriate sub-school Head of Department will contact parent/ guardian by phone (email or text, if unable to contact via phone) to explain that the equipment has been confiscated and it is a second offence.
- The appropriate sub-school Head of Department explains that the school will hold onto the equipment until the end of the week or have it picked up by a parents as soon as is convenient as a consequence of a poor choice again by the relevant student.
- The appropriate sub-school Head of Department also explain that if there is a third offence then there is a stronger consequence as linked with the SCSHS RBP.

Third (or subsequent) Offence

- Staff member directs student to submit the device to the administration office.
- Office administration logs the confiscation on ID Attend and places details on OneSchool.
- As it a third (or subsequent) offence, the office administration staff report the confiscation to the appropriate DP or the Principal.
- Office Administration staff records this third offence on OneSchool ensuring it is recorded as a third offence. OneSchool contact is referred to the relevant DP. The student meets with DP to discuss the mobile policy.
- The DP contact parent/ guardian by phone (email if phone attempts are unsuccessful) to explain that the equipment has been confiscated and it is a third (or subsequent) offence.
- The DP advises the parent/ guardian of the consequences and completes appropriate paperwork.
- DP explains that the school will hold on to hold onto the equipment until the end of the week or have it picked up by a parents as soon as is convenient as a consequence of a continued poor choice.
- DP also explain that if there are further offences then further consequences will be enacted and a meeting with parents may be required to resolve the issue/s.

Internet Use

Students who use the Internet at school must be responsible in the choice of material they access. The school directly teaches students the importance of managing internet use to protect themselves and their friends from potential harm within the ICT program. The signed internet agreement form at enrolment outlines appropriate behaviours. The school actively engages with internet safety experts to speak with students, including members of the Queensland Police force, as required.

Sites which will not be accessed at this school are those that:

- Display erotic, pornographic or sexually suggestive material.
- Display violent material.
- Display pictures or script that promotes racist actions or thoughts.
- Display or instruct people in the use of harmful materials (e.g. Drugs, weapons, explosives, etc.)
- Allow students to download viruses or materials containing viruses.
- Include access to social media or networking.

Inappropriate use of the Internet and email system will incur serious consequences:

- Parents will be contacted.
- Students will be denied access to the Internet for a period of up to six months.
- Students will be placed on a behaviour contract for that class.
- A repeat offence could lead to a suspension
- Students found deliberately putting viruses on school computers will be charged the costs incurred in cleaning the computers and will be suspended, with the possibility of exclusion depending on the seriousness of the offence.
- It is inappropriate to use any electronic device to up or download images of school personnel, students, facilities or activities to any electronic site that can be perceived as portraying the school, facilities, individuals or activities in a negative light.

7. Emergency responses or critical incidents

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.

Responding to emergency situations / critical incidents involving severe problem behaviour:

Basic Defusing Strategies	Physical Intervention
<ul style="list-style-type: none"> • Avoid escalating the problem behaviour • Maintain calmness, respect and detachment • Approach the student in a non-threatening manner • Follow through • Follow up strategies 	<p>Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:</p> <ul style="list-style-type: none"> • 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 • Causing or at risk of causing serious property damage. <p>Appropriate physical intervention may be used to ensure that Springfield Central State High'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.</p>

It is critical that the school maintain clear records of behaviours which require critical intervention as well as records of students with Risk Management Plans.

8. School Representative Policy

This policy outlines expectations for students to maintain eligibility to participate in extracurricular school related activities. Representing our school is a privilege earned by our students who embody our four core values – Respect, Responsibility, Resilience, and Relationships and the principles of our Positive Behaviour for Learning (PBL) program. Students demonstrate these principles through their commitment to their studies, attendance at school and their adherence to school policies and procedures. We believe that it is important to set high expectations of students in relation to academic effort, personal presentation, attendance and behaviour in order for us to uphold our high expectations and to ensure every student has the best chance of success.

Students who fall into the following categories will be notified in writing of their ineligibility to participate in extra- curricular activities and/or school representation:

- If they are awarded Needs Attention (N) and/or Unsatisfactory (U) in effort and/or behaviour from more than one teacher on their academic report – based on previous term’s academic report
- Received a school disciplinary action, suspension and/or 3 or more behaviour reports– reviewed at beginning of each term and/or as required during term by Junior/Senior School HOD
- Attendance drops to below 95% (explained absences with reasonable explanations are not included in this data) - based on previous term’s data
- Truanted any lessons or school days (unauthorised absences)
- Constant uniform breaches and continually challenge the SCSHS Dress Code
- Does not have financial membership of Student Resource Scheme and/or have outstanding debts
- Has opted out of Student Resource Scheme and not providing evidence of all required resources.

9. Network of Student Support

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

- Administration Staff
- Advisory Visiting Teachers
- ATSI Coordinator
- Community Liaison Officer
- Defence Transition Officer
- Guidance Officer
- Heads of Department
- House Coordinators
- Parents
- School Adopt A Cop
- School Based Youth Health Nurse
- Teacher Aides
- Teachers
- Transition Officer
- Year Coordinators
- Youth Support Coordinator

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

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

10. Consideration of individual circumstances

Springfield Central State High 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 and equitable consequences for infringement of the behaviour code ranging from the least intrusive sanctions to the most stringent

- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state

11. 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](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

12. Related policies

- [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](#)

13. Some related resources

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

Endorsement

NB. Copy of original signed version is available upon request from the Principal.

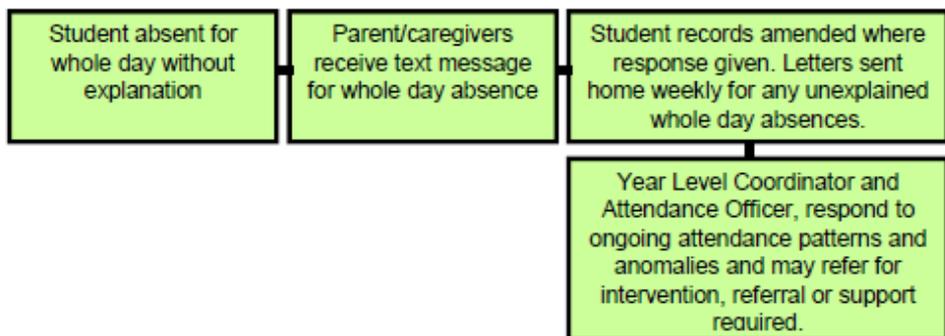
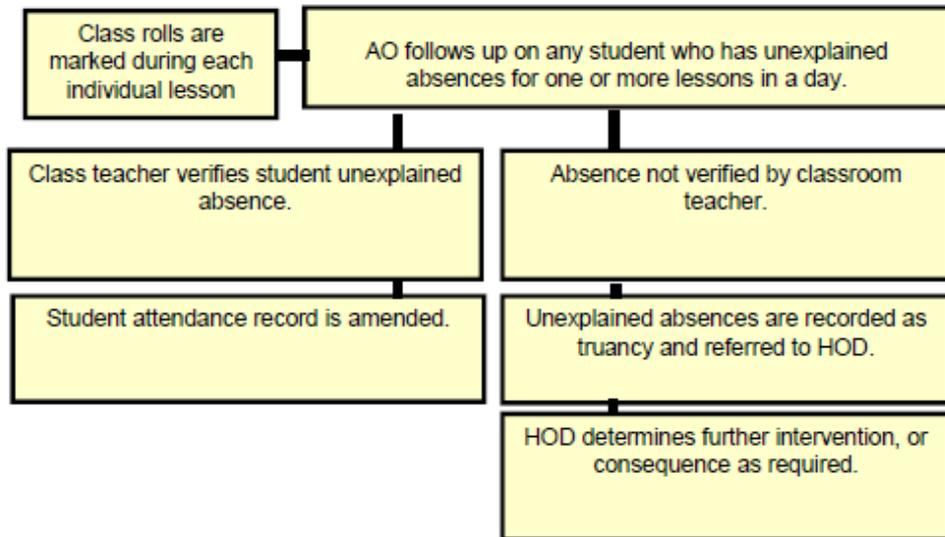
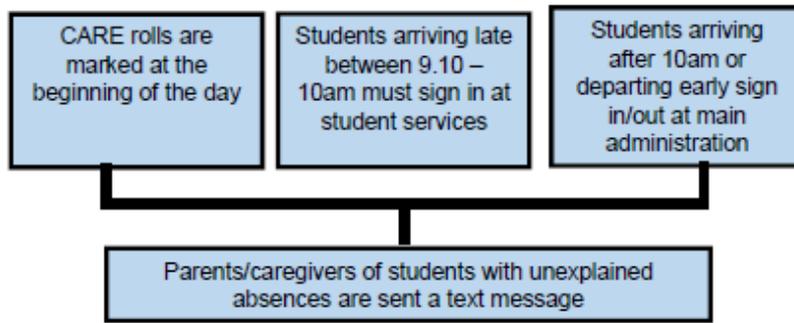
Principal

P&C President

**Regional Assistant Director
(Metropolitan Secondary)**

Date effective:
from 27 January 2018 to 31 December 2019

Appendix 1: Student Absenteeism Policy



Appendix 2
WORKING TOGETHER TO KEEP
SPRINGFIELD CENTRAL STATE HIGH SCHOOL SAFE

We can work together to keep weapons out of school.

At SCSH:

- Every student has the right to feel safe and be safe at school
- Please note sharp implements are recognised as weapons
- No weapon-like implements are allowed to be taken to school by students
- There is no reason for a student to have a weapon at school and it is against the law.

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

What kinds of items are banned?

- Students are not permitted to bring chewing gum, glass bottles, aerosol cans, permanent markers, laser pointers, paint pens, liquid paper, water bombs, water pistols/guns, potato guns, pop pop/throw downs, lighters, laser pens, explosive materials and weapons

What kinds of knife are banned?

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

The Principal can take action against a student who brings a weapon or weapon-like implement to school.

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

How can parents help to keep SCSH safe?

- Make sure your child knows what the laws and rules are about weapons
- 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.