



The Code of School Behaviour

Better Behaviour
Better Learning



Stretton State College

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

1. Purpose

Stretton State College (Gowan Campus P – Yr. 6; Illaweena Campus Yr. 7 – 12) is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

2. Consultation and data review

Stretton State College developed this plan in collaboration with our school community. We undertake ongoing review processes based on parent, staff, student and community feedback.

A review of the following important data sets for this school relating to attendance, unexplained absences, enrolment cancellations, suspensions and exclusions and behaviour incidents including bullying and cyberbullying informed the development of this plan. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices also informed the development process.

The Plan was endorsed by the College Principal, the President of the P&C and Assistant Regional Director in November 2012, has been reviewed in 2017 as required in legislation.

3. Learning and behaviour statement

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Stretton State College to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following six core values to teach and promote our high standards of responsible behaviour. These values are:

- **Sincerity**
- **Perseverance**
- **Integrity**
- **Respect and Responsibility**
- **Inclusivity**
- **Thoughtfulness**

Our values and expectations 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*.

VALUE	STUDENTS	STAFF	PARENTS/COMMUNITY
<p>SINCERITY <i>Work together honestly and maintain a genuine strong bond</i></p>	<ul style="list-style-type: none"> Be polite and courteous to others and show a genuine consideration of others Ask for assistance politely and show appreciation when given assistance Report to a member of staff any issue that you believe may place you or others in an unsafe situation 	<ul style="list-style-type: none"> Listen and understand student concerns Show genuine compassion and understanding towards students, colleagues and community members Model the Stretton values in every action, every day Welcome parents and carers to become involved in the school community 	<ul style="list-style-type: none"> Show understanding and empathy in relation to students' learning Be available for consultation and liaison with staff if required Support the students' learning by understanding and abiding by Stretton State College's policies and procedures.
<p>PERSEVERANCE <i>Practice a sense of determination and strength of character in all that we do</i></p>	<ul style="list-style-type: none"> Work to the best of their ability and be proud of their achievements Be prepared to show determination with set tasks and activities Attend school regularly, on time, ready to learn and take part in school activities 	<ul style="list-style-type: none"> Continuously strive to integrate new ideas and techniques into lessons Encourage a sense of determination in students and guide them to do their best in each lesson Undertake all aspects of each day's duties at Stretton State College to the best of their ability and with a positive attitude 	<ul style="list-style-type: none"> Support their student in the learning journey by encouraging the completion of class work, homework and assignment work to the student's best ability Encourage participation in all aspects of Stretton State College's extra-curricular opportunities Encourage a positive attitude towards attendance and participation at school
<p>INCLUSIVITY <i>Embrace all people regardless of race, religion, personal limitations, gender and social-economic status</i></p>	<ul style="list-style-type: none"> Show acceptance and tolerance of all peers, teachers and visitors regardless of individual differences and/or circumstances Allow others to learn and develop to their own full potential at Stretton State College 	<ul style="list-style-type: none"> Provide a quality learning program for all students acknowledging student individual differences Develop each individual student's talent as fully as possible Establish a positive, safe and ordered classroom environment Treat students and parents with respect and tolerance 	<ul style="list-style-type: none"> Support the individual differences within the school community Treat Stretton State College staff with respect and tolerance Become involved where possible, in the school community (e.g. Tuckshop volunteer, P&C rep)
<p>RESPECT AND RESPONSIBILITY <i>Be courteous/ considerate role models when communicating with others. All individuals should be responsible for the choices they make</i></p>	<ul style="list-style-type: none"> Treat all other students, teachers, visitors and their property in the way they would like themselves and their property to be treated Attend, be punctual and prepared for all lessons Complete class work, homework, and assessment on time and to the best of their ability Understand and follow the Stretton State College rules and policies and accept consequences for their actions Seek assistance from a member of staff to help resolve issue/s which may infringe on their rights 	<ul style="list-style-type: none"> Value and be respectful of other colleagues' ideas and initiatives Show respect towards students, parents and other community members Effectively carry out duties in accordance with their role description Report harassment or harm of self or students Set and maintain high standards of student behaviour and engagement Understand and consistently apply Stretton State College's rules, policies and procedures Deal with complaints in an open, fair and transparent manner 	<ul style="list-style-type: none"> Encourage students to accept responsibility for their own learning Assist students to be prepared physically for school through provision of materials (e.g. books, nutrition, rest, p/t work) Ensure their student is in attendance at school and inform the relevant campus of absences Attend events at the school (e.g. Open evenings, parent/teacher interviews) Support Stretton State College's policies and procedures
<p>INTEGRITY <i>Be dependable and loyal in all interactions</i></p>	<ul style="list-style-type: none"> Display appropriate and positive attitudes at all times Be honest and transparent at all times Take responsibility for their own learning & behaviour Take pride in Stretton State College's public image and behave/dress in a way that reflects well on the college 	<ul style="list-style-type: none"> Model appropriate Stretton behaviours and values at all times ("Walk the Talk") Provide a safe, friendly and challenging learning environment Uphold systemic guidelines/policies including Professional Standards, Code of Conduct, Child Protection Legislation etc. Be honest and transparent at all times 	<ul style="list-style-type: none"> Encourage their student to accept responsibility for their own learning Be an active and contributing team member Discuss with the school any problems they feel are detrimental to the learning of their student and work with staff regarding these concerns Guide your student's understanding of Stretton State College policies, dress code etc.
<p>THOUGHTFULNESS <i>Treat others in a manner in which they themselves wish to be treated. All community members must strive to help those in need</i></p>	<ul style="list-style-type: none"> Show equality towards peers in all school activities Contribute to a pollution-free and hygienic environment (e.g. Litter, noise, smoke, alcohol, drug-free) Give assistance to others, including visitors and newcomers to the school. Be mindful of how others are feeling 	<ul style="list-style-type: none"> Make equitable judgements towards students and colleagues Practise impartiality and democratic approaches Be mindful of how others are feeling Communicate with students, staff, parents and the community in a professional and timely manner 	<ul style="list-style-type: none"> Show equitable approaches to fellow parents, staff, students and community members Assist in the development of their student's understanding on Stretton State College's 6 core values

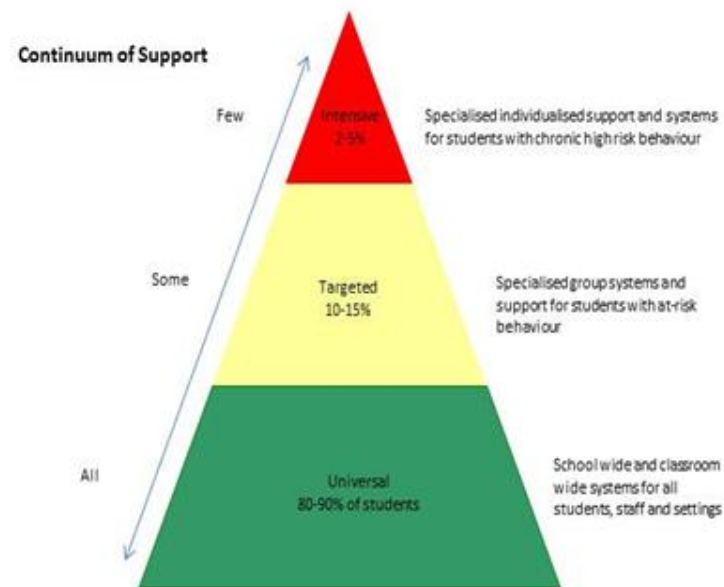
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Stretton State College we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour. Our approach is consistent with the Statement of Expectations for a Disciplined School Environment policy, the National Safe Schools Framework and other existing evidence of effectiveness.

A set of behavioural expectations in specific settings has been aligned to our six core values. The College Expectations Teaching Matrix below outlines our agreed behavioural expectations in school settings. These expectations are communicated to students via a number of strategies, including:

- Lessons conducted by classroom teachers based on our six core values.
- Reinforcement of learning on School Assemblies, Newsletter, community noticeboards and during active supervision by staff during classroom and non-classroom activities.
- Visual aids including posters and charts which detail rules, procedures, consequences and rewards.



COLLEGE EXPECTATIONS TEACHING MATRIX							
Six Core Values	ALL AREAS	CLASSROOM	PLAYGROUND	STAIRWELL	FACILITIES	EATING AREAS	BUS LINES/BIKE RACKS
Sincerity Perseverance Integrity Responsibility Inclusivity Thoughtfulness Respect &	<ul style="list-style-type: none"> ▪ Use equipment appropriately and safely ▪ Keep hands, feet and objects to yourself ▪ Be in the right place at the right time ▪ Follow instructions straight away ▪ Respect others' personal space and property ▪ Care for equipment and College environment ▪ Use polite language ▪ Demonstrate tolerance 	<ul style="list-style-type: none"> ▪ Walk around buildings and on concrete surfaces ▪ Enter and exit room in an orderly manner ▪ Be on time to class ▪ Be prepared for class ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Keep work tidy ▪ Be honest ▪ Ask permission to leave the classroom ▪ Raise your hand to ask questions ▪ Respect others' right to learn ▪ Take turns to speak ▪ Be an active listener 	<ul style="list-style-type: none"> ▪ Participate in College approved games ▪ Wear appropriate College uniform ▪ Be sun safe; wear the College hat ▪ Remain in designated areas ▪ Return equipment on time ▪ Interact fairly and demonstrate acceptance of others ▪ Care for the environment 	<ul style="list-style-type: none"> ▪ Rails are for hands ▪ Walk on stairwells/steps ▪ Carry items from top to lower levels ▪ Keep passage ways clear at all times ▪ Move peacefully in single file ▪ Walk quietly and orderly so that others are not disturbed 	<ul style="list-style-type: none"> ▪ Respect privacy of others ▪ Behave appropriately in the toilet areas ▪ Use toilets during breaks ▪ Wash hands 	<ul style="list-style-type: none"> ▪ Move to the designated area during first and second break ▪ All food and rubbish waste to be disposed of in the bin ▪ Wait to be dismissed by the teacher on duty ▪ P-Yr. 3 students to sit in class groupings ▪ Yr.5-6 students to sit in year levels 	<ul style="list-style-type: none"> ▪ Use own bike/scooter ▪ Walk bike/scooter through the College and to the lock up area ▪ Wait till you are past the gate and College pick up zone before riding bike/scooter ▪ Have your bus ticket/money/bus pass ready ▪ Illaweena bus approval sticker must be in your student planner ▪ Leave class promptly for the bus ▪ Wait your turn

Stretton State College implements the following proactive and preventative processes and strategies to support student behaviour:

- College Well Being Committee team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- All staff regularly re-visit the behaviour policy and procedures.
- All staff embrace the Stretton Values and the standards and expectations associated with them, and model these to students on a daily basis.
- Comprehensive induction programs in the Stretton State College Responsible Behaviour Plan for Students delivered to new and relief staff as well as new students and parents via the enrolment interview.
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- A copy of the Code of Behaviour and the School Values is posted in each room in the school and is included in the Parent and Staff Handbooks and student diaries.
- Implementation of specific policies to address:
 - the use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
 - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
 - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).
- Playground/lunchtime expectations are clearly articulated to all students and staff.
- All commencing students and parents sign a Stretton State College Enrolment Agreement (Appendix 4). and Stretton SPIRIT enrolment contract (Appendix 7) upon acceptance of enrolment.

Reinforcing expected school behaviour

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

These positive reinforcement strategies acknowledge students that display the expected school behaviour and embody the Stretton Spirit (Sincerity, Perseverance, Inclusivity, Respect & Responsibility, Integrity and Thoughtfulness).

Possible rewards for students with this level of behaviour may include:

- Merit Awards
- Encouragement Awards
- Acknowledgement on parade and in the newsletter
- Class reward systems
- Stretton Postcards
- Student of the Week/Term Awards
- Principal Academic Awards
- Gotcha Awards
- Diary communication to parents/guardians
- Phone calls home to parents/guardians

These students exceed standard level behaviour expectations and consistently display the responsibilities outlined in Section 3. They have an excellent behaviour record and can be relied upon to represent the school in the wider community. Top level students hold office bearing positions. They are role models, peer tutors and reliable and effective public speakers. School and class leaders, as well as sporting house and cultural leaders should be drawn from this group.

Responding to unacceptable behaviour

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

Re-directing low-level and infrequent problem behaviour

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

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

The Buddy Class is also used as an alternative classroom environment, where a fellow teacher will support and maintain the significance of the time out process, while providing a "cooling off" period for the concerned parties. The allocation of Buddy classes should occur as early as possible at the beginning of each school year. Buddy teachers should regularly discuss and evaluate the system and individual student requirements.

TARGETED BEHAVIOUR SUPPORT

Students who consistently display behaviour below the standard level after intervention from class teachers and Year Level Co-ordinators may be supported via the Student Well Being Committee to redirect their behaviour. A number of strategies may be utilised including:

- Use of specific behaviour strategies incorporated in a negotiated behaviour plan for students. Such plans may include adjustments to the environment the student is exposed to; the curriculum tasks being delivered and their appropriateness, interactions with other teachers and peers, and any special needs the student may have.
- Students should be referred through the Student Well Being Committee using the referral form for the appropriate campus and there would be input from the parents, teachers, administration and the behaviour management support personnel to develop and monitor the behaviour modification processes implemented.
- Students who exhibit ongoing behavioural issues will work closely with the College Administration teams and school guidance officers.

INTENSIVE BEHAVIOUR SUPPORT

Students who consistently display behaviours that are prejudicial to the good order and management of classrooms and the school will require intensive behaviour support. This may include:

- Withdrawal from normal classes to complete supervised work in the administration building or other location.
- Supervised play time where students are monitored in a controlled environment, thus ensuring safety of all students and the opportunity to promote appropriate social skills in the playground environment.
- Contracts with students to ensure participation in all school activities and clear goals, expectations, consequences and timelines discussed and monitored.
- Mentoring program through the use of student leaders.
- Individual Behaviour Plans
- Risk management planning, in-class supervision/withdrawal, counselling, teacher aide support, peer mentoring, mediation, referral to external agencies, alternative education program, small group intervention and specialist support personnel intervention, extended School Disciplinary Absences and /or a Behaviour Improvement Condition (BIC).

Stretton State College has a simple and quick referral system in place. Following referral, a team member manages the needs of the referred student, contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

5. Emergency situation or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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

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

Immediate Strategies

- Avoid escalating the unacceptable 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 situation or incident, 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.

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
 - Assisting the individual 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.
 - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

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

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

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

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- School Incident Report on Oneschool
- Student Record of Incident (as per process for Natural Justice) (Appendix 6)

6. Consequences for inappropriate or unacceptable behaviour

Stretton State College makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

All minor and major problem behaviour incidents are recorded on OneSchool.

Minor and major behaviours

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

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

Minor problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:
 1. names the behaviour that student is displaying
 2. asks student to name expected school behaviour
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. A staff member then escorts the student to Administration. A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to Student Wellbeing Committee
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Student Wellbeing Committee, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Definition of consequences*

Time out	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</p>
Detention	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</p>
Temporary Removal of Property	<p>A principal or staff member of Stretton State College has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.</p>

School Disciplinary Absences (SDA)	
Suspension	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	<p>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p>A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.
Proposed exclusion or recommended exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.
Cancellation of enrolment	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

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

The following table outlines examples of minor and major behaviour incidents*

Six Core Values	Area	Minor	Major	
Thoughtfulness Inclusivity Respect & Responsibility Integrity Perseverance Sincerity	<u>Campus grounds</u>	<ul style="list-style-type: none"> Lack of care for the environment Littering Incorrect use of facilities/buildings/equipment 	<ul style="list-style-type: none"> Inappropriate use of facilities/buildings/equipment which could harm Wilful property damage Vandalism 	
		<ul style="list-style-type: none"> Engaging in non-school approved activities Playground misbehaviour Non-compliance with playground rules Failure to complete or misbehaviour in detention 	<ul style="list-style-type: none"> Stealing 	
	<u>Movement around the school</u>	<ul style="list-style-type: none"> Out of bounds or in restricted areas Excessive noise in inappropriate areas 		
		<ul style="list-style-type: none"> Leaving class, without permission (in sight) In classroom/building without permission 	<ul style="list-style-type: none"> Repeatedly leaving classroom/school grounds without permission (out of sight) Truancy 	
	<u>Items at school</u>	<ul style="list-style-type: none"> Possession of low level excluded items e.g. sports cards, gum and toys Possession of items that could harm others e.g. sports equipment 	<ul style="list-style-type: none"> Involvement/Possession/Selling of illegal items or substances e.g. weapons, cigarettes, illicit drugs, alcohol, inappropriate images or electronic devices 	
		<ul style="list-style-type: none"> Mobile phone not submitted to administration for secure storage ♦ Switched on without authorisation administration Mobile phone used in school grounds without authorisation 	<ul style="list-style-type: none"> Incorrect use of mobile phone or personal technology devices in school Inappropriate use of personal technology devices or social networking sites, which impacts on the good order, positive reputation and management of the school Illegal use of personal technology devices or social networking sites, which impacts on the good order, positive reputation and management of the school (Appendix 1) 	
	<u>Interactions with others</u>	<ul style="list-style-type: none"> Teasing/Inappropriate comments 	<ul style="list-style-type: none"> Harassment of another person 	
		<ul style="list-style-type: none"> Lack of concern for others feelings Dangerous behaviour/physical interactions Aggressive behaviour/physical interactions 	<ul style="list-style-type: none"> Assault that can potentially cause injury Violent acts including physical fights 	
		<ul style="list-style-type: none"> Failure to respond to adult request Deliberate disobedience or insolence 	<ul style="list-style-type: none"> Uncooperative behaviour Gross disobedience or insolence that could potentially cause harm 	
	<u>College Uniform</u>	<ul style="list-style-type: none"> Dishonesty to staff or visitors Inappropriate/Offensive/Aggressive language Encouraging fights 	<ul style="list-style-type: none"> Behaviour that discredits the positive image of our school Abusive behaviour to staff or visitors including threats, swearing Verbal abuse/ directed profanity 	
<ul style="list-style-type: none"> Non-cooperation with classroom rules Disruptive in class Not completing set task e.g. assessment/homework 				
		<ul style="list-style-type: none"> Isolated breaches of the College Uniform Policy 	<ul style="list-style-type: none"> Persistent and continued breaches of the College Uniform Policy 	

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

♦ Junior campus

Relate inappropriate or unacceptable behaviour to expected school behaviours

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

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

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

Ensuring consistent responses to inappropriate or unacceptable behaviour

At Stretton State College, 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 incident or
- after consideration has been given to all other responses.

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Year Co-ordinator
- Administration Staff
- Guidance Officer
- Student Wellbeing Co-ordinator
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- School Based Youth Health Nurse
- Youth Support Coordinator

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre
- KIDS Help Line
- Disability Services Qld

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.

Stretton State College considers the individual circumstances of students when applying support and consequences by:

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

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Weapons Act 1990](#)
- [Workplace Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related procedures

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

11. Some related resources

- [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](#)
- [Safe School Hub](#)

12. Endorsement



College Principal

P&C President

Effective Date: to

Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

Students are not to bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices may be confiscated by school staff and then collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

Confiscation

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

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

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

Personal Technology Device Etiquette

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

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Stretton State College. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks, etc.) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated

to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

Breach of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion).

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

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* *Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers,*

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

PDA's, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.

**Procedures for Preventing and Responding to Incidents of Bullying
(including Cyberbullying)**

Purpose

1. Stretton State College strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Stretton State College. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Stretton State College include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Stretton State College there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
 - Not to respond to messages but keep them to report to parents and/or teachers immediately
 - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Stretton State College will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
11. An initial introductory lesson is delivered, which teaches the process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

13. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Stretton State College takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
 14. Stretton State College uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
-

WORKING TOGETHER TO KEEP STRETTON STATE COLLEGE SAFE

We can work together to keep knives out of school. At Stretton State College:

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

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

What kinds of knives 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.

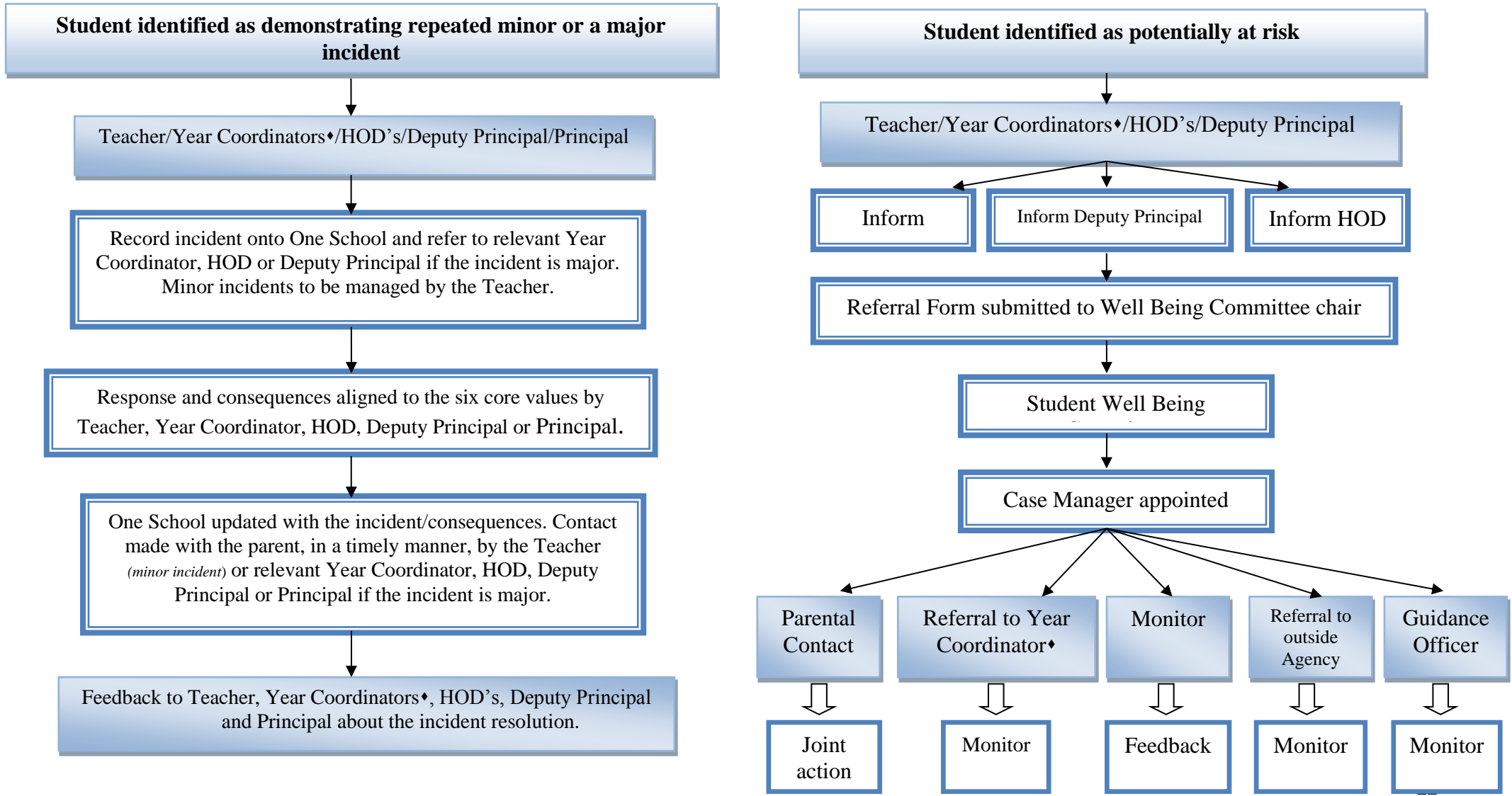
The College Principal can take action against a student who brings a knife to school.

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

How can parents help to keep Stretton State College safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the College Principal.

Stretton State College Referral Process



Stretton SPIRIT enrolment contract

As a student at Stretton State College I, _____ will always do my best to demonstrate the Stretton SPIRIT.



Sincerity – the spirit of honesty and working as a team.
For the community of Stretton State College to work together honestly and maintain a genuine strong bond.

Perseverance – the spirit of self-determination and never giving up.
For the community of Stretton State College to practice a sense of determination and strength of character in all that we do.

Integrity – the spirit of being truthful and reliable.
For the community of Stretton State College to be dependable and loyal in all interactions.

Responsibility & Respect – the spirit of Stretton State College to be courteous and considerate role models when communicating with others. Furthermore, all individuals must be responsible for the choices they make.

Inclusivity – the spirit of including others and accepting difference.
For the community of Stretton State College to embrace all people regardless of race, religion, personal limitations, gender and socio-economic status.

Thoughtfulness – the spirit of being considerate.
For the community of Stretton State College to treat others in a manner in which they themselves wish to be treated. All community members must strive to help those in need.

I will;

- ✓ be an active and engaged student. I will arrive at all classes on time and be prepared to learn.
- ✓ work, participate and complete all tasks to the best of my ability and be proud of my achievements.
- ✓ treat all others the way I would like to be treated.
- ✓ understand and follow the College rules and policies.
- ✓ take responsibility for my own learning and behaviour.
- ✓ respect the resources, facilities and environment of the College and other people's property.
- ✓ take pride in the College's public image, always wearing the College uniform correctly and behaving in a way that reflects well on the College.

Student

____/____/____
Date

As a Stretton State College parent I will ensure that my student;

- ✓ is prepared and resourced for their learning
- ✓ wears the correct uniform proudly at all times
- ✓ is aware of and follows the policies of the College

I will actively support my student's learning journey at Stretton State College, working with staff to resolve any issues and take advantage of all opportunities.

Parent

____/____/____
Date