



The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning



# Charters Towers Central State School

*Our mission is to provide for children an education which allows them to develop individually as valued citizens*

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

### **1. Purpose**

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

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

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

Charters Towers Central State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through meetings held during 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in August 2012, and will be reviewed in 2014 as required in legislation.

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

All areas of Charters Towers Central State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- I am Safe
- I am a Learner
- I am Respectful

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

#### 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 Charters Towers Central State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour. A set of behavioural expectations has been attached to each of our three school rules. The Behaviour Consequences Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

	<b>Team Safe</b>	<b>Team Respectful</b>	<b>Team Learner</b>
<b>Charters Towers Central State School</b>	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to myself</li> <li>Walk calmly around the school</li> <li>Only run on grass and in designated play areas</li> <li>Stay/Play in safe designated areas with staff supervision</li> <li>Use hygienic practices</li> <li>Go straight home from school or to agreed location</li> <li>Use supervised crossing</li> <li>Use appropriate gates</li> <li>Listen to and follow directions carefully</li> <li>Report unsafe/inappropriate behaviour</li> <li>Deposit mobile phones or any other electronic equipment at the school office before school</li> <li>Know the procedure for safety drills</li> <li>Report damage to staff member</li> <li>Use water responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>Use polite/appropriate language</li> <li>Make sure that all rubbish is placed in the bin</li> <li>Take pride in myself and in my school</li> <li>Wear the school uniform with pride</li> <li>Respond appropriately when being corrected or directed by an adult</li> <li>Respect my own and others' property</li> <li>Comply with staff instructions</li> <li>Keep noise to an appropriate level</li> <li>Encourage, support and respect others</li> <li>Quietly sit inside school grounds when waiting to be collected</li> <li>Use computers/digital devices and the internet appropriately with supervision</li> <li>No playing on playground equipment before or after school</li> <li>Look after environment and respect living things.</li> <li>Speak truthfully at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions and request help when needed</li> <li>Arrive at school between 8am and 8.50am</li> <li>Attend on each school day unless I have a valid reason</li> <li>Be a problem solver</li> <li>Go to toilet and get drink before starting each session</li> </ul>
<b>Learning Areas</b>	<ul style="list-style-type: none"> <li>Enter learning areas only when the teacher is present</li> <li>Move calmly around learning areas</li> <li>Use equipment and furniture safely</li> <li>Ask permission to leave the room</li> <li>Ask permission to leave learning area</li> </ul>	<ul style="list-style-type: none"> <li>Raise my hand to speak</li> <li>Use positive language</li> <li>Use manners when entering other learning areas</li> <li>Return sports equipment neatly to class or sports shed</li> </ul>	<ul style="list-style-type: none"> <li>Participate fully in individual or group activities</li> <li>Be organised and ready for each school session</li> <li>Do work to the best of my ability</li> <li>Complete tasks on time</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>Play and follow school approved games and rules</li> <li>Wear a broad brimmed hat and shoes at all times</li> <li>Walk calmly on concrete pathways within the school</li> <li>Use and look after equipment safely</li> </ul>	<ul style="list-style-type: none"> <li>Show good sportsmanship</li> <li>Share school equipment</li> <li>Invite others to join in</li> </ul>	<ul style="list-style-type: none"> <li>Establish and agree on rules before play</li> </ul>
<b>Eating</b>	<ul style="list-style-type: none"> <li>Sit while eating your own food Use my own water bottle</li> <li>Move calmly to any designated eating area and when dismissed</li> </ul>	<ul style="list-style-type: none"> <li>Ask permission to leave</li> </ul>	<ul style="list-style-type: none"> <li>Make healthy food choices</li> <li>Return to class promptly</li> </ul>

## Charters Towers Central State School Minor & Major Behaviours

<b><u>MAJOR - (Results in Suspension or further)</u></b>	<b><u>MINOR</u></b>
<b><u>Property Misconduct:</u></b> destruction of others, stealing, knife, bullets, pornographic material, guns, going through others items	<b><u>Property Misconduct:</u></b> destruction of own property.
<b><u>Refusal to Participate in Program of Instruction:</u></b> Leave designated area-class as truant, 3 minor referrals in a week to Admin or Detention.	<b><u>Refusal to Participate in Program of Instruction</u></b>
<b><u>Substance Misconduct Involving Tobacco and Other Legal Substances</u></b>	
<b><u>Threats to Others</u></b>	
<b><u>Truant and/or Skip Class</u></b>	
<b><u>Verbal Misconduct:</u></b> Aimed at a person, threatening, derogatory in context, any 'F's' or 'C's', swearing of any kind, lying to get others in trouble	<b><u>Verbal Misconduct:</u></b> 3 minors
<b><u>Physical Misconduct:</u></b> continually striking person with self or item, sexual harassment, inappropriate touching of self and others, any physical misconduct that is menacing, Bullying	<b><u>Physical Misconduct:</u></b> Taking hats or other student property, physically intimidating, hitting
<b><u>Non-Compliant with Routine:</u></b> Continuous ignorance to follow direction, routine, disruption to class, leaving school grounds, running away	<b><u>Non-Compliant with Routine:</u></b> Hiding in the grounds, locking teacher/aide out of room, not returning on bell
<b><u>Lying/Cheating:</u></b> Malicious lying to create attention to self or others, lying to avoid an outcome, copying work on a test	<b><u>Lying/Cheating:</u></b> Misleading information, trying to get out of homework, bad sportsmanship, changing rules of game, looking at others work.
<b><u>Other Conduct Prejudicial to the Good Order and Management of School:</u></b> Inappropriate behaviour whilst in school uniform, break and enter, stealing, vandalising, defacing staff property, Truancy, Verbal misconduct	<b><u>Other Conduct Prejudicial to the Good Order and Management of School:</u></b> In school grounds out of hours, petty theft
<b><u>Prohibited Items:</u></b> knives, weapons, bullets, alcohol, cigarettes and lighters, drugs and utensils, syringes, all medication, pornography	<b><u>Prohibited Items:</u></b> electronic gadgets, mobile phones, jewellery
<b><u>Misconduct Involving Object:</u></b> Smashing/ destroying school objects, throwing an object at another person	<b><u>Misconduct Involving Object:</u></b> Slamming doors, kicking chairs/objects, inappropriate use of location of use of equipment

<b><u>Possess Prohibited Items</u></b>	
<b><u>Late:</u></b> daily	<b><u>Late:</u></b> 3 warnings
<b><u>IT Misconduct:</u></b> Damaging computers, inappropriate sites, mobile phones not handed into office, inappropriate use of email, inappropriate music on iPod's/ usb, inappropriate content on usb, inappropriate footage, social media	<b><u>IT Misconduct:</u></b> deliberate misuse of equipment
<b><u>Defiant/ Threat/s to Adults:</u></b> Trying to fight adults, verbal threats to adult, intimidation	
<b><u>Disruptive:</u></b> 3 minor incidents, throwing desks/chairs, walking out of the classroom, yelling and screaming, swearing.	<b><u>Disruptive:</u></b> calling out, walking around classroom, wanting drink/toilet constantly, taking others belongings, making noises.
<b><u>Third Minor Referral</u></b>	
	<b><u>Dress code:</u></b> becomes a safety issue
<b><u>Bullying/Harassment:</u></b> touching adults or children, constant bullying/harassment	<b><u>Bullying/Harassment:</u></b> one off, name calling, physical intimidation/contact, passing notes about peers, harass students for food, money, toys.
<b><u>Other:</u></b>	Bringing toys to school

Charters Towers Central State School implemented the School Wide Positive Behaviour Support framework (SWPBS) within the school during 2011. SWPBS teaches students society's behaviour expectations, and rewards students who abide by the school's behavioural expectations. The behavioural expectations taught to children at Charters Towers Central State School were collaboratively developed through consultation with students, parents and community members. Each week three expectations are explicitly taught to all children at the school, with a new expectation introduced each week.

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

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

Charters Towers Central State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Updates in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Wide Positive Behaviour Support (SWPBS) members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Induction programs in the Charters Towers Central State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual behaviour support plans developed for students with high behavioural needs

#### Reinforcing Expected School Behaviour

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

#### Responding to Unacceptable Behaviour

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

#### **Step 1**

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

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think about what they are doing and how they need to change their behaviour to demonstrate acceptable school behaviour. 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.

#### **Step 2**

##### **Targeted behaviour support: Alternative Education Program**

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

Students identified as needing additional behavioural support on a needs basis are assisted by the Behaviour Support Teacher. This support can either take the form of in-class support, small group activities or individualised support.

The Behaviour Support Teacher role is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

### **Intensive behaviour support: Functional Behaviour Analysis and Support**

The Behaviour Support Teacher is trained in the Functional Behaviour Assessment process and in cases where the Targeted Behaviour Support is not proving to be effective, the Alternative Education Program school team may choose to refer a student for Intensive Behaviour Support.

Charters Towers Central State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Student Support team:

- works closely with SWPBS team members
- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the Administration Team to achieve continuity and consistency.

The Student Support Team comprises of classroom teachers, STLAN, Behaviour Support Teacher, Guidance Officer and School Principal, and has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

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

Charters Towers Central State School makes systematic efforts to prevent problem 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. OneSchool is used to record both positive and negative student behaviours and School Administration staff, in consultation with the reporting staff member then determine the appropriate consequence for the unacceptable behaviour.

#### Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding as per the school's SWPBS focus:

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

**Minor** behaviours are those agreed through the SWPBS process that:

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

Minor problem behaviours are those agreed to through the SWPBS process and may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that 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 agreed to through the SWPBS process 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 Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member escorts the student to Administration and completes a OneSchool record as soon as possible.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, detention, alternate lunchtime activities, loss of privilege, restitution, loss of break times,  
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Behaviour Support Team, suspension from school
- **Level Three:** Students are individually case managed. Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

It should be noted that suspension/exclusion is only considered after all other responses have been explored. However, the welfare and safety of other students and staff is also taken into consideration when the decision to suspend or exclude arises.

The Charters Towers Central State School Behaviour Matrix (on page two) provides examples of expected behaviours. This table will assist in determining minor and major problem behaviours.

#### Relate problem behaviours to expected school behaviours

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

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

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

#### Ensuring consistent responses to problem behaviour

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

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour. This occurs as part of the SWPBS focus.

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

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

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

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

#### Basic defusing strategies

##### *Avoid escalating the problem behaviour*

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

##### *Maintain calmness, respect and detachment*

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

##### *Approach the student in a non-threatening manner*

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

##### *Follow through*

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).



### *Debrief*

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

### **Physical Intervention**

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

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

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

### **Record keeping**

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

- Incident report completed on OneSchool
- Incident report completed on OneSchool if student/staff member is injured
- Students and Staff Debrief, with content uploaded to OneSchool

## 7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer.

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.

## 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.

Charters Towers Central State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs,

## 9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899

- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

## 10. Related policies

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

## 11. Some related resources

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

## Endorsement

Principal

P&C President or  
Chair, School Council

Regional Executive Director or  
Assistant Regional Director (Schools)

Effective Date: 1 August 2012 – 31 December 2014

### **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 must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. If brought to school, such devices should be handed in to the Administration Office or they will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

#### **Confiscation**

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

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

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

#### **Personal Technology Device Etiquette**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used 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 Charters Towers Central State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students 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 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 QPS.

This policy also applies to parents/caregivers when they are at school or attending a school function.

### **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 and Parents/Caregivers 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.

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

**Special Circumstances Arrangement**

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

*\* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

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

#### Purpose

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

#### Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a

set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

### **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 school wide universal behaviour support practices will be maintained at all times. This will ensure that:
  - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
  - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
  - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Charters Towers Central State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.