

*Own it.  
Believe it.  
Achieve it!*

# OAKEY STATE HIGH SCHOOL



## Responsible Behaviour Plan for Students

The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning

Effective: February 28<sup>th</sup>, 2019.



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**School  
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# Oakey State High School's *Responsible Behaviour Plan for Students* based on *The Code of School Behaviour*

## 1. Purpose

Oakey State High School is committed to providing respectful and inclusive relationships amongst our school community to ensure excellence, participation, personality and safety are evident every day. Our students own their learning, believe in their abilities and strive to achieve their goals.

Oakey State High School is committed to providing a safe, supportive and disciplined environment that respects:

- The rights of all students to learn
- The rights of all teachers to teach
- The rights of all to be safe.

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. Our school's commitment to providing a safe, supportive and disciplined learning environment is based on the Positive Behaviour for Learning (PBL) framework.

## 2. Consultation and data review

Oakey State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and P&C meetings held during 2016 and has been ongoing in 2017, 2018 and into the future. This Responsible Behaviour Plan has been influenced by the revitalisation of PBL at Oakey State High School.

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

## 3. Learning and behaviour statement

All areas of Oakey State High 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 school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL).

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, and preventing and responding to unacceptable behaviours. Through our school plan, expectations for student behaviour are shared with everyone. This has assisted Oakey State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process. Our school values and expected behaviours are explicitly taught to students, in the same way we would teach an academic program.

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

- Respect
- Excellence
- Participation
- Personality
- Safety

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, Inclusive Education, Statement of Expectations for a Disciplined School Environment* and the *Student Learning and Wellbeing Framework*.

#### 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 Oakey State High School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students, which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations has been attached to each of our five school values. The School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

OAKEY STATE HIGH SCHOOL-WIDE EXPECTATIONS MATRIX				
Respect	Excellence	Participation	Personality	Safety
<ul style="list-style-type: none"> <li>Use your manners</li> <li>Respect difference and the rights of others</li> <li>Respect teachers or guests who are speaking by listening and acknowledging them appropriately</li> <li>Use appropriate verbal and non-verbal language including on the internet when and if referring to Oakey High students or staff</li> <li>Remove your hat when entering a classroom</li> <li>Put rubbish in the bin</li> <li>Follow teacher and staff directions immediately</li> <li>Care for school equipment and use it appropriately</li> <li>Care for your own equipment and use it appropriately</li> <li>Respect the belongings of others</li> <li>Listen to morning notices and take action if required</li> <li>Avoid vandalising school facilities and equipment</li> <li>Avoid disrupting classes or presentations</li> <li>Move quietly from location to location during class time.</li> </ul>	<ul style="list-style-type: none"> <li>Always try your best</li> <li>Make an effort</li> <li>Keep trying – don't give up trying to be the best you can be</li> <li>Catch up on work missed due to absence</li> <li>Submit drafts for feedback – then use feedback to improve your work</li> <li>Focus on your learning and be engaged in lessons</li> <li>Study for tests and prepare for assessment</li> <li>Set goals that will enhance your future prospects</li> <li>Strive to achieve goals</li> </ul>	<ul style="list-style-type: none"> <li>Bring all materials required to class</li> <li>Be on time for class</li> <li>Complete homework tasks by the due date</li> <li>Complete assessment tasks by the due date</li> <li>Submit all assessment items</li> <li>Pay attention in class and actively participate</li> <li>Attend school regularly</li> <li>Attend all lessons</li> <li>Be organised</li> <li>Meet deadlines</li> <li>Hand in permission slips and payments for school excursions and activities on time</li> <li>Use class time effectively to further your learning</li> </ul>	<ul style="list-style-type: none"> <li>Be a positive role model</li> <li>Wear the school uniform correctly and with pride</li> <li>Be accountable and take responsibility for your own actions</li> <li>Ask for help if you need it</li> <li>Display sportsmanship</li> <li>Take turns and share when required</li> <li>Tell the truth and be honest</li> <li>Represent the school with pride</li> <li>Work with others to solve problems</li> <li>Seize opportunities for personal development and improvement</li> </ul>	<ul style="list-style-type: none"> <li>Keep your hands, feet and objects to yourself</li> <li>Walk to the left in stairwells, corridors and on verandas</li> <li>Put your school bags in port racks provided</li> <li>Wear a hat when outdoors</li> <li>Line up outside classrooms and enter and exit quietly</li> <li>Report damage / breakage / vandalism</li> <li>Report injuries, acts of bullying and violence</li> <li>Avoid bullying or physically / sexually harassing others in person or on social media</li> <li>Walk away from conflict and seek help from staff to resolve conflict</li> <li>Stay out of "out of bounds and restricted areas"</li> <li>Use pedestrian crossings and follow bus monitor / crossing guard directions – observe road safety rules</li> <li>Bring only approved items to school</li> <li>Stay clean and dry</li> <li>Be dressed appropriately for lessons</li> <li>Use required safety equipment appropriately</li> <li>Follow specific safety rules in labs and workshops</li> <li>Use ICTs appropriately and according to staff direction</li> </ul>

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

- The introduction of the weekly targeted behaviour to students through whole school and year level assemblies.
- The explicit teaching of expected behaviours which are modelled and practised through lessons conducted as part of Oakey State High's Care and Careers Program (CCP). These lesson materials are stored for whole school access on the school's intranet network.
- The recognition, reinforcement and the rewarding of expected behaviours through the use of VIVOs – an on-line rewards platform and within active supervision by staff during classroom and non-classroom activities.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Students and families new to Oakey State High are provided with information about the school's Responsible Behaviour Plan and PBL as part of the enrolment process.
- Relief staff are provided with an information package and guidelines which outlines the school's behaviour management processes and expectations.
- The Student Wellbeing Team works to support students with complex behavioural needs to meet the school's expectations in both classroom and non-classroom settings.

Specific policies have been developed to address:

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

### **Reinforcing expected school behaviour**

At Oakey State High School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour.

#### **VIVOs**

A formal recognition and monitoring system has been developed and utilises the VIVOs Platform. Participating businesses in the community also have a capacity to award VIVOs to students of Oakey State High who display our values in their interactions in the community. When students display the expected behaviours, students receive VIVOs, which have a monetary value. Students can accrue VIVOs and use them to purchase items or experiences from the VIVOs shop, which is customised to reflect student age, stage and interests. 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.

#### **Postcards Home**

Staff members periodically identify students who have consistently displayed the school's values through their behaviour. Postcards are then sent home to caregivers to recognise and celebrate the achievements of their student.

### **Responding to unacceptable behaviour**

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

In Term 1 of 2018, all staff completed training in Essential Skills for Classroom Management (ESCM). Through the use of the Language of Expectation, the Language of Acknowledgement and the Language of Correction – the key components of ESCM - students are primed for success in meeting the school's expectations of behaviour. This training is ongoing.

Expectations Walls and PBL signage are used to visually promote the school's expectations for behaviour in our school, and to provide predictable and consistent consequences for students who engage in problem behaviours.

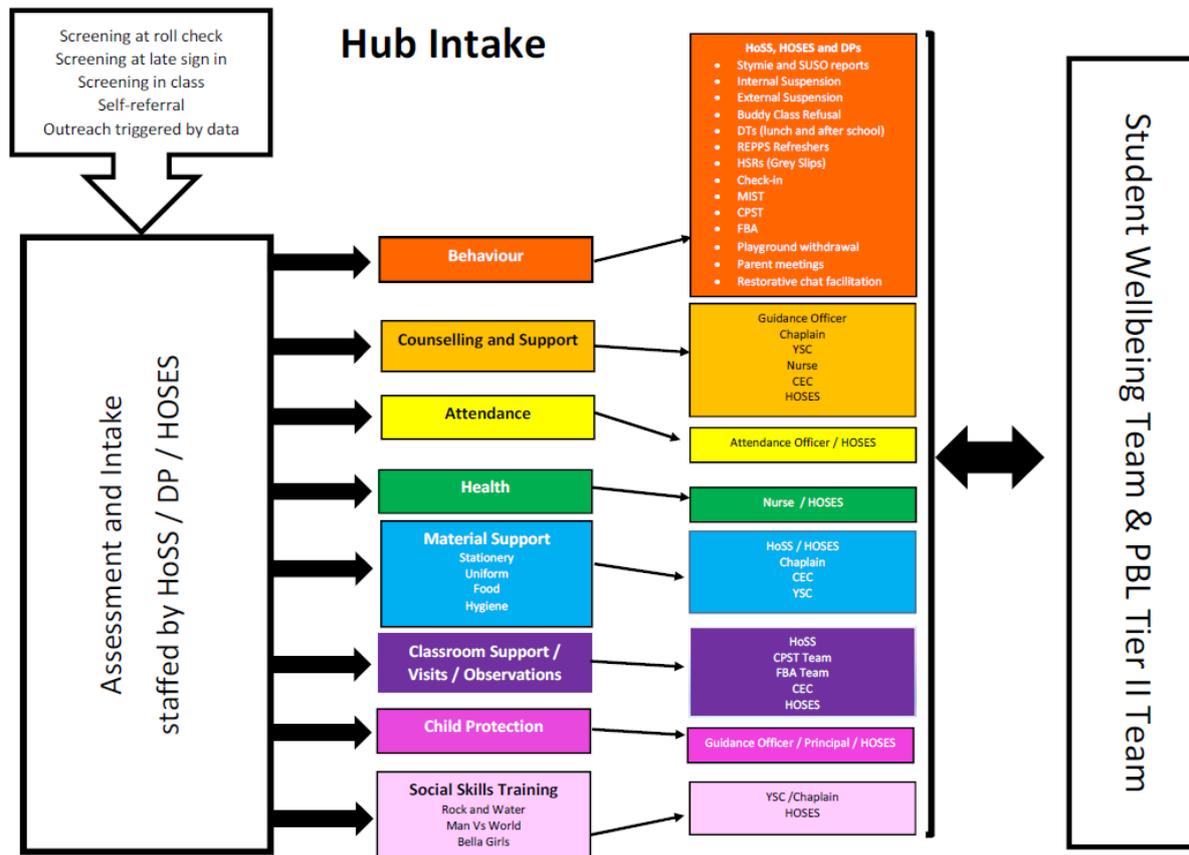
A Minor Classification Table and Referral Flow Chart is used to describe problem behaviours and how they are to be managed (*see Minor Behaviours*)

**2. Targeted behaviour support.**

Each year a small number of students at Oakey State High School are identified through our data as needing a little bit extra in the way of targeted behavioural and social 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.

To respond to the needs of these students, a range of supports are available. Referrals can be made to the Head of Student Support, Guidance Officer, Behaviour Coach, Chaplain, School Nurse, Community Education Counsellor (CEC) and Youth Support Coordinator (YSC) for the student to be provided with additional support. These staff members are part of the Student Wellbeing Team. These personnel can assist the student to access external programs and service providers when necessary, and offer in-school support based on individual student needs.

Oakey State High has established a centralised location to which students can be referred or present to access these additional supports. It is called *The Hub*. The Hub Intake flow chart (below) shows how students are supported through *The Hub's* activities.



### **3. Intensive behaviour support.**

Oakey State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

A Major Classification Table and Referral Flow Chart is used to describe problem behaviours and how they are to be managed (see *Major Behaviours*).

Support may involve a range of personnel and programs which are determined by the needs of individual students and, where appropriate, in consultation with the student and their care providers. This support is delivered from Oakey State High School's Hub - a student support centre.

Personnel and programs may include:

- Head of Student Support (HoSS)
- Guidance Officer
- School Nurse
- Head of Department
- Head of Special Education Services
- School Chaplain
- Community Education Counsellor
- Youth Support Coordinator (YSC)
- External agencies (e.g. DISCO, CYMHS, Headspace, JPET)
- Behaviour Coach
- Positive Learning Centre
- Discipline Improvement Plans
- Alternative and Flexible Timetables
- Positive Behaviour Plans
- Functional Behaviour Analysis and Behaviour Plans (FBA)
- Classroom Problem Solving Team (CPST)
- MIST
- Flexible Arrangement Plans
- REPPS Refreshers
- Restorative Chats and Conferences

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

Oakey State High 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. The processes for dealing with unacceptable behaviour are outlined in the school's PBL Behaviour Management Process, which is founded on the school's Major and Minor Classification charts.

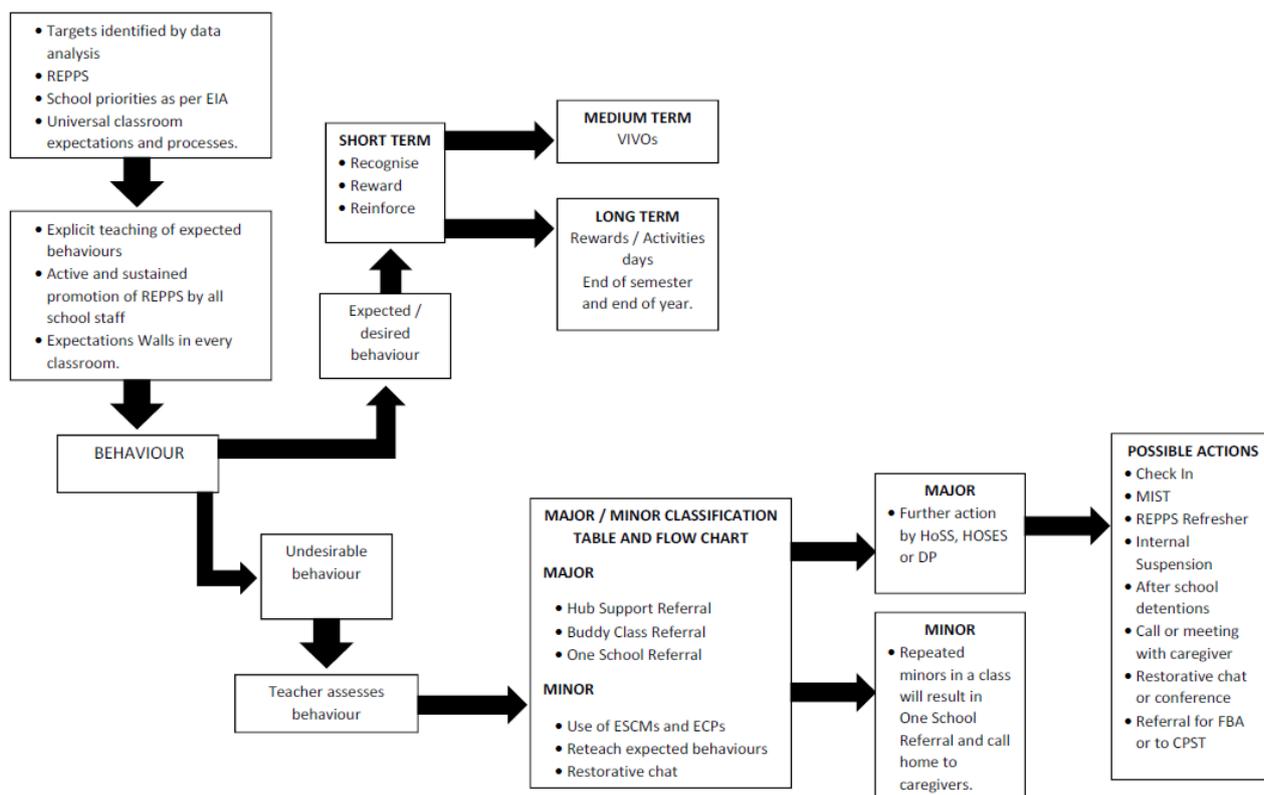
Consequences or sanctions can include:

- Check In with Head of Student Support (HoSS)
- Teacher administered detention
- Lunch-time detention
- Restorative Conferences or "chats"
- After school detention (30 minutes in length with 24 hours' notice to parents / caregivers)
- Community service activities (such as picking up litter or repairing damage to school facilities)
- Internal suspension
- External suspension (short: 1-10 days; long: 11-20 days)
- Cancellation of Enrolment
- Exclusion

These consequences are applied after investigating individual cases, and taking in to account all known circumstances, including previous student actions and based on the principal drawing a “reasonable belief” around the actions that have or have not occurred in specific incidents.

For example, in the case of a student involved in an incident of physical violence, depending on the individual circumstances, they would face a greater consequence for a second or third offence than they would for a first offence.

### PBL BEHAVIOUR MANAGEMENT PROCESS



Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The recording of three minor behaviours constitutes a major 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:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is dealt with according to the Major Classification and Referral Flow Chart.

**Minor** behaviours are those that:

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

Staff response to minor behaviours is couched in Essential Skills for Classroom Management (ESCMs) and Essential Classroom Practices (ECPs). Should problem behaviours not be resolved through the use of ESCMs and ECPs, students may be sent to a Buddy Class, as per the Minor Classification Table.

## PBL Minor Classification Table

**Note:** When determining consequences, individual circumstances will always be considered.

- A MINOR incident is one that is resolved through the use of Essential Classroom Practices, Essential Skills for Classroom Management and classroom teacher intervention.
- If the behaviour continues over time despite teacher intervention or use of strategies and practices, a One School entry is required.
- The reporting teacher is required to refer the incident to the HoSS, make contact with home and record the contact on OneSchool.
- If writing One School Entries regarding students supported by the SEP, the HOSES **must** receive the referral (no need to refer to other people).

<b>Bullying / Harassment / Threats to Other Students</b>	<ul style="list-style-type: none"> <li>• One off verbal abuse, social, psychological or non-harmful physical harassment.</li> </ul>
<b>Disruption</b>	<ul style="list-style-type: none"> <li>• Low intensity, inappropriate behaviour that disrupts learning and/or teaching.</li> </ul>
<b>Digital Harassment Victimisation</b>	<ul style="list-style-type: none"> <li>• Low level disrespect of others through name-calling, threats, through the use of digital device/s.</li> </ul>
<b>ICT Infringement (Including Phones)</b>	<ul style="list-style-type: none"> <li>• Non-serious, but inappropriate use of a digital device.</li> <li>• The use of any ICT which is contrary to teacher direction.</li> </ul>
<b>Language Infringement</b>	<ul style="list-style-type: none"> <li>• Low intensity use of inappropriate or offensive language – low level swearing or name calling which causes offence. (Indirect)</li> </ul>
<b>Late</b>	<ul style="list-style-type: none"> <li>• Arrives at class after the scheduled commencement time without a reasonable excuse.</li> <li>• Arrives at school after the scheduled commencement time without a reasonable excuse.</li> </ul>
<b>Lying</b>	<ul style="list-style-type: none"> <li>• Lying to a teacher or other staff member about completion of work or assessment.</li> <li>• Lying to a teacher or other staff member in a manner that does not fall in to the “Major” category of lying.</li> </ul>
<b>Misconduct involving Object</b>	<ul style="list-style-type: none"> <li>• Kicking / throwing balls around school buildings.</li> <li>• Throwing stones into a garden or at a target, running around with a stick during a game.</li> <li>• Using objects to disrupt other’s learning e.g. flicking pen lids at others or across a classroom, throwing paper balls, making of and propelling chewed paper pieces, using rubber bands inappropriately.</li> </ul>
<b>Non-compliance</b>	<ul style="list-style-type: none"> <li>• Low level failure to respond to reasonable instructions given by an adult.</li> </ul>
<b>Out of Bounds</b>	<ul style="list-style-type: none"> <li>• Found in an area of the school grounds that is deemed to be out of bounds.</li> </ul>
<b>Out of School Hours Infringement</b>	<ul style="list-style-type: none"> <li>• Engagement in minor inappropriate behaviours (throwing objects, smoking, verbal abuse of community members) while in school uniform but out of school hours.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Any minor problem behaviour not listed as a category.</li> </ul>
<b>Physical Misconduct/ Fighting</b>	<ul style="list-style-type: none"> <li>• Inappropriate physical contact/touching which does not result in physical injury.</li> </ul>
<b>Property Infringement</b>	<ul style="list-style-type: none"> <li>• Inappropriate use of equipment or treatment of property which doesn’t result in damage.</li> <li>• Use of someone else’s property without their permission.</li> </ul>
<b>Skip Class</b>	<ul style="list-style-type: none"> <li>• Leaves or misses class or a school activity without permission but remains on school grounds or within expected boundaries.</li> </ul>
<b>Stealing</b>	<ul style="list-style-type: none"> <li>• Disrespect to / Acquiring of other’s property of low cost value.</li> </ul>

<b>Substance Misconduct (legal substances)</b>	<ul style="list-style-type: none"> <li>• Use of aerosol spray (e.g. Deodorant)</li> </ul>
<b>Truant</b>	<ul style="list-style-type: none"> <li>• See "Skip Class"</li> <li>• CCP teacher to check attendance rates with students.</li> </ul>

**Major behaviours** are those that:

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

## PBL Major Classification Table and Referral Flow Chart

**Note:**

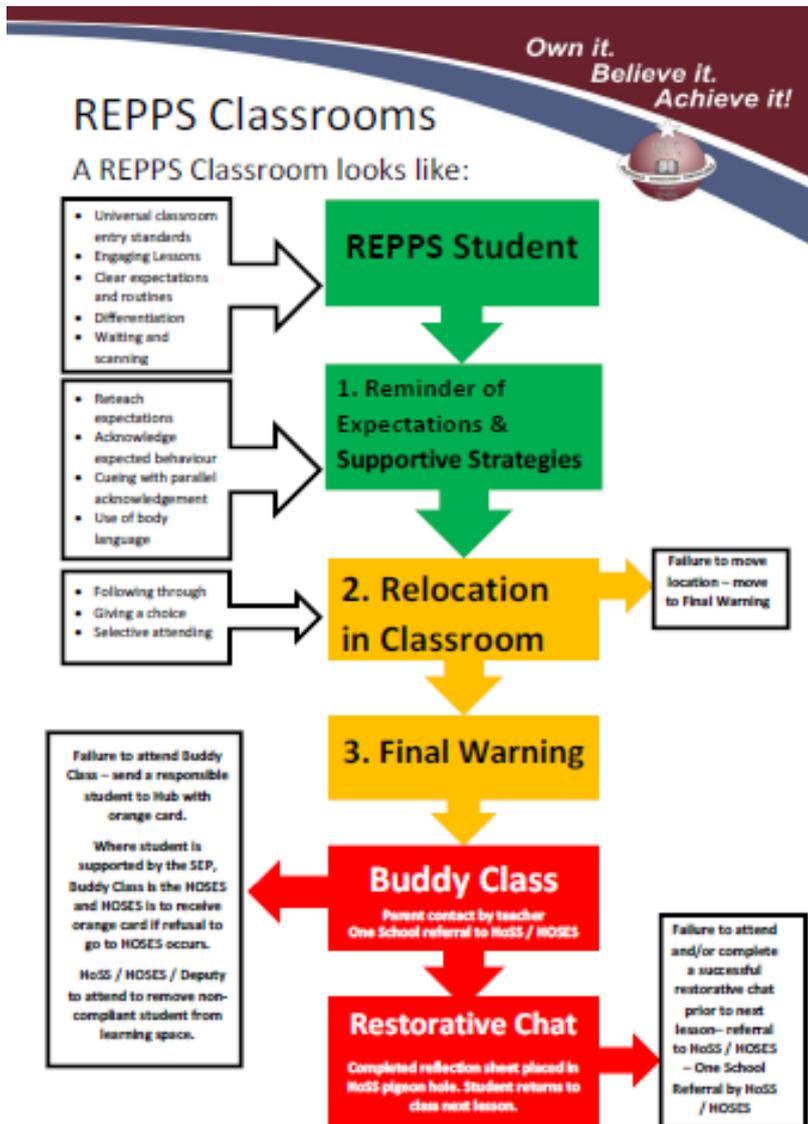
- When determining consequences, individual circumstances will always be considered.
- All major incidents require a One School referral and a phone call home from classroom teacher before the classroom teacher leaves for the day.
- Where immediate response is needed, teacher to phone the Hub as soon as possible.
- Contact to be recorded on One School.
- The reporting teacher is to ensure that the OneSchool report contains the person identified in the "Teacher to Refer to..." box in "Referrals" in OneSchool.
- **Students who are supported by the SEP to be referred to the HOSES.**

Category	Major Classification	Teacher to Refer to ...
<b>Bullying / Harassment / Threats to Other Students</b>	<ul style="list-style-type: none"> <li>• Repeated or serious verbal, physical, social or psychological misbehaviour that is harmful and involves misuse of power by an individual or group toward one or more persons, including social media.</li> <li>• Threats of harm to another student either directly or indirectly.</li> </ul>	SUSO Report – sent to HoSS as soon as possible. <u>OR</u> Red card to HoSS if immediate threat to safety of student.
<b>Cheating</b>	<ul style="list-style-type: none"> <li>• Copies or plagiarises the work of others for an assessment piece.</li> <li>• Copies the work of another student or inappropriately uses a digital device during an examination or test.</li> </ul>	HOD of Faculty in a timely manner.
<b>Check In / After School Detention</b>	<ul style="list-style-type: none"> <li>• Non-attendance at HoSS / HOSES / HOD / Administration Check In or after school detention without reasonable excuse.</li> </ul>	HoSS for action via One School + phone call to HoSS to ensure immediacy of follow up.
<b>Detention (Teacher)</b>	<ul style="list-style-type: none"> <li>• Non-attendance at teacher detention without reasonable excuse.</li> </ul>	HoSS for action via One School.
<b>Disruption</b>	<ul style="list-style-type: none"> <li>• Repeated or sustained inappropriate behaviour e.g. loud talking, yelling or screaming, making repeated noises using materials, rough play or physical contact, continually out of seat, severely interfering with the learning process.</li> </ul>	Send to Buddy Class / Grey Slip (HSR) If behaviour persists – Grey Slip (HSR) by Buddy Teacher to HoSS
<b>Digital Harassment Victimisation</b>	<ul style="list-style-type: none"> <li>• Ongoing or major disrespect shown to others by way of verbal, gestural written or digital messages/ filming which include threats, intimidation or social exclusion.</li> <li>• Negative messages relating to race, religion, gender, age, origin, appearance or disability which cause harm or embarrassment.</li> <li>• Deliberately and knowingly spreading rumours/lies about others that are hurtful or harmful via social media that disrupts the good order and nature of the school.</li> </ul>	HoSS via OneSchool
<b>ICT Infringement (Including Phones)</b>	<ul style="list-style-type: none"> <li>• Serious, inappropriate use of a digital device/s as detailed in the school's Responsible Behaviour Plan including illegal use of devices, use of a digital device to cheat during an examination, using someone else's log on details, inappropriate use of social media, accessing inappropriate websites etc.</li> <li>• Deliberate vandalism/theft of ICT resources.</li> </ul>	School's Technical Officer to report incident to HoSS. HoSS via OneSchool
<b>Language Infringement</b>	<ul style="list-style-type: none"> <li>• Continuing high intensity use of inappropriate language including swearing, use of offensive or discriminatory language and name calling. (Directed towards individuals/groups)</li> <li>• Swearing at staff members.</li> </ul>	ODR (Grey Slip) to HoSS
<b>Late</b>	<ul style="list-style-type: none"> <li>• Pattern of repeated late arrivals to class, after problem solving strategies have been implemented.</li> </ul>	HoSS via OneSchool
<b>Lying</b>	<ul style="list-style-type: none"> <li>• Deliberately and consciously implicating a student in a serious behaviour incident when they were not involved.</li> </ul>	HoSS via OneSchool

	<ul style="list-style-type: none"> <li>Deliberately and consciously telling an untruth/s in order to minimise the involvement of a fellow student in a behaviour incident.</li> <li>Deliberately misleading by giving incorrect information relating to a behaviour incident.</li> </ul>	
<b>Misconduct involving Object</b>	<ul style="list-style-type: none"> <li>Possesses a weapon or other object which could cause harm or physical injury to another person.</li> <li>Uses a weapon or other object e.g. rock, stick, play or sporting equipment etc. to threaten or cause harm or physical injury to another person or to damage the belongings of another person.</li> <li>Deliberate use of an object to damage or break school property.</li> </ul>	Teacher to contact care providers. OneSchool referral to HoSS.
<b>Non-compliance</b>	<ul style="list-style-type: none"> <li>Actively or continually refuses to follow reasonable instructions from adults – ongoing failure to engage with the curriculum, incomplete assessment, disrespectful behaviour towards adults.</li> </ul>	Teacher to contact care providers. Refer to HoSS via OneSchool ODR (Grey Slip) to HoSS if serious disruption to teaching.
<b>Out of Bounds</b>	<ul style="list-style-type: none"> <li>Leaves the school grounds without permission.</li> <li>Repeatedly plays in or frequents areas deemed to be out of bounds.</li> </ul>	Immediate referral by phone to HoSS when off premises. Referral HoSS via OneSchool.
<b>Out of School Hours Infringement</b>	<ul style="list-style-type: none"> <li>Involvement in a behaviour incident out of school hours for which an in-school consequence is applied.</li> </ul>	HoSS via OneSchool
<b>Other</b>	<ul style="list-style-type: none"> <li>Any major problem behaviour not listed as a category.</li> <li>Staff member to assess whether “other” constitutes an immediate threat to the safety of others. If it does – referral to be made to DP by phone.</li> </ul>	Referral to HoSS if behaviour related Referral to HOD if related to curriculum.
<b>Physical Misconduct/ Fighting</b>	<ul style="list-style-type: none"> <li>Inappropriate, direct or indirect, physical contact which results in injury or offence to another person or persons – hitting, kicking, punching, scratching, wrestling, hair-pulling, spitting, pushing a person into the path of, or at another person, which may cause injury.</li> <li>Sexual assault.</li> <li>Sexual activity of an explicit nature, including the “dacking” of another student.</li> </ul>	Referral to HoSS by phone Red card sent to HoSS with another student for immediate assistance.
<b>Property Infringement</b>	<ul style="list-style-type: none"> <li>Participation in an activity which results in damage to or destruction of property.</li> </ul>	Referral to HoSS via phone
<b>Skip Class</b>	<ul style="list-style-type: none"> <li>Repeated missing of classes or school activity without permission but is on school grounds /within expected boundaries.</li> </ul>	Referral to HoSS via OneSchool
<b>Stealing</b>	<ul style="list-style-type: none"> <li>Takes and/or passes on the property of others without permission.</li> <li>Possesses the property of others knowing it to be stolen</li> </ul>	Teacher to investigate – if unresolved refer to HoSS via phone.
<b>Substance Misconduct legal substances</b>	<ul style="list-style-type: none"> <li>Uses or possesses alcohol, tobacco or another legal substance e.g. petrol, paint, lighter fluid, aerosol spray (e.g. deodorant), etc.</li> <li>Supplies such legal substances to others.</li> </ul>	Refer to HoSS via phone
<b>Substance Misconduct illegal substances</b>	<ul style="list-style-type: none"> <li>Uses or possesses illegal drugs, substances or imitations.</li> <li>Supplies illegal drugs, substances or imitations to others.</li> </ul>	Refer to HoSS via phone
<b>Threats to Adults</b>	<ul style="list-style-type: none"> <li>Threatens harm to an adult either directly or indirectly.</li> </ul>	Refer to HoSS via OneSchool – if concerns for person’s safety – Red card to HoSS
<b>Truant</b>	<ul style="list-style-type: none"> <li>Failure to attend school, without permission or a reasonable excuse, for scheduled classes or other school activity.</li> </ul>	Refer to HoSS via OneSchool

## Ensuring consistent responses to problem behaviour

Staff at Oakey State High School are expected to follow the processes outlined in the PBL Major and Minor Classification tables and the REPPS Classroom flowchart (below), which are visually displayed in every classroom in the school.



## 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. If a staff member requires immediate support from a member of Administration, staff will send a red card to the office with a reliable student. The red card communicates to Administration that their attendance at the location is required to assist with responding to an emergency or critical situation.

**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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a calm and measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, and withdraw if the situation escalates.
4. Remove people from the area if there is a risk to the safety of others posed by the critical incident.
5. Provide the student with time and space for de-escalation before debriefing.
6. 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.
7. Have a restorative conversation with the student (known as a Restorative Chat) after debriefing to restore the relationships that have been damaged by the incident.

### **Physical Intervention**

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted or are not appropriate due to safety concerns and a student is:

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

Appropriate physical intervention may be used to ensure that Oakey State High 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 and the underlying function of the behaviour.

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

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

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to 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 processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

## 7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Head of Student Support (HoSS)
- Head of Special Education Services (HOSES)
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain/Student welfare worker
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator
- Community Education Counsellor.

External 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.

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account 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 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

## 10. Related policies and procedures

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

## 11. Some related resources

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

## ***Endorsement***

\_\_\_\_\_  
Assistant Regional Director

\_\_\_\_\_  
Principal

\_\_\_\_\_  
P&C President

Effective Date: February 28, 2019 – February 28, 2020 .

## 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.

Personal Technology Devices include, but are 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.

### **Certain personal technology devices banned from school**

Students are strongly discouraged from bringing valuable personal technology devices like cameras or 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, if confiscated, 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 (mobile phones) 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 unless express permission is given by the teacher for their use in class time. 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 Oakey State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or

embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

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

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

### **Text communication**

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

### **Assumption of cheating**

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

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

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

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

### **Special circumstances arrangement**

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

## Appendix 2

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

#### Purpose

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

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

There is no place for bullying in Oakey State High School. The school encourages disclosure as the first step to a solution and the mantra “Speak Up, Speak Out” is infused into whole school parades, year level parades and classrooms on an ongoing basis. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

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

Bullying may be related to:

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

At Oakey State High School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

#### Rationale

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

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

## **Prevention**

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:

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

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school-wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

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

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults. As part of the CCP (Care and Careers Program) at Oakey State High, performance companies such as Brainstorm Productions visit the school and deliver performances which promote the anti-bullying message. These performances also promote the development of an anti-bullying culture at our school.

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 Oakey State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Oakey State High School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

## **Speak Up, Speak Out!**

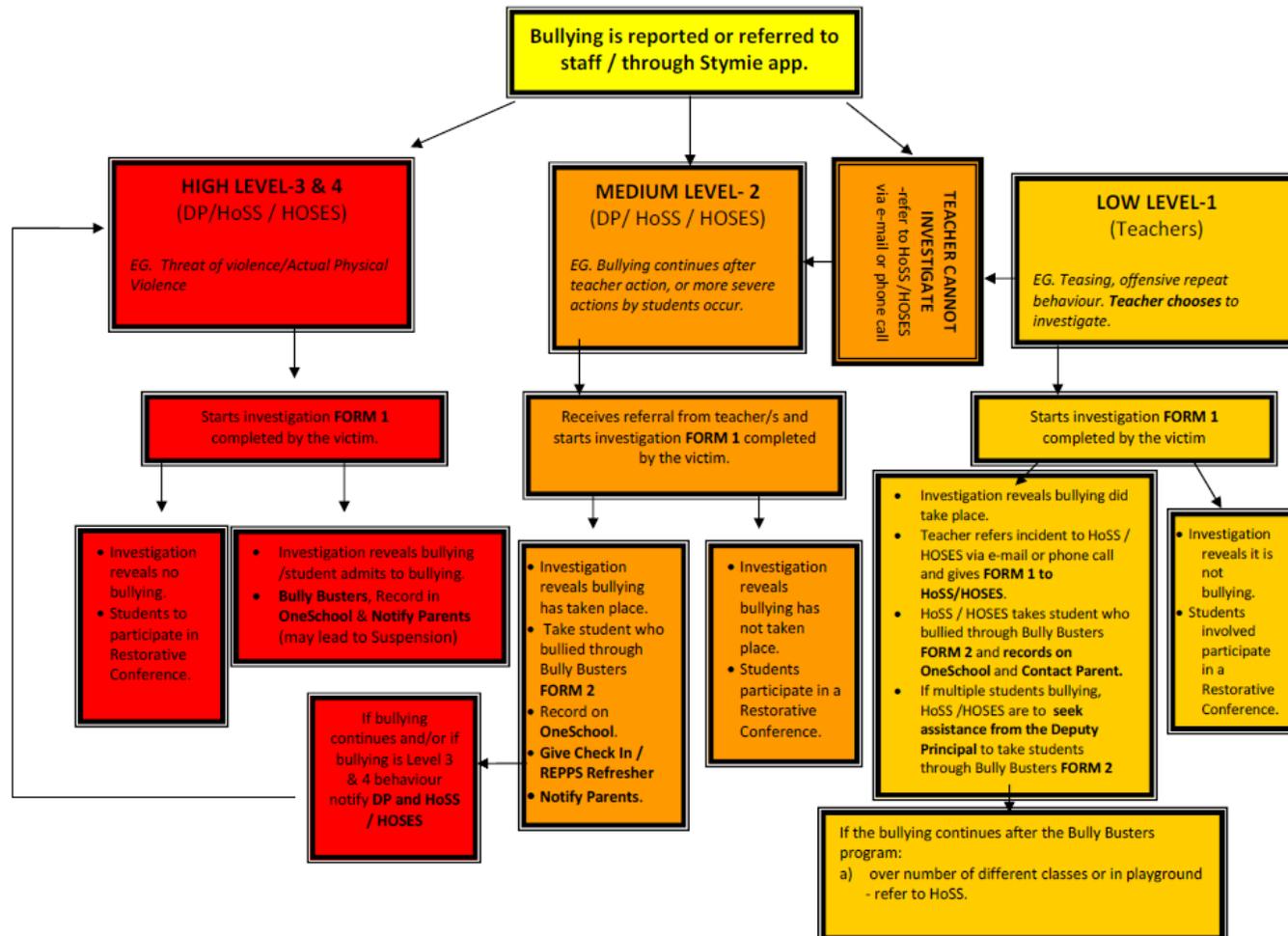
To detect and take action regarding bullying, Oakey State High School has implemented an initiative known as "Speak Up, Speak Out". This initiative encourages all members of the school community to speak out when they witness acts of bullying, and to put an end to the culture of silence that allows bullying to occur.

Oakey State High School also subscribes to Stymie, an on-line reporting application that students and community members can use to report acts of bullying and other types of harm to students anonymously.

The “Speak Up, Speak Out” initiative also outlines the actions to be taken by staff when an act of bullying occurs – both to protect the victim and to prevent bullying behaviours being exhibited by the perpetrator.

These steps are outlined here:

## Anti-Bullying Process: Speak Up - Speak Out



# SPEAK UP – SPEAK OUT

Bully Busters – FORM 1



Name: \_\_\_\_\_ FORM: \_\_\_\_\_ Date: \_\_\_\_\_

## Interview for the Bullied.

Explain your problem.

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Who is involved?

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Have you done anything to make the situation worse (fighting back, teasing back, hurting them?) Yes  No

Why did you react this way?

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What would you like to happen?

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What steps could you have taken instead to solve the problem?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



Stop Bullies with these 5 steps!

1. Ignore it
2. Move away
3. Say politely "Leave me alone."
4. Say loudly "Stop annoying me."
5. Ask a teacher for help

Tick the strategies that will help you the next time you have a problem.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Be assertive!      | <input type="checkbox"/> Think positive thoughts | <input type="checkbox"/> Avoid the situation |
| <input type="checkbox"/> Be confident       | <input type="checkbox"/> Speak Up Speak Out      | <input type="checkbox"/> Be tolerant         |
| <input type="checkbox"/> Use 'I' statements | <input type="checkbox"/> Take deep breaths       | <input type="checkbox"/> Use peer mediation  |

Everyone has a right to be treated with respect and to feel safe and happy.

In the past when you have not gotten along with someone, what have you done to deal with the situation?

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Would you like to talk to someone in the school about what is happening in your life (problems at home, problems at school, friendship problems)?

Yes  No

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Possible Solution

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*Own it.  
Believe it.  
Achieve it!*

# SPEAK UP – SPEAK OUT

*Bully Busters – FORM 2*

Name: \_\_\_\_\_ FORM: \_\_\_\_\_ Date: \_\_\_\_\_

## Interview for Bullies

**Step 1: Identifying the Problem**

What did you do wrong?

\_\_\_\_\_

How did you come to be involved in the incident?

\_\_\_\_\_

What were you hoping would happen?

\_\_\_\_\_

WORDS YOU COULD USE:					
Joke	embarrassed	fun	silly	stole	cross
Get even	pushed	hit	pushed	frustration	hurt

**Step 2: Understanding the impact and consequences of your behaviour**

Who do you think has been affected by your actions?

Name: \_\_\_\_\_

In what way? \_\_\_\_\_

What have you thought about since this incident?

\_\_\_\_\_

Did you consider how your actions would make the person you hurt feel? Yes  No

How do you think he/she is feeling?

\_\_\_\_\_

**Step 3: Making a commitment to solving the problem:**

What do you think you could do to "fix" what you have done?

\_\_\_\_\_

How and when are you going to do this? Write a plan showing the steps of what you intend doing and when you will do it.

Step 1 - \_\_\_\_\_

Step 2 - \_\_\_\_\_

Step 3 - \_\_\_\_\_

**Step 4: Preventing further incidents**

Bullying behaviour is not tolerated at Oakey SHS. The next time you feel that you might behave in a similar way, what steps are you going to take to stop the behaviour?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*Everyone has a right to be treated with respect and to feel safe and happy.*

Do you feel safe and happy at Oakey SHS? Yes  No

If not, why? \_\_\_\_\_

In the past when you have not gotten along with someone, what have you done to deal with the situation?

\_\_\_\_\_

Would you like to talk to someone in the school about what is happening in your life that may be causing you to bully (problems at home, problems at school, friendship problems)? Yes  No

Student Signature \_\_\_\_\_ *[Signature]*

Teacher Signature \_\_\_\_\_ *[Signature]*

**THIS IS TO BE FORWARDED TO THE YEAR LEVEL COORDINATOR**

## Bullying – A Serious Issue!

### *Kinds of behaviours that are classed as Harassment or Bullying*

Individuals or a group may commit a range of behaviours designed to disrupt another person physically or emotionally. They include:

**Physical**

- o Hitting
- o Punching
- o Pushing
- o Spitting
- o Sexual abuse
- o Hiding, damaging or destroying property belonging to some-one else

**Non-Physical**

- o Name calling
- o Putdowns
- o Using offensive / abusive language
- o Degrading comments based on a person's culture, gender, religion or socio-economic background
- o Ridicule based on a person's physical appearance
- o Crude notes or drawings about others
- o Spreading rumours about other families
- o Belittling another's abilities and achievements
- o Excluding people from a group
- o Teasing
- o Threats
- o Extorting money
- o Inappropriate use of SMS, email or public internet pages

I have read the above and understood that this sort of behaviour is not acceptable. I will play my part to ensure that our school remains a safe place for everyone.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 3

### Appropriate use of social media

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

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

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

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

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

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

### Role of social media

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

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

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

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

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

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

### Appropriate use of social media

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

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

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

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

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

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

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

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

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

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

There are significant penalties for these offences.

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

## Appendix 5

### Behaviour Incident Report

A. Name of student/s involved in incident:

Person Completing Form:

Date:

Problem behaviour (name):		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred <b>immediately</b> before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		

## Appendix 6

### Debriefing Report

#### Formal debriefing

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

#### Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

#### Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).