Centenary State High School

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

*Amended 5 October 2019*

1. **Purpose**

Centenary State High 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.

All sectors of the Centenary State High School community: parents/carers, students, teaching and support staff are committed to learning. 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**

Centenary State High School developed this plan in collaboration with our school community. Broad consultation with parents/carers, staff and students was undertaken and a review of school data relating to attendance, absenteeism, school disciplinary absences, cancellations and behaviour incidents from 2014 - 2016 also informed the development process.

The Plan is an amended version of the plan that was endorsed by the Principal, the President of the P&C and Assistant Regional Director, Metro Secondary/P-12 Colleges in October 2016, and will be reviewed in 2019 as required by legislation.

3. **Learning and behaviour statement**

At Centenary State High School we believe in and act according to the following values:

**Aspiration**

At Centenary State High School we aspire to improve ourselves as learners and citizens, to enable us to make strong contributions to our present and future communities. We view education as critical to this growth. We value the setting of goals, the development and implementation of strategy and the addressing of challenge, to achieve success.

**Commitment**

At Centenary we recognise that growth and success is dependent upon commitment. As a community we work conscientiously towards the achievement of our goals and do not waver in our efforts. Students over the duration of their secondary schooling will require the ability to bounce back from disappointment and to be resilient in their studies and personal life.
Community

At Centenary we assist each student to find their place in our diverse school community to develop a strong sense of belonging and security underpinned by respect for self and others. We recognise that through working collaboratively we can positively contribute to both this school community and to the broader network of communities to which we belong.

All members of the Centenary State High School community will:

- Be able to enjoy a safe and supportive environment, free from fear, harassment, or bullying in any form
- Show respect for self, others and the environment
- Support practices which enable equality of opportunity and participation in all spheres of learning and working
- Follow practices which promote a positive attitude to health and safety
- Have rights and responsibilities as partners in education
- Follow practices which demonstrate respect for the laws and regulations of our society

Our school community has identified the following three school expectations which are used to teach and promote our high standards of responsible behaviour:

- Be responsible
- Be respectful
- Be a learner

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

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

At Centenary State High School, a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour is used:

- Universal Behaviour Support
- Targeted Behaviour Support
- Intensive Behaviour Support

UNIVERSAL BEHAVIOUR SUPPORT

At Centenary State High School, we emphasise the importance of directly teaching all students the behaviours we want them to demonstrate at school. This strategy is designed to prevent problem behaviour and provides a framework for recognition for students, who meet the school expectations. It also provides a framework for responding to unacceptable behaviour.

The following proactive and preventative processes and strategies to support student behaviour are implemented at Centenary State High School:
• Comprehensive induction programs in the *Centenary State High School Responsible Behaviour Plan for Students*, delivered to new students as well as new and casual staff.
• Consistent implementation of specific policies to address:
  o Electronic Devices And Their Usage (Appendix 1)
  o The Use of Mobile Phones and Other Personal Technology Devices at School (Appendix 2)
  o Procedures for Preventing and Responding to Incidents of Bullying (Including Cyberbullying) (Appendix 3)
  o Working Together to Keep Centenary State High School Safe (Appendix 4)
  o Centenary State High School’s Drug and Alcohol Policy (Appendix 5)
  o Good Standing Policy (Appendix 6)

A set of behavioural expectations in specific settings has been developed for each of our three school expectations. The Centenary State High School Schoolwide Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings. However, behavioural expectations apply when students are outside the school grounds, (including moving to and from school) on extra-curricular activities, social functions, camps, excursions, representing the school or otherwise, and are identified as students of this school.

These expectations are communicated to students via a number of strategies, including (See the Teaching Matrix):
• Explicit teaching of expectations and how they operate in all settings is conducted by Home Group (HG) teachers at the start of the school year and regularly revisited during Monday HG lessons
• Reinforcement of learning from behaviour lessons on Year level and whole school assemblies
• School diary
• Classroom posters
• Newsletter reminders
• Student daily notices
• Reminders of expectations by staff during classroom and non-classroom activities

Reinforcing Expected School Behaviour

Centenary State High School Positive Rewards System

At Centenary State High School we aim to acknowledge those students who are positive role models and demonstrate good behaviour. Our ‘Positive Behaviour Rewards System’ recognises the efforts and behaviour of our students. We understand that the majority of our students are ‘doing the right thing’ in class and all too often the focus and attention is on the one or two students who may be misbehaving and distracting in class. Our aim is to recognise the positive behaviour of students and this will be done through our Merit Point Reward System.

Students who demonstrate our school values and expectations are acknowledged with a merit point by their teachers. These merit points are recorded on our school data base and are collated as House Group totals. At the end of each term the House Group in each year level which has the highest number of merit points is awarded a suitable group prize. Examples may include pizza party, sausage sizzle, class party etc.

We will also recognise those students who receive straight grades of Excellent for behaviour and effort on their Semester Report Cards, through the presentation of certificates at full school assemblies.
# Responsible Behaviour Plan Centenary State High School

## CENTENARY STATE HIGH SCHOOL SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

<table>
<thead>
<tr>
<th>BE RESPONSIBLE</th>
<th>CLASSROOM</th>
<th>GROUNDS/WALKWAYS</th>
<th>TOILETS</th>
<th>BUS LINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Be in the right place at the right time</td>
<td>- Be prepared</td>
<td>- Be responsible for your own litter</td>
<td>- Leave school promptly via pedestrian gates</td>
<td></td>
</tr>
<tr>
<td>- Follow instructions immediately</td>
<td>- Bring required equipment including your learning device</td>
<td>- Move promptly and quietly at bells to arrive on time at class</td>
<td>- Have current Darra pass ready to show teachers and bus driver</td>
<td></td>
</tr>
<tr>
<td>- Accept responsibility for own actions (own your own behaviour)</td>
<td>- Keep work space tidy</td>
<td>- Take the most direct route</td>
<td>- Wait until all Darra pass students have boarded</td>
<td></td>
</tr>
<tr>
<td>- Wear the correct uniform at all times</td>
<td>- Ask permission to leave the classroom</td>
<td>- Keep the central walkway clear</td>
<td>- Pay the fare/swipe Go Card</td>
<td></td>
</tr>
<tr>
<td>- Bring pen and paper to school for all activities</td>
<td>- Arrive promptly ready to work</td>
<td>- Play approved games including ball games on the oval</td>
<td>- Move to the back of the bus</td>
<td></td>
</tr>
<tr>
<td>- Bring your learning device to class.</td>
<td>- Focus on the teacher</td>
<td>- Return equipment to appropriate place when finished</td>
<td>- Behave responsibly on the bus</td>
<td></td>
</tr>
<tr>
<td>- Report inappropriate behaviour to the Year Level Coordinator/HG teacher</td>
<td>- Save work on laptops regularly</td>
<td>- Obey restrictions placed on games e.g. no tackling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Keep hands, feet and objects to yourself</td>
<td>- Keep hands, feet and other objects to self</td>
<td>- Electronic devices and accessories are out of sight unless requested otherwise by the teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use equipment appropriately</td>
<td>- Follow directions immediately</td>
<td>- Be responsible for your own litter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Keep banned items at home, such as; marker pens and deodorant sprays</td>
<td>- Electronic devices and accessories are out of sight unless requested otherwise by the teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### BE RESPECTFUL

- Respect others’ personal space and property
- Respect the rights of others to be free from bullying, sexual and racial harassment
- Care for equipment
- Keep work space and grounds clean
- Use polite language
- Wait your turn
- Share only on-line content that is appropriate to a “work environment”

- Follow instructions
- Raise your hand to speak
- Respect others’ right to learn
- Talk in turns
- Be a good listener
- Be honest
- Use laptops as and when instructed
- Close laptop during teacher/general discussion

- Play fairly – follow rules
- Take turns
- Invite others to join in
- Keep lunch areas clean
- Walk quietly and orderly so that others are not disturbed

- Leave toilets neat and tidy
- Respect privacy of others
- Report any maintenance issues immediately to the Admin office
- Wait your turn
- Keep your belongings nearby
- Have your bus pass ready
- Talk to the bus driver and other passengers politely
- Follow directions immediately

### BE A LEARNER

- Use technology appropriately (including mobile phones and ipods)
- Consume food and drink outside buildings

- Enter and exit room in an orderly manner
- Wear personal protective equipment, including leather shoes where required
- Switch off all electronic devices and keep them out of sight during learning activities and formal situations and store electronic devices in a pencil case or bag
- Submit homework, assignments/assessments on time
- Complete all set tasks
- Take an active, positive role in classroom activities
- Ask for assistance
- Maintain student diary

- Participate only in school approved games
- Wear appropriate shoes and socks at all times (NOT canvas shoes)
- Be sun safe
- Walk, do not run
- Keep passage ways clear at all times
- Be aware of others
- Wear a hat on the oval

- Report any unsafe behaviours to Admin office
- Wait inside the gate until the bus stops
- Be aware of your bag and how it affects others
- Keep hands, feet and other objects to self

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*Responsible Behaviour Plan Centenary State High School*
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.

Students who demonstrate that they are following school expectations are deemed to be in ‘good standing’. (Appendix 6)

**Responding To Unacceptable Behaviour**

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

**Re-Directing Low-Level and Infrequent Problem Behaviour**

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

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

**TARGETED BEHAVIOUR SUPPORT**

At Centenary State High School, we recognise that in a supportive and well-disciplined school a small number of students may occasionally need additional targeted support, specific adjustments or program intervention.

Each year a small number of students at Centenary State High School are identified through our data as needing additional assistance in the way of targeted behavioural support.

Support Strategies include:

- An in-school referral process for teachers seeking assistance to support students with targeted level needs
- Team approach to supporting students on targeted support programs. Input where required/appropriate from Home Group Teachers, School Nurse, School Chaplain, Year Coordinator, Guidance Officer, HOD and Administration
- Adult mentoring
- Daily behaviour monitoring programme
- Targeted/small group social skilling

Students whose behaviour does not improve after targeted intervention, or behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**INTENSIVE BEHAVIOUR SUPPORT**

Centenary State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that in a supportive and well-disciplined school approximately 2-5% of students may need more intensive support and or flexible learning options to assist them to continue their learning.

Support Strategies include:

- An in-school referral process for teachers seeking assistance to support students
- A team-based approach for providing intensive consistent individualised support
• Investigation of flexible and/or alternative learning options
• Referral to outside agencies
• Involvement of parents/carers where possible

5. Emergency responses or critical incidents

It is important that all staff, students and visitors 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. Centenary State High School has processes for containing the incident, evacuation or lockdown depending on the circumstances.

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 co-operation, 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 Centenary 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
- 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
- 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 recorded in OneSchool
- MyHR Workplace Health and Safety Report in OnePortal

### 6. Consequences for unacceptable behaviour

In developing this Responsible Behaviour Plan, Centenary State High School has categorised inappropriate student behaviour into two levels (minor and major) according to the gravity of the behaviour. This provides a clearly defined process to be undertaken by the most appropriate staff member and students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the 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 and if this behaviour persists, the student will be referred to the Head of Department. The staff member will work with the Head of Department to correct the student behaviour.
- **Major** problem behaviour is referred directly to the school Administration team.

**Minor** behaviours are those that:
- Are minor breaches of the school rules
- Do not seriously harm others or cause concern 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 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 the student is displaying
  2. Asks student to name expected school behaviour
  3. States and explains expected school behaviour if necessary
  4. Gives positive verbal acknowledgement for expected school behaviour

**Major** behaviours are those that:
- Significantly violate the rights of others, as outlined in the Code of School Behaviour
- 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 then either makes contact directly with Administration or sends a responsible student to make contact with Administration.

There may be occasions when one-off behaviour is of such a serious nature that a recommendation for cancellation of enrolment or exclusion may be made immediately by the Principal.

Such behaviour may include but will not be limited to:
- The possession, use or supply of prohibited and/or illegal substances and materials
- Violent or dangerous behaviour directed towards self and others
- Vilification on the basis of race, sex, religion and/or sexual orientation
- The instigation of, and/or participation in potentially violent situations within the wider school community
- The deliberate use of digital media through the school network for downloading, distributing or viewing of inappropriate and unacceptable material for the school context
• The deliberate and malicious use of digital media for harassment, denigration, trickery, exclusion, cyber-stalking, cyber-bullying by proxy or other activities designed to breach a person’s privacy
• The use of mobile telephones and other electronic equipment to download, distribute or view inappropriate and unacceptable material for the school context
• The deliberate and malicious use of social media carriage services to engage in behaviours and actions that are inappropriate and unacceptable within the wider school community.

It should be noted that the above breaches of the school’s ‘Responsible Behaviour Plan for Students’ need not happen during school hours as long as the student/s can be identified as a member of the Centenary State High School community and their conduct:

• Adversely affects, or is likely to adversely affect, students enrolled at the school, or;
• Brings the school name into disrepute.

One School is used to record all unacceptable minor and major behaviours that require a consequence.

The attached Behaviour Consequences Matrix gives an indication of the possible consequences issued for various types of behaviour infringements.
** BEHAVIOUR CONSEQUENCES MATRIX **

Circumstances and context will determine the appropriate level of management, which may result in a direct referral to administration.

<table>
<thead>
<tr>
<th>Unacceptable Minor Behaviour</th>
<th>Unacceptable Minor Behaviour</th>
<th>Unacceptable Major Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Managed</strong></td>
<td><strong>Head of Department managed</strong></td>
<td><strong>Administration managed either Deputy Principal or Principal</strong></td>
</tr>
<tr>
<td>Teacher Managed</td>
<td>Must include One School note</td>
<td>Ongoing or persistent non-compliance/disobedience/ misconduct in classroom or school</td>
</tr>
<tr>
<td>Teacher Managed</td>
<td>Minor behaviour entry</td>
<td>Verbal abuse directed at staff</td>
</tr>
<tr>
<td>Teacher Managed</td>
<td>Ongoing or persistent non-compliance/disobedience/ misconduct</td>
<td></td>
</tr>
<tr>
<td>Failure to follow an instruction</td>
<td>Repeatedly not doing homework, class work or assessment</td>
<td></td>
</tr>
<tr>
<td>Failure to bring equipment</td>
<td>Repeatedly leaving class without permission</td>
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<tr>
<td>Failure to bring BYOD laptop that is:</td>
<td>Persistent disruption of the learning environment</td>
<td></td>
</tr>
<tr>
<td>- Fully working</td>
<td>Minor academic misconduct</td>
<td></td>
</tr>
<tr>
<td>- Charged</td>
<td>Ongoing/persistent misuse of school internet or school network</td>
<td></td>
</tr>
<tr>
<td>- Connected to the school network</td>
<td>Ongoing/persistent failure to bring BYOD laptop or other approved device</td>
<td></td>
</tr>
<tr>
<td>Not completing homework, class work, assignments</td>
<td>Non-submission of assessment tasks</td>
<td></td>
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<tr>
<td>Disrespectful tone</td>
<td>Petty theft</td>
<td></td>
</tr>
<tr>
<td>Minor graffiti and littering</td>
<td>Ongoing or persistent non-compliance/disobedience/ misconduct</td>
<td></td>
</tr>
<tr>
<td>Having inappropriate items at school</td>
<td>Verbal abuse directed at staff</td>
<td></td>
</tr>
<tr>
<td>Incorrect use of equipment/facilities</td>
<td>Inappropriate and/or aggressive language</td>
<td></td>
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<tr>
<td>Playing banned games</td>
<td>Violence/fighting</td>
<td></td>
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<tr>
<td>Misuse of toilets</td>
<td>Throwing items with intent to harm</td>
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<tr>
<td>Inappropriate language e.g. minor swearing</td>
<td>Inappropriate sexual contact</td>
<td></td>
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<tr>
<td>Entering out of bounds areas</td>
<td>Bullying in any form including: verbal, physical, electronic, mobile, SMS and cyber bullying</td>
<td></td>
</tr>
<tr>
<td>Unsafe behaviour</td>
<td>Denigration of students/staff using electronic devices or media</td>
<td></td>
</tr>
<tr>
<td>Failure to follow the school’s Uniform, Electronic and Mobile Device policy</td>
<td>Conduct on a social media carriage that is considered unacceptable by the wider school community</td>
<td></td>
</tr>
<tr>
<td>Inappropriate contact e.g. holding hands, hugging</td>
<td>Leaving school grounds without permission</td>
<td></td>
</tr>
<tr>
<td>Inappropriate use of mobile phones and electronic devices</td>
<td>Truancy</td>
<td></td>
</tr>
<tr>
<td>Inappropriate use of the CSIS internet or school network</td>
<td>Major theft</td>
<td></td>
</tr>
<tr>
<td>Other low level unacceptable behaviours</td>
<td>Wilful property damage/vandalism/major graffiti</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Weapons possession e.g knives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Possession of, selling or under the influence of banned substances.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Being in the presence of students participating in illegal conduct.</td>
<td></td>
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<tr>
<td></td>
<td>Possession of and/or use of tobacco products and or smoking utensils</td>
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<tr>
<td></td>
<td>Adversely impacting the management and operations of the school</td>
<td></td>
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<tr>
<td></td>
<td>Bringing the school into disrepute</td>
<td></td>
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<tr>
<td></td>
<td>Persistent non-submission of assessment tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major academic misconduct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Serious misuse of school internet or school network</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ongoing uniform infringements</td>
<td></td>
</tr>
<tr>
<td>POSSIBLE CONSEQUENCES</td>
<td>POSSIBLE CONSEQUENCES</td>
<td>POSSIBLE CONSEQUENCES</td>
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<tr>
<td>-----------------------</td>
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</tr>
<tr>
<td>Teacher speaks to student about the behaviour</td>
<td>Referral to HOD</td>
<td>Referral to Administration</td>
</tr>
<tr>
<td>Warning, rule reminder</td>
<td>Lunchtime/after school detention following parent contact</td>
<td>After school detention (following parent contact) and/or lunchtime detention</td>
</tr>
<tr>
<td>Seating change</td>
<td>Classroom withdrawal for 1, 2 or 3 lessons</td>
<td>Removal of privileges – Loss of Good Standing – see Appendix 6</td>
</tr>
<tr>
<td>Teacher contacts parents/carers</td>
<td>For inappropriate use of the CSHS internet during class, referral to subject HOD - out of class time IT HOD</td>
<td>Parent notification</td>
</tr>
<tr>
<td>Teacher arranges lunch time detention</td>
<td>Removal of ICT privileges for a period of time</td>
<td>Playground withdrawal</td>
</tr>
<tr>
<td>If student fails to attend lunchtime detention teacher arranges additional detention after contacting parents/carers</td>
<td>Parents/carers informed of the inappropriate behaviour and the consequences</td>
<td>Internal suspension</td>
</tr>
<tr>
<td>Teacher issues uniform infringement notice</td>
<td>Meeting with parents/carers, student, HOD and/or Deputy Principal if warranted</td>
<td>Meeting with parents/carers, student, YLC, GO and Deputy Principal</td>
</tr>
<tr>
<td>Uniform policy breach - detention run by YLC</td>
<td>Referral to Student services staff e.g. Guidance Officer, School Nurse, Youth Support Coordinator</td>
<td>Referral to Deputy Principal for a Daily Monitoring card</td>
</tr>
<tr>
<td>Student mobile phones or electronic devices are handed in to the school office – see Appendix 2</td>
<td>HOD to notify Deputy Principal if situation deemed serious or if outside intervention might be required in the future</td>
<td>Discipline Improvement Plan</td>
</tr>
<tr>
<td>Referral to HOD</td>
<td>For ongoing failure to organise a functional laptop – Friday detention</td>
<td>1-10 day external suspension (may be placed on a Behaviour Monitoring Folder upon return)</td>
</tr>
<tr>
<td>Lunchtime/after school detention following parent contact</td>
<td>Loss of Good Standing – see Appendix 6</td>
<td>11-20 day external suspension (may be placed on a Behaviour Monitoring Folder upon return)</td>
</tr>
<tr>
<td>Classroom withdrawal for 1, 2 or 3 lessons</td>
<td>Withdrawal from interschool sport/cultural and non-curriculum activities performances, STEP</td>
<td>Referral to Alternative programs</td>
</tr>
<tr>
<td>For inappropriate use of the CSHS internet during class, referral to subject HOD - out of class time IT HOD</td>
<td>Removal of Wednesday afternoon early departure for Yr 11/12</td>
<td>Referral to Outside Agencies</td>
</tr>
<tr>
<td>Removal of ICT privileges for a period of time</td>
<td>Referral to Administration</td>
<td>Recommendation to Exclude</td>
</tr>
<tr>
<td>Parents/carers informed of the inappropriate behaviour and the consequences</td>
<td>Meeting with parents/carers, student, YLC, GO and Deputy Principal</td>
<td>Cancellation of enrolment</td>
</tr>
</tbody>
</table>
### 7. Network of student support

A strong pastoral care programme (HG – Home Group) is in operation at Centenary State High School that covers such topics as:

- Self-esteem
- Bullying and harassment
- Drug and alcohol use
- Leadership
- Study skills and time organisation
- Relationships
- Life skills
- Sex education
- Community engagement
- Resilience

Where possible, students have access to the same Year Level Coordinator, HG teacher and the same Home Group from Years 8 to 12 having worked with skilled transition teachers in Year 7.

### ADDITIONAL SUPPORT SERVICES

At Centenary State High School students who are considered to be “seriously at risk” are supported using a proactive problem solving approach.

The school endeavours to intervene and provide support drawing upon school based, EQ regional and community support services. An indication of these services is given below:

- Deputy Principals
- Guidance Counsellors
- School Based Youth Health Nurse
- School Chaplain
- Youth Support Coordinator
- Year Level Coordinator
- Heads of Department
- Administration Staff
- Senior Guidance Officer
- Transition to Work Program
- Various School Engagement Programs

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)
- Queensland Police Service
- Local Council
- Headspace
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. Student Disciplinary Absences are used only after consideration has been given to all other responses.

Centenary 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 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, socio-economic situation and their emotional state
- Recognising the rights of all students to:
  o Express opinions in an appropriate manner and at the appropriate time
  o Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  o 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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
10. Related policies

- The Code of School Behaviour
- 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
- Temporary Removal of Student Property by School Staff
- Information Communication and Technology (ICT)
- Information Management (IM)
- Managing Student Absences and Enforcing Enrolment and Attendance at State Schools

11. Some related resources

- Building a Safe and Supportive School Environment
- Bullying. No way!
- Code of Conduct for School Students Travelling on Buses
- Student Mental Health and Wellbeing
- Smart Classrooms - Digital Education

Cybersafety and schools resources

ENDORSEMENT

JOHN BREW

PRINCIPAL

MARK WATKINS

SCHOOL COUNCIL CHAIR

Effective Date: 16 October 2018 to 31st December 2019

Responsible Behaviour Plan Centenary State High School
APPENDIX 1

ELECTRONIC DEVICES AND THEIR USAGE

This document defines the Responsible Use Policy for student use of Centenary State High School’s Computer Systems, including the use of both CYO and BYO devices. Its main purpose is to encourage the mature and responsible use of the facilities available to the students through the provision of clear usage guidelines. Students authorised to use the school’s computer system also have Internet and Electronic Mail access.

The use of ICT devices and systems has been designed to help students keep up with the demands of the 21st century. Helping students become responsible digital citizens will enhance not only what we do in the classroom, but also give students skills and experiences that will prepare them for their future studies and career.

The Queensland Department of Education and Training deems the following to be responsible use and behaviour by a student:

- Developing appropriate literacy, communication and information skills
- Authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- Conducting general research for school activities and projects
- Communicating or collaborating with other students, teachers, parents/carers or experts in relation to school work
- Accessing online references such as dictionaries, encyclopaedias, etc.
- Researching and learning through the Department’s e-learning environment

The Queensland Department of Education and Training deems the following to be irresponsible use and behaviour by a student:

- Use the IT resources in an unlawful manner
- Download, distribute or publish offensive messages or pictures
- Insult, harass or attack others or use obscene or abusive language
- Deliberately waste printing and Internet resources
- Damage any electronic devices, printers or the network equipment
- Commit plagiarism or violate copyright laws
- Use unsupervised internet chat
- Send chain letters or Spam e-mail (junk mail)
- Access 3G/4G networks during school time
- Knowingly download viruses or any other programs capable of breaching the Department’s networks security

In addition to this, Centenary State High School states that:

Users are responsible for the security, maintenance and integrity of their individually owned devices and their network accounts. The school will not be held accountable for any damage, loss or theft of personal technology devices. However, the school recognises the prevalence and convenience of mobile technology and the necessity to allow students restricted use in the school environment to prepare them to be responsible digital citizens. It is recommended that families are responsible for providing their own individual insurance on privately owned electronic devices, and to ensure students always have a working device.
Users are required to use a password difficult enough so as not to be guessed by other users and under no circumstances should passwords be divulged to any other user on the system. If users have any reason to suspect that their account security may have been compromised or tampered with, it should be reported immediately to the Tech Centre.

Information dispatched from the school network is a reflection on how the global community perceives the school. All students using the systems are encouraged to show that they are positive ambassadors for Centenary State High School. No obscene, inflammatory, racist, discriminatory or derogatory language should be used in electronic mail or any other form of network communication.

**Recording people and/or events without their knowledge or consent** - This type of behaviour is misaligned with the school’s respectful values and is a breach of personal privacy/trust. 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, including racial and sexual harassment, or where, without such intent, a reasonable person would conclude that such outcomes may have or will occur.

Students must not record, photograph or film any students or school personnel without the express permission of the individual(s) concerned and the supervising teacher.

Students must not record images/voices 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 or dissemination of images that are considered indecent (such as nudity or sexual acts involving children)** - This behaviour is against the law and if detected by the school will result in a referral to the police. In such cases police may take possession of such devices for their investigation and students and parents/carers will be advised to contact the Queensland Police Service (QPS) directly.

Text messages containing obscene language and/or threats of violence that may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to police. 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 Administration as soon as possible.

Students using the system must not at any time attempt to access other computer systems, accounts or unauthorised network drives or files or to access other people’s devices without their permission and without them present.

Students must get permission before copying files from another user. Copying files or passwords belonging to another user without their express permission may constitute plagiarism and/or theft.

Students need to understand copying of software, information, graphics, or other data files may violate copyright laws without warning and be subject to prosecution from agencies to enforce such copyrights.

The school will educate students regarding cyber bullying, safe Internet and email practices and health and safety regarding the physical use of electronic devices. Students have a responsibility to behave in line with these safe practices.

Any inappropriate material will be removed from personally owned devices before bringing the devices to school and such material will not be shared with other students.
Students should be aware that they are held responsible for their actions while using any school-owned ICT device, either at home or at school. Students will also be held responsible for any breaches caused by themselves or other person(s) using their account to access internet and online communication services.

The misuse of internet and online communications services will result in disciplinary action which includes, but is not limited to, the withdrawal of access to services.

Any software or hardware issues, vandalism, damage, loss or theft of the device must be reported immediately to the school.

**Consequences if ICT Responsible Use Policy is breached are listed below:**

**1st Offence:**
- Student EQ account suspended for a minimum of 3 school days
- Interview with HOD ICTs and Parents/Carers
- Re-sign ICT Responsible Use Policy
- Offence noted on student’s OneSchool record

**2nd Offence:**
- Student EQ account suspended for a minimum of 5 school days
- Interview with HOD ICTs and Parents/Carers
- Re-sign ICT Responsible Use Policy
- Offence noted on student’s OneSchool record

**3rd Offence:**
- Student EQ account suspended for a minimum of 10 school days
- Interview with HOD ICTs and Parents/Carers
- Re-sign ICT Responsible Use Policy
- Offence noted on student’s OneSchool record
- Cancellation of Student Participation and Connectivity Request

In addition to the policy, students should note the following:

**Assumption of cheating**

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

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

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

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

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

Inappropriate behaviour outside of school hours

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

* Personal Technology Devices include, but are not limited to, the following devices: portable gaming devices, iPhone, iPad, laptop computers, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.
THE USE OF MOBILE PHONES AND OTHER 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 and the need to preserve productive teaching and learning environments and to ensure the safety and wellbeing of all school community members.

In using personal technology devices at school:

- Mobile phone use is a privilege in the school grounds. Students may only use their mobile phones and other devices before and after school hours or during AM and PM breaks.
- Students must switch off and keep phones and keep other devices out of sight during classes and other learning and formal situations.
- Mobile Phone accessories such as ear phones must be out of sight at all time unless specifically requested by the teacher.
- Ear phones or similar accessories are not to be worn around the school.
- Any device seen or heard in a learning environment is to be taken immediately, by the student, to the Administration Office. The device will be stored and a receipt issued to show the relevant staff members. The device can then be collected by the student at the end of the school day, unless required to be kept for the purposes of disciplinary investigation, when it will only be returned in the presence of a parent/carer.
- Repeated infringements of the mobile phone policy may lead to a student losing the right to bring a mobile phone to school.
- If students continue to infringe school policy and impact on teaching and learning environments through the use of personal technology devices, they will be subject to disciplinary action, including suspension.
- Personal technology devices may not be taken into or used by students in exams or class assessments. Possession of these devices at these times may lead to the assumption or detection of cheating which would incur disciplinary action.
- Students involved in sending harassing, obscene or threatening text messages to other members of the school community will be regarded as contravening the School’s Responsible Behaviour Plan in regard to Anti-Bullying and Harassment. The sender will be subject to disciplinary action, according to the School’s Responsible Behaviour Plan for Students. Disciplinary action will be taken against any student who:
  - Records other school community members without their express permission
  - Records inappropriate behaviours or incidents such as vandalism, fighting, bullying, staged fighting or pranks for the purpose of dissemination to others, by any means
  - Is knowingly the subject of such a recording
  - Records others where the outcome would be seen by a reasonable person as embarrassing, for an individual or the school, or as harassment or bullying of a school community member
- This policy also applies to students during excursions, camps and extra-curricular activities.
- 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/carers will be advised to contact the Queensland Police Service directly.

- Mobile phones or other devices are brought to school at students’ risk. No liability will be accepted by the school in the event of loss, theft or damage of any device unless it can be proved that the loss, theft or damage resulted from the school’s negligence.
PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING (INCLUDING CYBERBULLYING)

PURPOSE

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

- Achieving overall school improvement
- Raising achievement and attendance
- Promoting equality and diversity
- Ensuring the safety and well-being of all members of the school community
- Improving the effectiveness and efficiency of our student support procedures

There is no place for bullying at Centenary State High 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.

Our commitment to the philosophy of mutual respect and mutual responsibility requires all members to understand that the following behaviours are unacceptable:

- Verbal intimidation, including threats, derogatory nicknames and personal comments
- Verbal comments that could be seen as being racist, sexist or discriminatory in any way
- Threatening behaviour towards others
- Physical harm to others
- Deliberate exclusion of individuals or groups from regular social activity
- Sexual harassment
- Electronic harassment via email, SMS on mobile phone or internet chat rooms
- Filming and/or the transmission of images of any other members of the school community without their explicit permission

These behaviours are considered serious and if these behaviours do occur it follows that the school will need to take action according to the Responsible Behaviour Plan to stop the behaviour from continuing.

Support processes and practices will be put in place for students who are the victims of bullying and harassment.

PREVENTION

1. 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 minimum 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 three school expectations 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.

2. 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.

3. 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 Centenary 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’.

4. Centenary State High 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.
WORKING TOGETHER TO KEEP CENTENARY STATE HIGH SCHOOL SAFE

We can work together to keep knives out of school. At Centenary State High School,

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

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

WHAT KINDS OF KNIFE ARE BANNED?

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

THE PRINCIPAL CAN TAKE ACTION AGAINST A STUDENT WHO BRINGS A KNIFE TO SCHOOL:

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

HOW CAN PARENTS/CARERS HELP TO KEEP CENTENARY STATE HIGH SCHOOL SAFE?

- Make sure your child knows what the laws and rules are about knives
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits
- Contact your school principal if you believe your child is being bullied or threatened at school
- If you want to talk about students and knives at school, please contact the Principal
APPENDIX 5

CENTENARY STATE HIGH SCHOOL’S DRUG AND ALCOHOL POLICY

Centenary State High School is a “drug-free” school. The school focuses on prevention through education, information and providing a safe and healthy school environment.

The smoking of cigarettes is not permitted at any time on government property and it is also illegal for persons under the age of eighteen to be smoking or in the possession of cigarettes.

Students involved in drug related incidents will be given support but will also have consequences applied.

Where behaviour is deemed to have breached criminal legislation or poses a threat to school security, student or staff safety, parents/carers will be notified and external bodies such as the Queensland Police Service may be called.

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>POSSIBLE CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoking/possession of cigarettes/tobacco related products/smoking utensils</td>
<td>Multiple after school detentions/possible suspension/Discipline Improvement Plan (DIP)/suspension with proposal to exclude. Referral to school Student Support Services</td>
</tr>
<tr>
<td>Use/possession of illegal substances (drugs/alcohol)</td>
<td>Possible suspension with proposal to exclude. Possible 1-20 day suspension, depending on circumstances, police informed. Referral to School Student Support Services.</td>
</tr>
<tr>
<td>Dealing in illegal substances</td>
<td>Suspension with proposal to exclude, police informed.</td>
</tr>
</tbody>
</table>
GOOD STANDING POLICY

All students have Good Standing with the school, however, this status may be suspended by a member of the School’s Administration Team due to:

- Misbehaviour
- Lack of engagement in learning
- Failure to follow the policies and procedures of the school

Suspension of Good Standing will invoke a range of specific consequences as determined by the school’s Administration. Students will also receive reachable objectives within a set time frame, which upon satisfactory achievement will see their Good Standing reinstated.

Good Standing suspension will not impact upon core curriculum activities but may preclude a student from involvement in extra curricula or non-core activities.

Endorsement

Mark Watkins
Centenary SHS School Council Chair

Centenary SHS Principal

5 October 2019