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

1. Purpose

Chinchilla 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.

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

Chinchilla 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 community meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents is ongoing and this plan is currently under review again.

3. Learning and behaviour statement

All areas of Chinchilla 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 Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Chinchilla 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 community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be responsible
- Be respectful.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

In keeping with the Positive Behaviour Support approach we address the behaviour support needs of all students within a whole school context.

Chinchilla State High School’s approach considers support from the following perspectives:

- Universal Behaviour Support
- Targeted and classroom support
- Intensive individual student support

Chinchilla State High School has a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However, about 10% to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2% to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Chinchilla 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 designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.
The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings. These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
Chinchilla State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- The School’s Management team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Chinchilla State High School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual Support Profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address issues such as:
  - The Use of Personal Technology Devices at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Procedures for teaching school-wide expectations:

- Social Skilling
  At Chinchilla State High School, a systematic, detailed and developmentally appropriate program including a strong focus on positive relationships, relationship building, relationship restoration, bullying, harassment, violence and child protection are implemented. Positive behaviours are actively taught through the Pastoral Care Programme and normal classes. Teachers review and are skilled in the lessons at the start of the school year as well as during the year in Professional Development meetings, and resources are provided through the School Resource Centre.

- Personal Development and Camping Program
  The school has a comprehensive personal development and camping program, where skills in leadership and positive relationship building are promoted and taught. Students also learn about the general ethos of the school and have opportunities for personal development in line with the ARROW Program.

- Engaging Curriculum and Effective Teaching
  Classroom teachers have a duty of care to monitor and promote standards of behaviour of students in their classes. Engaging curriculum, inclusive practices and effective teaching are the starting point of our behaviour support strategies. Classroom teachers are supported in these endeavours through:
  - Access to relevant professional development
  - Mentoring from the Head of Department or the Administration
  - Open and informed communication from school leaders.

- Positive Reinforcement
  Positive reinforcement is a well-documented means of promoting and maintaining acceptable and appropriate behaviours. At Chinchilla State High School, energy is directed by classroom teachers, administration and support staff into reinforcing positive behaviours through actions such as:
  - Praise
  - Encouragement
  - Privileges
  - Appointment as Year 12 school leaders.

- Active student involvement
  Active student participation is taught though a progressive student council, school celebrations that foster student success, student surveys and improving school climate.

**Chinchilla State High School TEAM player point reward system**

Staff members assign TEAM player point out each day to students observing following school values in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student observing the values they can choose to give them a TEAM player point. Year level Coordinators draw out TEAM Player points at their year assemblies for year level recognition and 2 students are drawn out on assembly for whole school recognition and reward.
Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. At Chinchilla State High School, all responses to behavioural indiscretions are, ideally, in keeping with Glasser’s Choice Theory which recognises that all behaviours are purposeful. Each is an attempt to meet a need.

Re-directing low-level and infrequent problem behaviour

When students exhibit low-level and infrequent problem behaviour, the first response of school staff members is to remind the students of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations. This should be done using questions such as:
- What are you doing?
- What should you be doing?

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 safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support

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

Targeted behaviour support occurs around a specific setting, issue, student or group of students. Development and implementation of targeted support is team based and develops strategies that prevent or minimize the occurrence. Where targeted or individual support occurs in the classroom setting this support is in alignment with our whole school positive behaviour support approach and procedures.

- Individual Support Profiles: Students identified as requiring targeted support will have an Individual Support Profile created. Teachers, the student and parents/carers are involved in the collaborative process of preparing an Individual Support Profile. Teachers are made aware of teaching strategies and acceptable goals for the student. Students on an Individual Support Profiles may be required to have attendance records and negotiated goals for class lessons. A record sheet may be taken to each lesson, where the teacher, in consultation with the student, identifies goals that have been achieved in that lesson.

- Record sheets of goals and lesson attendance are used when reviewing the Individual Support Profile.

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

Intensive behaviour support

Chinchilla 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. The Chinchilla State High School Management Team may provide the following support:
- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- counselling with the school Guidance Officer
- modified timetable or attendance
- Teacher Aide support through school or district behaviour funding
• recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner
• use of the Restorative Justice process (see below)
The Management Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff.

Restorative Justice
Restorative justice is used when the school’s Responsible Behaviour Plan is violated and relationships are strained between any members of the school community, students, staff and/or parents. This process may be carried out when a need for this process is identified, even when there is no Individual Behaviour Plan.

5. Consequences for unacceptable behaviour
Chinchilla 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. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The OneSchool data base is used to record all minor and major problem 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 generally handled by staff members in conjunction with the Year Level Coordinator at the time it happens
• Major problem behaviour is generally referred directly to the HOD or the school Administration team

![Student Referral Pathway Diagram]
Minor behaviours are those that:

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

- a re-direction procedure. The staff member takes the student aside and:
  - names the behaviour that student is displaying,
  - asks student to name expected school behaviour,
  - states and explains expected school behaviour if necessary
  - gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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

Major behaviours generally result in an immediate referral to a HOD or the 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 enters the incident on One-School and refers it to the appropriate administrator.

Major problem behaviours may result in the following consequences:

- Time in office, alternative lunchtime activities, lunchtime detention, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
- Parent contact, referral to Guidance Officer, referral to a HOD or the Administration, suspension from school
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.
The following table outlines examples of major and minor problem behaviours, depending on context:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
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| Movement around school | • Running on concrete or around buildings  
• Running in stairwells  
• Not walking bike in school grounds | • Throwing objects  
• Possession of weapons |
| Activities          | • Incorrect use of equipment  
• Not playing school approved games  
• Playing in toilets | • Serious physical aggression  
• Fighting  
• Physical and verbal threats |
| Physical contact    | • Minor physical contact (eg: pushing and shoving) | • Inappropriate wearing of the uniform |
| Correct Attire      | • Not wearing a hat in playground  
• Not wearing shoes  
• Not wearing make-up or jewellery  
• Not wearing correct uniform | • Possession or selling of drugs  
• Smoking  
• Drinking alcohol |
| Other               |                                                                         | • Persistent poor behaviour. |
| Class tasks         | • Not completing set tasks that are at an appropriate level  
• Refusing to work | • Leaving class without permission (out of sight)  
• Leaving school without permission |
| Being in the right place | • Not being punctual (eg: lateness after breaks)  
• Not in the right place at the right time. | |
| Follow instructions | • Low intensity failure to respond to adult request  
• Non compliance  
• Unco-operative behaviour | • Major dishonesty  
• Illegal activities  
• Cheating (e.g. copying from a student) |
| Accept outcomes for behaviour | • Minor dishonesty  
• Cheating, e.g. plagiarism | |
| Rubbish             | • Littering | |
| Mobile Phone & electronic equipment | • Possession of a Mobile phone, at any time, in any part of the school without authorisation | • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation  
• Publication of material without permission |
| Language            | • Inappropriate language (written/verbal)  
• Calling out  
• Poor attitude  
• Disrespectful tone | • Offensive language  
• Aggressive language  
• Verbal abuse / directed profanity  
• Sexual or racist comments |
| Property            | • Petty theft  
• Lack of care for the environment  
• Graffiti | • Stealing / major theft  
• Wilful property damage  
• Vandalism |
| Others              | • Not playing fairly  
• Minor disruption to class, e.g. note writing  
• Minor defiance  
• Minor bullying / harassment | • Major bullying / harassment  
• Major disruption to class  
• Blatant disrespect  
• Major defiance  
• Bringing the school’s reputation into disrepute |
Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member should simply remind the student of the consequences of their problem behaviour, without needing to repeat the discussion/explanation process.

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

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

When conflict cannot be resolved within the classroom situation, the School Behaviour Management Plan provides every member of staff with assistance in three forms:
- Timeout Facilities (occasional use only)
- Year Level Coordinator assistance
- Head of Department assistance
- Senior Administrative assistance

As the decision to send a student out of the room has important ramifications for a student's learning program, considerable time has been spent discussing the classification of behaviours.

As part of an Inclusive Curriculum, this plan recognizes and accepts individual differences; however, teachers must ensure that they are familiar with the agreed classification of behaviour so that a measure of consistency is maintained.

Chinchilla State High School also makes use of a Code System which helps track the progress of students who repeatedly make behavioural indiscretions. All students begin on Code 0. As students continue to make poor choices with respect to behaviour, they progress through the behaviour codes as far as Code 4 which results in suspension.

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

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

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

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

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

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

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

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

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him or her or to others.

Chinchilla State High School has staff who are trained in non-violent crisis intervention who will be used where such intervention is required, if possible.

Appropriate physical intervention may be used to ensure that Chinchilla 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 will suffice
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.
Any physical intervention made must:
 be reasonable in the particular circumstances,
 be in proportion to the circumstances of the incident
 always be the minimum force needed to achieve the desired result, and
 take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
 Health and Safety incident record (link)

7. Network of student support
Students at Chinchilla State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
 Parents
 Teachers
 Year Level Coordinators
 Support Staff
 Head of Department
 Administration Staff
 Guidance Officer
 Senior Guidance Officer
 School Chaplain
 School Based Youth Health Nurse

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

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.

Chinchilla 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, socio-economic 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. Authority
 Education (General Provisions) Act 2006 (Qld)
 Education (General Provisions) Regulation 2006 (Qld)
10. Related policies

- Student Protection (http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx)
- Disclosing Student Personal Information to the Queensland Police Service (http://ppr.det.qld.gov.au/education/community/Pages/Disclosing-Student-Personal-Information-to-the-Queensland-Police-Service.aspx)
- Inclusive Education (http://ppr.det.qld.gov.au/education/learning/Pages/Inclusive-Education.aspx)
- Police interviews and Police or staff searches at State educational institutions (http://ppr.det.qld.gov.au/corp/governance/Pages/Police-and-Child-Safety-Officer-Interviews-with-Students,-and-Police-Searches-at-State-Educational-Institutions.aspx)
- Decision-making and Responding to a Request for Reasons for a Decision (http://ppr.det.qld.gov.au/corp/governance/Pages/Decision-making-and-Responding-to-a-Request-for-Reasons-for-a-Decision.aspx)
- Providing access to departmental information (http://ppr.det.qld.gov.au/corp/ict/management/Pages/Providing-Access-to-Departmental-Information.aspx)
Appendix 1

The Use of Personal Technology Devices at School
This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School
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. Students must not bring valuable personal technology devices like cameras, mobile phones or digital video cameras to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected after the end of the day, by their parents, at the school office. Breaches of this prohibition may result in discipline. If a student is in need of such a device, (i.e. they require their phone straight after school), it must be handed in to the office before school and can then be collected at 3.05pm.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises can 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.

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 Chinchilla State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy and will be subject to the full extent of the Chinchilla State High School Responsible Behaviour Plan for Students.
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 involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc.); and/or,
- knowingly being a subject of a recording;

have committed a breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to the Queensland Police Service. 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 immediately.

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

Recording Private Conversations and the Invasion of Privacy Act 1971
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which he or she 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 Principal.

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

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

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

Introduction
This policy is part of the behaviour management policy but addresses specifically the issue of bullying. While bullying is not a large problem at Chinchilla State High School, as in any group of people it does exist.

Any bullying is too much. Research suggests that bullying can have long-term negative effects on educational outcomes and personal development for both the bully and the victim. The aim at Chinchilla State High School is to create a Supportive School Environment in which students feel safe. This is as important in the classroom as in the playground.

As does the Behaviour Management Policy, so too is the anti-bullying policy based on the values of the school. Chinchilla State High School aims to promote the values of cooperation, working together, support and caring and moral and social responsibility. To extend these values, the school believes it has a part to play in developing citizens who also believe in the effectiveness of non-violence as a means of achieving goals.

Definition of Bullying Within School Context
Bullying is intimidation of a physical, verbal or psychological nature of a less powerful person by a more powerful person or group of people. (Powerful does not necessarily mean physically stronger.) It is the wilful, conscious desire to hurt, threaten or frighten someone else. It may be a single incident or may occur over a period of time.

- Physical
  - fighting, pushing, shoving, gestures or invasion of personal space.
  - bullying, stand-over tactics, picking on others, threats to “get” people, “Paying out” people, or where gangs try to dominate others.
  - damaging or interfering with other people’s possessions.

- Verbal
  - name calling, offensive language, slander (putting people down behind their back)
  - offensive notes or graffiti about others.

- Racial
  - picking on people because of their race or religious beliefs.

- Sexual
  - touching or brushing against another in a sexual manner.
  - sexually oriented jokes, drawings and literature.
  - commenting on the size or shape of a person’s body.
  - calling rude names or making comments on a person’s morals.
  - invitations of a sexual nature which are not appropriate.
  - asking questions about a person’s private life which are intrusive.

Purpose
Chinchilla 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 Chinchilla 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.

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

Bullying may be related to:
- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

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

The anti-bullying procedures at Chinchilla State High School are an addition to our already research-validated school-wide 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 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 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 positive reinforcement for demonstrating expected behaviours.
- 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 principles taught by all teachers in all classrooms wherever applicable. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

All students at Chinchilla State High School receive education on how to deal with bullying problems. Staff provide assistance to students in need with regard to this problem wherever possible. *(See Procedures For Dealing With Bullying and Harassment, following)*

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 Chinchilla 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’.

Chinchilla State High School uses behavioural data for decision-making. This data is entered into OneSchool 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.
### Procedures for Dealing With Bullying and Harassment

#### What Do You Do If You Are Bullied?

<table>
<thead>
<tr>
<th>Bullying Behaviour</th>
<th>Student Action</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal harassment of a low level.</td>
<td>Tell the people who are harassing you that you don't like it and to stop.</td>
<td>Person stops bullying behaviour or harassment.</td>
</tr>
<tr>
<td>Verbal harassment of a moderate level or repeated low level harassment or harassment that makes you feel uncomfortable or angry.</td>
<td>Tell the people harassing you to stop. If it continues, tell them again in the company of a friend or senior student. Report the incident to a teacher, Guidance Officer, Deputy Principal or the Harassment Officer. Provide reliable information if you are a witness or a victim. Stay calm. Speak to your parents.</td>
<td>Incident is officially recorded. This may affect behaviour management code. If appropriate those involved write a report of the incident. Bully and victim are interviewed separately. Bully agrees to counselling with Guidance Officer and education program and/or reparation to victim. Bully attends follow up meeting. Parents notified.</td>
</tr>
<tr>
<td>Bullying involving physical violence or verbal harassment of an extreme or extended nature.</td>
<td>Immediately report incident to a Deputy Principal. Provide reliable information. Discuss the matter with your parents.</td>
<td>Incident is officially recorded. Those involved write a report of the incident. The incident affects behaviour management code of bully. Parents of bully and victim notified to arrange separate meetings. Bully identifies what he/she will do in reparation.</td>
</tr>
</tbody>
</table>
Debriefing Report

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
- Address organisational problems and make appropriate changes

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).

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- 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?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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