RESPONSIBLE BEHAVIOUR PLAN
For Students
Based on the Code of School Behaviour

1. Purpose
Capella State High School is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Capella State High School is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through quality relationships, curriculum and school organisation; where school practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced.

The values and beliefs that drive and influence our decisions are:
• Success – “I achieve my goals. I strive to new heights”
• Teamwork – “I consider others – I show support”
• Attitude – “I am enthusiastic and ready to learn”
• Respect – “I show respect for self, others and property”

The values and beliefs are embedded in the curriculum and expressed through our everyday learning. All are inter-related and without all four in place, Capella SHS would not function effectively. It is expected that all members of our school community will consistently display our values and beliefs in all actions. These values and beliefs are the foundation of our Responsible Behaviour Plan for Students.

2. Consultation and data review
Capella SHS developed this plan in collaboration with the school community. Broad consultation with parents, staff and students was undertaken through surveys and an invitation to a Community Forum conducted in June, 2016. The review particularly focused on historic data relating to school disciplinary absences and a renewed focus on a supported re-entry for students to reduce the likelihood of re-offending.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director Schools in October 2016 and will be reviewed in 2019 as required by legislation.

3. Learning and behaviour statement
Capella SHS is committed to the development of positive relationships with and between all members of our school community. We aim to support each other as we travel the journey that will enable us to be the best that we can be. Quality in all that we do is our common belief.

Underpinning our curriculum and policies at Capella State High School is the use of our values system. These values are the foundation in developing a positive whole school culture and promote best practice for continued student engagement. Below, each school value is identified and each value can be attributed to both positive and negative behaviours within a school setting.

These values, along with expectations associated with each value, are communicated to students on a daily basis - in the classroom, outside eating and playing areas, form classes and through Skilling for R.I.G.H.T.S. The list of behaviours is an example / guide and is by no means an exhaustive list.
<table>
<thead>
<tr>
<th>SCHOOL VALUE</th>
<th>POSITIVE BEHAVIOUR EXAMPLE</th>
<th>NEGATIVE BEHAVIOUR EXAMPLE</th>
</tr>
</thead>
</table>
| Success      | • Participating in all lessons  
• Being prepared to learn  
• Setting challenging and achievable goals  
• Achieving to the best of your ability  
• Taking responsibility for your own learning  
• Celebrating success with your peers  
• Seeking feedback and assistance on your work | • Disengagement  
• Incomplete classwork and homework  
• Negative outlook on learning and school  
• Truancy  
• Repeated loss of personal and school items which impede learning success  
• Not being prepared to learn |
| Teamwork     | • Giving and receiving feedback  
• Participating in a range of activities  
• Working productively in a team and making a valuable contribution  
• Showing support  
• Accepting responsibility  
• Assisting school staff and students | • Purposeful and deliberate hindrance  
• Refusal to work with specific people in a team  
• Anti-social behaviours  
• Ongoing and repeated social conflict adversely impacting on the social well-being of the school and its community  
• Not making a contribution to the task |
| Attitude     | • Arriving at school on time and with the correct equipment  
• Putting effort into work – completing it to a high standard and to the best of your ability  
• Working independently to complete set work  
• Submitting work on time  
• Believing there is something good in everything  
• Accept mistakes are a valuable way to learn  
• Positive comments towards learning | • Disorganised and not being prepared to work  
• School absence for no valid reason  
• Failure to complete set tasks or limited effort put towards set tasks  
• Using class time to attend to personal matters  
• Believing that minimal effort will do  
• Negative comments made towards learning and class activities  
• Not having the correct equipment for learning |
| Respect      | • Following teacher instructions  
• Accepting and adhering to school policies and procedures  
• Accepting others and showing tolerance  
• Treating others with a sense of worth  
• Speaking courteously and respectfully  
• Actively opposing and reporting bullying / cyber-bullying  
• Taking pride and care within classroom / work environments | • Defiance and refusal to follow procedures / teacher directions  
• Swearing and derogatory comments  
• Verbal and physical abuse to staff and students  
• Smoking / substance abuse  
• Vandalism and damage to property  
• Uniform infringements  
• Littering  
• Spreading rumours in the community (electronic or verbal) |

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

Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Capella 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 behaviours support – a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our school values. The Schoolwide Expectations Teaching Matrix outlines rules and specific behavioural expectations in all school settings.
<table>
<thead>
<tr>
<th>SUCCESS</th>
<th>TEAMWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All settings</strong></td>
<td><strong>Take every opportunity to learn – Golden Rule</strong></td>
</tr>
<tr>
<td>Follow teacher / staff instructions</td>
<td>Represent your school positively</td>
</tr>
<tr>
<td>Participation in all set tasks</td>
<td>Look out for your friends – report inappropriate behaviour</td>
</tr>
<tr>
<td>Setting challenging and achievable goals in all facets of schooling</td>
<td>Seek to resolve any conflicts responsibly – abuse or violence are not options</td>
</tr>
<tr>
<td>Report any unsafe behaviour, hazards or accidents</td>
<td></td>
</tr>
<tr>
<td>Celebrate success with the school community</td>
<td></td>
</tr>
<tr>
<td>Uphold Capella State High School’s values and beliefs</td>
<td></td>
</tr>
<tr>
<td><strong>All classrooms and learning areas</strong></td>
<td><strong>Listen to and follow instructions</strong></td>
</tr>
<tr>
<td>Junior school students are to will line up outside the classroom in two straight lines</td>
<td>Stay seated unless otherwise directed</td>
</tr>
<tr>
<td>Move in a careful and orderly manner into, around and out of the room</td>
<td>Stay on task</td>
</tr>
<tr>
<td>Follow set safety procedures</td>
<td>Ask for help when required and wait patiently for assistance</td>
</tr>
<tr>
<td>Use equipment for designed purposes</td>
<td>Return all equipment to the correct location</td>
</tr>
<tr>
<td>Sit safely with chairs flat on the floor</td>
<td>If absent, see your class teacher for missed work</td>
</tr>
<tr>
<td>Pass items and belongings carefully – do not throw</td>
<td></td>
</tr>
<tr>
<td>Use your student planner to record homework and important information</td>
<td></td>
</tr>
<tr>
<td><strong>School grounds</strong></td>
<td><strong>Report safety issues and accidents to a staff member</strong></td>
</tr>
<tr>
<td>Walk around buildings and on pathways</td>
<td>Keep personal valuables safe</td>
</tr>
<tr>
<td>Remain in school grounds</td>
<td>Follow all instructions from staff</td>
</tr>
<tr>
<td>Keep feet on the ground – avoid climbing on fences, walls, trees or buildings</td>
<td>Place bags in racks or designated areas</td>
</tr>
<tr>
<td>Leave sticks and stones on the ground</td>
<td>Look out for your friends – report inappropriate behaviours</td>
</tr>
<tr>
<td>Be sun safe</td>
<td>Remain clear of out-of-bounds areas, including car park areas</td>
</tr>
<tr>
<td>Play ball games only in designated areas</td>
<td></td>
</tr>
<tr>
<td>Wear covered footwear</td>
<td></td>
</tr>
<tr>
<td><strong>Amenities</strong></td>
<td><strong>Go to the toilet during breaks – limit interruptions to class time</strong></td>
</tr>
<tr>
<td>Wash your hands after going to the toilet</td>
<td>Report inappropriate behaviour to staff</td>
</tr>
<tr>
<td>Flush the toilet after use</td>
<td>Report any damage to staff</td>
</tr>
<tr>
<td>Be healthy and avoid taking any food or drink into the toilets</td>
<td>Only enter toilet facilities if you need to use them and move out quickly afterwards</td>
</tr>
<tr>
<td><strong>Tuckshop</strong></td>
<td><strong>Protect valuables by leaving them at home or at the school office</strong></td>
</tr>
<tr>
<td>Keep the surrounding area clear – move away if you are not purchasing food</td>
<td>Line up responsibly, looking out for your fellow peers</td>
</tr>
<tr>
<td>Line up safely – no pushing and shoving</td>
<td></td>
</tr>
<tr>
<td><strong>Excursions and school activities</strong></td>
<td><strong>Bring all equipment required for the excursion / camp to school</strong></td>
</tr>
<tr>
<td>Wear school uniform unless otherwise stipulated</td>
<td>Ensure that all forms are returned and monies are paid prior to the excursion</td>
</tr>
<tr>
<td>Remain seated when on buses and use seatbelts where provided</td>
<td></td>
</tr>
<tr>
<td>Follow staff and bus driver instructions</td>
<td></td>
</tr>
<tr>
<td>Walk calmly on and off buses</td>
<td></td>
</tr>
<tr>
<td>Follow all rules of any venue being visited</td>
<td></td>
</tr>
<tr>
<td><strong>Entering and leaving school</strong></td>
<td><strong>If you are late, report to the records office and sign in</strong></td>
</tr>
<tr>
<td>Follow the road rules when riding a bike</td>
<td>Observe all road rules when travelling to and from school</td>
</tr>
<tr>
<td>Walk bikes through school grounds</td>
<td>If driving (Year 12), ensure the office has a record of your driver’s details and relevant passenger lists</td>
</tr>
<tr>
<td>Always wear a helmet when riding a bike</td>
<td></td>
</tr>
<tr>
<td>If catching a bus, wait inside the fence until the teacher directs you to move to the bus</td>
<td></td>
</tr>
<tr>
<td><strong>Assemblies and performances</strong></td>
<td><strong>Listen to staff directions</strong></td>
</tr>
<tr>
<td>Enter and depart MPH / UCA under staff direction</td>
<td>Be responsible for your actions</td>
</tr>
<tr>
<td>Leave area in an organised and safe manner</td>
<td>Sit with form group in alphabetical order</td>
</tr>
<tr>
<td></td>
<td>Use your student planner to record important dates and other information</td>
</tr>
<tr>
<td>ATTITUDE</td>
<td>RESPECT</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>All settings</strong></td>
<td></td>
</tr>
<tr>
<td>• Be in correct uniform</td>
<td>• Treat all furniture, buildings and equipment with respect</td>
</tr>
<tr>
<td>• Be punctual</td>
<td>• Respect people’s property and personal belongings</td>
</tr>
<tr>
<td>• Bring all necessary equipment and materials</td>
<td>• Be tolerant</td>
</tr>
<tr>
<td>• Leave banned items at home</td>
<td>• Attend to personal hygiene</td>
</tr>
<tr>
<td>• Have the necessary equipment for each class</td>
<td>• Use only appropriate and polite language</td>
</tr>
<tr>
<td>• Have homework and assessment completed on time</td>
<td>• Be honest and own your own behaviour</td>
</tr>
<tr>
<td>• Be prepared to listen and to participate</td>
<td><strong>All classrooms and learning areas</strong></td>
</tr>
<tr>
<td>• Have a positive attitude</td>
<td>• Dispose of rubbish appropriately</td>
</tr>
<tr>
<td><strong>School grounds</strong></td>
<td>• Respect other people’s personal space and avoid distracting others from learning</td>
</tr>
<tr>
<td>• Arrive on time – move off to classes promptly when the bell rings</td>
<td>• Leave your work area clean and tidy</td>
</tr>
<tr>
<td>• Bring a hat every day</td>
<td>• Ensure you are wearing your uniform neatly and remove your hat</td>
</tr>
<tr>
<td>• Be mindful of the space you are occupying, keep it clean and tidy</td>
<td><strong>Amenities</strong></td>
</tr>
<tr>
<td></td>
<td>• Treat gardens and plants with respect and stay on pathways where possible</td>
</tr>
<tr>
<td><strong>Tuckshop</strong></td>
<td>• Treat furniture with respect – look after outdoor seating and only sit on chairs, not tables</td>
</tr>
<tr>
<td>• Have your money ready when ordering</td>
<td>• Maintain appropriate contact with other students – no intimate contact</td>
</tr>
<tr>
<td>• Order lunch before school</td>
<td>• Speak at a reasonable volume – avoid yelling and shouting</td>
</tr>
<tr>
<td></td>
<td>• Speak respectfully to others</td>
</tr>
<tr>
<td></td>
<td>• Place all litter in bins</td>
</tr>
<tr>
<td><strong>Excursions and school activities</strong></td>
<td><strong>Entering and leaving school</strong></td>
</tr>
<tr>
<td>• Return forms and payments before the due date</td>
<td>• Place all litter in bins</td>
</tr>
<tr>
<td>• Have all equipment needed for the excursion</td>
<td>• Treat all other students with respect</td>
</tr>
<tr>
<td>• Know where and when the excursion is departing and arrive on time</td>
<td>• Do not ride your bike in school grounds, wait until you are beyond the fence line</td>
</tr>
<tr>
<td><strong>Assemblies and performances</strong></td>
<td></td>
</tr>
<tr>
<td>• Have equipment as directed by teachers</td>
<td><strong>Amenities</strong></td>
</tr>
<tr>
<td></td>
<td>• Listen respectfully – do not interrupt</td>
</tr>
<tr>
<td></td>
<td>• Remove hats</td>
</tr>
<tr>
<td></td>
<td>• Acknowledge the National Anthem and special events appropriately</td>
</tr>
<tr>
<td></td>
<td>• Applaud achievements</td>
</tr>
<tr>
<td></td>
<td>• Be punctual</td>
</tr>
<tr>
<td></td>
<td>• Leave the area clean</td>
</tr>
</tbody>
</table>
Procedures for teaching school-wide expectations:

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

- **Skilling for R.I.G.H.T.S**
  At Capella SHS, systematic, detailed and developmentally appropriate foundation programs for positive relationships, bullying, harassment, violence and child protection are implemented. Positive relationships are actively taught, modelled and embedded in all aspects of Capella SHS. Teachers review and are skilled in the lessons delivered each year, new staff to the school participate in an induction program and staff meet professionally to design content delivered in the focus lessons each week.

- **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 Heads of Department or Behaviour Support personnel
  - Open and informed communication from school leaders

**Reinforcing expected school behaviour**

Positive reinforcement is a well-documented means of promoting and maintaining acceptable and appropriate behaviours. At Capella SHS, energy is directed by classroom teachers, administration and support staff into reinforcing positive behaviours through actions such as:

- Postcards home
- Rewards
- Celebration Parades Assemblies
- Whole school parades Assemblies

**Active Student Involvement**

Active student participation is taught through a progressive student council, celebration assemblies that celebrate acknowledge student success, weekly hero awards on junior school assembly, positive postcards, form classes and Skilling for Rights classes.

**Responding to unacceptable behaviour**

1. **Redirecting 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 use the Essential Skills for Classroom management. ESCM’s focus on 10 essential skills:
   - Establishing Expectations
   - Instruction Giving
   - Waiting and Scanning
   - Cueing with Parallel Acknowledgment
   - Body Language Encouraging
   - Descriptive Encouraging
   - Selective Attending
   - Verbal and Non-verbal Redirecting to the Learning
   - Giving a Choice
   - Following Through
   - Defusing

**Targeted behaviour support**

This 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 minimise the occurrence. Targeted or Bully Prevention Strategy Capella SHS – Fitzroy Central West Queensland Regions .Updated 2016
individual support that occurs in the classroom setting is in alignment with our whole school positive behaviour support approach and procedures.

**Individual Behaviour Plan**

Students identified as requiring support may require an Individual Behaviour Plan. Teachers, the student and the parents/carers are informed in the collaborative process of preparing the Individual Behaviour Plan. Students on an Individual Behaviour Plan are required to have attendance records and negotiated goals for the lessons in collaboration with classroom teachers. A monitoring book is taken to each lesson, where the teacher, in consultation with the student, identifies goals that have been achieved in that lesson.

**Intensive behaviour support**

Students identified as needing intensive behaviour support are those who have had targeted support through the above strategies and are still at risk of significant educational underachievement due to their inappropriate behaviours. The student’s Individual Behaviour Plan has been reviewed regularly and further support is now deemed appropriate.

The administration staff assist in the co-ordination of the Education Quality Assurance Team (EQAT) which comprises all of the student support services. A collaborative consultation process is facilitated, involving the appropriate teachers, the student, the parents/carers and relevant school support services team members. An assessment is conducted in an attempt to identify the reasons for the occurrences of specific behaviours. Interagency groups are used to co-ordinate services to meet the needs of the students identified with persistent or extreme problem behaviours. Agencies contributing may include: Disability Services Queensland, Child and Youth Mental Health, Queensland Health, Department of Child Safety, Police, Local Council, Youth Support Workers, EQ District Office.

From the Behaviour Assessment and inter-agency input, the following supports may be put in place in the Individual Behaviour Plan:

- Working with Advisory Visiting Teacher
- Counselling with school Guidance Officer
- Modified timetable and attendance
- Teacher Aide support
- Recommendation to parents to access outside agencies such as Child and Youth Mental Health Services or their local General Practitioner

The Individual Behaviour Plan continues to be reviewed and adjusted, if necessary, every fortnight.

**5. Emergency or critical incidents 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**

1. *Avoid escalating the problem behaviour*: Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. **Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

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

4. **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.

5. **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 Capella SHS’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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

- property destruction
- school disruption
- refusal to comply
- verbal threats
- 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 – in OneSchool
- Health and Safety Incident record (link)
- debriefing report (for student and staff) (APPENDIX FIVE).
Most incidents are of a minor nature and can be easily dealt with by a teacher. A general procedural statement, however, is needed for incidents, whether they are in the classroom or the grounds and when a student deliberately escalates a problem. Staff need a uniform approach for such situations.

**Minor and Major behaviours**
When responding to unacceptable behaviour the staff member first determines if the unacceptable behaviour is major or minor, with the following agreed understanding:
- Minor problem behaviour is handled by staff members at the time it happens
- Major problem behaviour is 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 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 that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal or detention for work completion.
- A redirection procedure. The staff member asks the student the behaviour referral questions:
  - What are you doing?
  - What should you be doing?
  - What will happen if you continue this behaviour?
- If problem behaviour continues then student is sent to a buddy class using the buddy class system.

Major behaviours are those that:
- Significantly violate the rights of others
- Put others/self at risk of harm
- Require the involvement of school Administration

Major problem behaviours may result in the following consequences:
- Buddy class process
- Immediate referral to administration
- Activity withdrawal, contact to parents, loss of privileges, suspension, recommendation for exclusion
**EVERYDAY POSITIVE BEHAVIOURS**
- Learning at all times and following teacher instructions
- Being safe and helping others
- Using manners including correct greetings and names
- Positivity to others and showing respect
- School pride and valuing education
- Sharing ideas
- Staying in your seat unless otherwise directed—no swinging on chairs
- Raising your hand when you wish to contribute
- Completing all class and homework to the best of your ability
- Asking for help when you don’t understand something
- Being open to new experiences
- Showing initiative
- Role-modelling to others in the class
- Showing understanding, empathy and tolerance
- Contributing to a positive school environment

**BEHAVIOURS REQUIRING ATTENTION—MINOR**
- Non-compliance with routine
- Off-task and talking to others—disrupting learning and purposely distracting others
- Being a disengaged learner—head on desk, body turned away from speaker, being distracted by other elements in the classroom
- Talking out of turn and calling out
- Not completing set class work or homework
- Not being punctual to class
- Having the incorrect or inadequate equipment for class
- Repeated swinging on chair
- Moving around the room without being directed
- Inappropriate language
- Throwing objects around the classroom
- Eating food / chewing gum in class

**BEHAVIOURS REQUIRING REFERRAL—MAJOR**
- Non-compliance with routine (continual)
- Continual disengagement with learning
- Persistent wilful disobedience
- Persistent back chatting and disregard for teacher’s instructions (arguing)
- Intentional disrespect
- Directed swearing at others
- Theft/stealing, vandalism, graffiti
- Purposeful and intentional damage to property
- Purposeful misuse of equipment potentially causing harm to self or others
- Not adhering to safety protocol
- Verbal, physical, emotional, sexual, intellectual harassment/assault
- Misuse of digital technology
- Bringing the school into disrepute
- Continual truancy/absence from school

---

**Behaviour Referral Process**

<table>
<thead>
<tr>
<th>First Behaviour Incident</th>
<th>Second Behaviour Incident</th>
<th>Third Behaviour Incident</th>
<th>Fourth Behaviour Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher reports incident on One School (no referral) within 24 hours of the incident</td>
<td>Teacher reports incident on One School (no referral) within 24 hours of the incident</td>
<td>Teacher sends student to Buddy Class</td>
<td>Student returns from Buddy Class to reflect with teacher at teacher discretion</td>
</tr>
<tr>
<td>Teacher phones parent/guardian and records contact.</td>
<td>Teacher reports incident on One School and refers to HOD within 24 hours of the incident.</td>
<td>HOD applies further consequences, contacts parent/guardian and records contact on One School.</td>
<td></td>
</tr>
<tr>
<td>Teacher reports incident on One School and refers to principal within 24 hours of the incident. Principal applies further consequences, contacts parent/guardian and records contact on One School.</td>
<td>Teacher to follow up with parent/guardian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The behaviour referral process above applies to each teacher over one term. At the start of each term each child starts again at the first referral.

Bully Prevention Strategy Capella SHS – Fitzroy Central West Queensland Regions . Updated 2016
Buddy Class System

Teacher manages student behaviour using ESCMs

Student displays disruptive behaviour
All behaviour management skills have been used by teacher.

Teacher asks students Behaviour Referral questions:
1. What are you doing?
2. What should you be doing?
3. What will happen if you continue this behaviour?

Student answers questions sensibly and complies with teacher instructions
Teacher thanks student and leaves student to complete work
Student displays the behaviour again.
Teacher asks student again:
1. What are you doing?
2. What should you be doing?
3. What did you say was going to happen now?

Student refuses to go back on task, ignores teacher instructions or refuses to answer questions appropriately
Teacher says to student: Your behaviour shows you have chosen to go to the buddy class
Teacher sends student to Buddy Class with reflection sheet and work.
Teacher makes note of student leaving to buddy class on ID Attend
Student completes work and reflection sheet at Buddy Class and returns at the end of the class with work and reflection
Teacher reflects with student at their discretion.

Teacher refers student to HOD if:
- They return from Buddy Class with no work
- They are disruptive in Buddy Class
6. Network of student support
Students at Capella SHS are supported through positive reinforcement and whole school, targeted and intensive behaviour support, by the following personnel:

- Parents
- Teachers
- Quality Assurance Team
- Support staff
- Heads of Department
- Administration Staff
- Guidance Officer
- School Chaplain
- School Based Youth Health Nurse
- Youth Support Workers
- Advisory Visiting Teachers
- Senior Guidance Officer
- Ministers of Religion

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Community Development Officers

7. 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.

Capella SHS considers the individual circumstances of students when applying support and consequences by:

- Promoting a teaching/learning environment which is responsive to the diverse needs of its students
- Establishing consistent procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state
- Recognising the rights of all students to:
  - Express their opinions in an appropriate manner and at the appropriate time
  - Work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation and impairment, and
  - Receive adjustments appropriate to their learning and/or impairment needs.

8. Related legislation

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

9. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools

Bully Prevention Strategy Capella SHS – Fitzroy Central West Queensland Regions. Updated 2016
10. Some related resources

- Bullying. No way!
- National Safe School Framework
- Working Together resources for schools
- Cyber safety and schools resources
- Take a Stand Together
- Safe Schools Hub
- Schoolwide Positive Behaviour Support
- Code of Conduct for Students Travelling on Buses

Endorsement

Principal

P and C President

Effective date: September 2016
APPENDIX 1

THE USE OF PERSONAL TECHNOLOGY DEVICES*

This amendment is made in accordance with Department of Education and Training policy – SMS-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students. This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

MOBILE PHONE POLICY
Students may bring mobile phones to school or school events however it must be switched off or on silent in student’s bag during school hours. Breach of this policy will result in phone being confiscated by school staff and handed into office, student may sign out at the end of the day. Second breach of the phone policy will result in a Parent collecting the phone from the office. Third breach may result in suspension or disciplinary action.

PERSONAL TECHNOLOGY DEVICES BANNED FROM SCHOOL
Students must not bring personal technology devices like cameras, digital video cameras, multimedia players, external hard drives (USB memory sticks are permitted) or IPods to school or school events. These are often very valuable and there is a risk of damage or theft. Such devices will be **confiscated by school staff and may be collected at the end of the day from the school office**. Repeated breaches of this prohibition may result in discipline.

CONFISCATION
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation. If a device is kept by the school for the purposes of a disciplinary investigation it will only be returned to the student 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 police directly.

Students who have a personal technology device confiscated 3 times may be suspended for failing to follow schools directions and policy.

PERSONAL TECHNOLOGY DEVICES ETIQUETTE
Bringing personal technology devices to school is not accepted by the school because of the potential for theft and general disruption associated with them.

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 Capella 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.

Bully Prevention Strategy Capella SHS – Fitzroy Central West Queensland Regions. Updated 2016
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\(^1\) 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, social media, display, internet uploading etc); and/or,
- knowingly being a subject of a recording in breach of this policy may be subject to discipline (including suspension and 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 police involvement.

**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 police investigation. Students receiving such text messages or posts during or after school, should ensure they keep the message as evidence and bring the matter to the attention of the school office. In these cases, the matter will be investigated and may be referred to the Queensland Police Service.

**ONLINE BEHAVIOUR INCLUDING SOCIAL MEDIA**
During or outside of school hours, students participating in public online conversations or posting comments/images which are embarrassing, defaming or denigrating to students, staff or the school community; will have impacted on the good order and management of the school and may be subject to disciplinary action such as:
- Central Withdrawal
- Matter handed to police
- Suspension
- Proposal for exclusion

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

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

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

**SPECIAL CIRCUMSTANCES ARRANGEMENT**
Students who require the use of a personal technology device in circumstances that would contravene this policy should negotiate a special circumstances arrangement with the Principal or designated Officer-in-Charge.

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

Bully Prevention Strategy Capella SHS – Fitzroy Central West Queensland Regions. Updated 2016
APPENDIX TWO

PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING (INCLUDING CYBERBULLYING)

Rationale
State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments.

Capella SHS is committed to providing a supportive school environment where all members of feel safe and free from bullying. School practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced.

School community beliefs about bullying

"At Capella State High School bullying in all its forms is not accepted and all members of Capella State High School accept their responsibility to promote positive relationships and to prevent bullying".

Bullying/Cyberbullying is when a person is the target over time of repeated negative actions or comments. Bullying is when there is an imbalance of power so that the person being targeted has trouble defending themselves. Bullying is usually characterised by unequal levels of emotional impact on the bully and the target.
(adapted from Bullyproofing your school, by Sopris West)

Bullying/Cyberbullying does not require intention from the doer to be a reality for the target.

Bullying/Cyberbullying does not have to be direct from one person to another – it may be indirect through intermediaries, though orchestrated by the bully.

Bullying/Cyberbullying may be adult to child, child to adult, adult to adult, child to child, staff to student, student to staff, staff to staff, student to student, and any other combination that may be described.

Bullying takes many forms and may be one or more of the following:

Harrassment: This involves any form of unwanted interaction between 2 or more people and includes threatening behaviour, damage to and the taking of property, name calling and belittling, put downs, rumour spreading and exclusion as well as derogatory racial comments and sexual comments or activity of a sexual nature excluding actual assault. There are many forms of harassment and it is difficult to list all forms. It would be safe to say any activity that is designed to cause humiliation and suffering of a person would be classified as harassment.

Violence: This involves any type of unacceptable physical interaction between students and would include fighting, physical assault and sexual assault.

Intimidation: Is about forcing someone else to do something they might not otherwise do through the induction of fear in that person. It is about making someone else feel timid.

Targeting: Is about making another person a target by imposing unusual, unfair, or unjust treatment, punishment and discipline on them.

Bullying includes:
- Physical actions

Bully Prevention Strategy Capella SHS – Fitzroy Central West Queensland Regions. Updated 2016
- Verbal attacks
- Psychological intimidation
- Extortion
- Harassment and discriminatory behaviours that are directed toward someone of the basis of differences such as:
  - Gender
  - Ability and disability
  - Racial background
  - Socio-economic status
  - Religious or cultural beliefs
  - Sexual orientation
  - Where you live
  - Sending of threatening or demeaning messages by SMS, email, internet

Cyberbullying uses electronic means to convey in a public or enclosed online space:
- Threats of physical violence
- Verbal attacks
- Psychological intimidation
- Extortion
- Harassment and
- Discriminatory comments or images

Educational Programs
It is important that students staff and parents understand what bullying is, how it impacts on people and how bullying is responded to at Capella State High School. At Capella SHS we use the following educational strategies.

What we all can do about bullying issues?

1. **Disseminate information** to the total school community and workplace about the nature of all types of harassment, intimidation, discrimination and bullying, and their causes and effects in the working and learning environment.
2. Make it clear that these behaviours will not be accepted in the school or workplace through information, interventions and by taking the issue seriously at all times.
3. Ensure that there is a high level of awareness about these issues.
4. Ensure that the issues relating to the nature and prevention of these behaviours are addressed in the curriculum, as well as Skilling for RIGHTS.
5. Take immediate action on complaints in accordance with relevant procedures.
6. **Respond supportively** to any student or staff member who makes a complaint.
7. Arrange regular and appropriate education and training (eg cyber-bullying) for staff, students, parents and others.
8. Conduct an anti-bullying day annually.
9. Include regular information and articles about bullying in skilling program.

Prevention Programs
Effective social skill and positive relationships act to prevent bullying. At Capella SHS we promote effective social skills and positive relationships by, implementing the Things that work – Levels of Action from the Bullying. No Way! Website.

THINGS THAT WORK – LEVELS OF ACTION

- BUILDING
- KNOWING
- MANAGING

Building safe and supportive schools and preventing bullying

Bully Prevention Strategy Capella SHS – Fitzroy Central West Queensland Regions Updated 2016
To deal with bullying, we need to do more than merely make a statement or stop the behaviour when it occurs.

Building means creating the sort of school and wider community that we want in the long term.

This takes time and the active inclusion of all groups. It means building safety trust, inclusiveness and connectedness with those who are like us as well as with those we see as different.

This framework coordinates actions across all domains of school community life to achieve long-term goals. Without such a guide, we may do no better than react continually to crises or teach undesired messages.

**Knowing bullying is happening, acting to stop it and supporting those involved**

An environment that builds a supportive culture is one in which the school community can work together to identify potential issues as they arise, do something about them and support others to do the same.

The focus here, as in ‘Managing’, is on addressing the behaviour rather than scapegoating individuals, in repairing the harm and restoring relationships and the environment and in ensuring a cycle of continuous improvement.

This is a school community in which every member feels empowered to make a difference.

**Managing incidents that have serious impact on individuals and/or the school**

Incidents do happen. Transparent communication and a shared goal of respect provide guidelines and procedures for all groups.

Guidelines mean everyone knows their roles, responses are appropriate, and strategies are in place to repair the harm and restore wellbeing.

The focus here, as in ‘knowing’, is on addressing the behaviour rather than scapegoating individuals, in repairing harm and restoring relationships and the environment and in ensuring a cycle of continuous improvement.

**Responses to bullying**

Reports of bullying will be investigated and acted upon. Responses to bullying might include targeted support for victims and perpetrators and/or sanctions or consequences consistent with the Responsible Behaviour Plan for Students.

Refer to Strategies Map attached. (APPENDIX THREE)

**Possible Consequences for Bullying Behaviours**

**Level 1 – INITIAL AWARENESS OF BULLYING BEHAVIOUR**

- Teacher observes or receives report of bullying behaviours
- Teacher to record incident on OneSchool
- Teacher gives STOP MESSAGE to bully

**Level 2 – FURTHER AWARENESS OF BULLYING BEHAVIOUR (CASE MANAGEMENT BY TEACHER)**

- Teacher confronts any additional/continuing/serious bullying behaviour and intervenes appropriately
- At this level, both student and teacher are required to complete case notes. Copies of paperwork are to be forwarded to Office for filing in Student Central File for Behaviour Management.
- Teacher records incident in OneSchool
- Teacher works to restore justice between target and bully

**Level 3 – PERSISTENT BULLYING DESPITE LEVEL 1 AND LEVEL 2 INTERVENTION BY THE TEACHER**
Teacher refers students to relevant HOD and a member of Student Services Team if required
Both student and teacher are required to complete case notes. Copies of paperwork are to be forwarded to Office for filing in Student Central File for Behaviour Management.
All relevant records entered in OneSchool
HOD to advise all staff of bullying issue through staff notices
Student will be detained to work through education and/or materials on ‘Bullying’. (Refer to Bullying! No Way website for resources)

**Level 4 – BULLYING PERSISTS DESPITE LEVELS 1-3 INTERVENTIONS**
(CASE MANAGEMENT BY HEAD OF DEPARTMENT)

Both student and teacher are required to complete case notes. Copies of paperwork are to be forwarded to Office for filing in Student Central File for Behaviour Management.
HOD to centrally withdraw student from classes and breaks to participate in social skilling development. Student will not be permitted back into classes until they have demonstrated appropriate social behaviours.
HOD to enter all relevant data into OneSchool.
HOD to analyse data to ascertain depth of issue and intervene as appropriate.
HOD to advise all staff of the bullying issue through staff notices.
HOD to arrange conflict resolution as required.

**Level 5 – BULLYING PERSISTS DESPITE LEVELS 1-4 INTERVENTIONS**
(CASE MANAGEMENT BY PRINCIPAL)
Students will be suspended from school (internally or externally at the discretion of the Principal).
Both student and Principal are required to complete case notes. Copies of paperwork are to be forwarded to Office for filing in Student Central File for Behaviour Management.
Principal to enter all relevant data into OneSchool.
Principal to analyse data to ascertain depth of issue and intervene as appropriate.
Principal to advise all staff of the bullying issue through staff notices.
Principal to arrange conflict resolution as required.
Students will be expected to undertake an appropriate social skilling program, which may involve some external counselling. Students will not be allowed back into classes until they have demonstrated they can sustain appropriate social behaviours.

**Reporting and monitoring bullying**
At Capella SHS reports of bullying are taken seriously. Students and parents may report bullying in the following ways:

Students and parents might report bullying:
- Directly to a member of staff
- In a written format handed to a member of staff or posted to the school

Reports of bullying will be collated and recorded on system.
## APPENDIX THREE

### BULLYING NO WAY

## STRATEGIES MAP

**Things that work – evidence based whole school approaches**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Whole school community</th>
<th>In and out of class</th>
</tr>
</thead>
</table>
| Building safe and supportive schools and preventing bullying | Develop active, trusting relationships among all school community groups.  
  - Value the varying contributions, skills and knowledge of all school community groups.  
  - Identify trust gaps.  
  - Foster an inclusive school culture and ethos that supports all students and values the diversity of the student, staff and community population including culture, ethnicity, gender, sexual orientation, physical ability and economic status.  
  - Recognise and represent this diversity in all practices.  
  - Enhance opportunities for connectedness with learning for students at educational risk.  
  - Empower the school community to challenge discriminatory behaviour: Involve staff, parents and students in collaboratively developing and implementing an active whole school plan to address bullying, harassment, discrimination and violence  
  - Engage the school community through forums, meetings and surveys.  
  - Clarify the school ethos.  
  - Establish shared understandings and identification of bullying, harassment, discrimination and violence issues specific to the school community.  
  - Develop shared responses that address bullying, harassment, violence | Create teaching and learning experiences that promote positive peer relations, social skills and resiliency.  
  - Construct cooperative learning experiences that build bridges between the interests, experiences, abilities and aspirations of students from diverse backgrounds.  
  - Demonstrate, and encourage students to demonstrate, understanding, respect and valuing of themselves and others.  
  - Empower students by teaching, practising and supporting constructive communication and conflict resolution skills.  
  - Build capacity of the full diversity of students to actively participate in democratic decision making that affects them at all levels of society. Involve students in developing:  
  - Structured opportunities to engage as powerful participants rather than passive consumers  
  - Class meetings  
  - Student representative councils  
  - Codes of behaviour and values informing shared statements of rights and responsibilities  
  - Adopt curriculum and pedagogy to enhance inclusion and ensure authenticity to the diversity of the student population. |

**Roles we can play and contributions we can make**

<table>
<thead>
<tr>
<th>Staff</th>
<th>Students</th>
<th>Carers</th>
</tr>
</thead>
</table>
| Administrators  
  - Provide leadership in the development of whole school policies and strategies.  
  - Encourage school community members to see themselves as valued members working collaboratively towards shared goals.  
  - Include all staff in the planning and implementation of school policy.  
  - Provide staff with professional development to ensure that expertise is developed in the school.  
  - Develop procedures for caretors to inform school protocols.  
  - Manage resources to enable implementation of policies and strategies.  
  - Develop interagency protocols. Review where necessary.  
  - Link strategies for students to broader welfare programs.  
| Students  
  - Develop and encourage understanding, respect and valuing of self and others.  
  - Recognise potential bullying, harassment, discrimination and violence issues and advocate for changes to:  
  - Risk areas within and beyond the school site  
  - Risks associated with particular learning activities  
  - School practices that may, inadvertently, encourage bullying, harassment, discrimination and violence.  
  - Be active in the development of school policies, strategies and peer response systems, e.g. peer support, peer counselling or buddy systems.  
  - Support school community policies and expectations and encourage other students to do so.  
  - Identify trustworthy adults and student leaders who are in a position to deal with or report the issues.  
  - Encourage effective peer support networks.  
  - Support other students to use problem-solving strategies.  
  - Learn and use effective bystander responses.  
  - Encourage student leaders and | Carers  
  - Participate actively as members of the school community.  
  - Contribute to recognition and valuing of diversity in the school community.  
  - Foster awareness among staff, carers and students about the diverse needs and viewpoints of the school community, e.g. culturally, linguistically, socioeconomically.  
  - Contribute understandings of how diverse needs and viewpoints can be recognised and addressed.  
  - Engage in whole school planning processes.  
  - Support students in identifying and responding to issues:  
  - Talk with and listen to your students on the issue.  
  - Model problem-solving behaviours and avoid using blame.  
  - Promote self-protective behaviours and encourage students to talk about a problem and not hide it.  
  - Maintain ongoing cooperative and open communication with the school.  
  - Work collectively with the staff to resolve problems and conflicts.  
  - Share concerns and suggestions to contribute to a cycle of continuous improvement. |
<table>
<thead>
<tr>
<th>Stage</th>
<th>Whole school community</th>
<th>In and out of class</th>
<th>Staff</th>
<th>Students</th>
<th>Carers</th>
</tr>
</thead>
</table>
|       | and discrimination as socially, culturally and historically constructed practices.  
- Develop effective whole school plan and procedures related to bullying, harassment, violence and discrimination, guided by the school community.  
- Maximise current resources to respond.  
- Raise awareness about the policy and practices across the whole school community through assemblies, psets and other communication channels.  
**Provide opportunities through the curriculum for the diversity of students (and staff) to develop relevant knowledge and skills in positive communication.**  
- Develop insights into and understandings of the destructive effects of bullying, harassment, discrimination and violence, and ways to respond effectively.  
- Reinforce good examples of communication.  
- Teach conflict resolution skills.  
- Encourage active citizenship.  
- Develop and promote informal and formal peer support networks, e.g. peer mediation.  
- Maintain pastoral care/student welfare systems that enable all students to feel safe and to feel valued.  
- Develop community understanding of links between student welfare issues and curriculum practice.  
- Provide students at risk of being targeted or who are demonstrating discriminatory behaviour with access to specialists/pastoral care staff.  
- Engage the whole school community in a cycle of continuous improvement.  
- Explore ways of monitoring.  
- Ensure that all curriculum areas value, include and build on the personal, cultural and linguistic knowledge, skills and experiences of students from diverse backgrounds.  
- Provide opportunities through all curriculum areas to:  
  - critically examine forms of advantage and disadvantage, e.g. dominant cultures, peer relations, culturally preferred ways of being  
  - question how disadvantage occurs  
  - challenge abuses of power based on sex, poverty, disability and other factors  
  - develop and practise more equitable behaviours.  
- Equip students to recognise, critique and advocate for changes to features of the society, the school and their own culture that support bullying, e.g. media, sports, recreation, culture different school cultures  
- risk areas within and beyond the school site  
- risks associated with particular learning activities.  
- Regularly review curriculum and pedagogy for focus, appropriate targeting of strategies, and outcomes.  
- Treat the time in the playground and between classes as an important part of the curriculum and also a time when students can be more vulnerable to bullying, harassment, discrimination and violence.  
- Reinforce playground behaviour guidelines and positive social relationships.  
- Develop opportunities and skills for social interaction (through play, games and 'hanging out'), which contribute to positive peer relations and long-term challenges to their own and others' safety and rights.  
**All staff**  
- Take responsibility for establishing close relationships between school staff and the full diversity of carers and students.  
- Build a community of learners responsible for student learning outcomes.  
- Modify and monitor practices to achieve social justice.  
- Encourage students to develop values and ethics in their relationships with others.  
- Identify improvements to student-staff and student-student relations.  
- Include young people in decision making about policies and programs designed to assist them.  
- Regularly review class and playground cultures to improve peer relations and reduce bullying, harassment, discrimination and violence through early intervention responses involving teachers, administrators and/or specialist staff.  
- Identify and address signs of discriminatory behaviour. Never turn a blind eye.  
- Know how to respond effectively to bullying incidents.  
- Work proactively in a team to assist students at risk.  
- Maintain a duty of care in class, in the playground and between classes.  
|       | representative councils to give issues of bullying, harassment, violence and discrimination a priority.  
- Share concerns and suggestions to contribute to a cycle of continuous improvement. |
<table>
<thead>
<tr>
<th>Stage</th>
<th>Whole school community</th>
<th>In and out of class</th>
<th>Staff</th>
<th>Students</th>
<th>Carers</th>
</tr>
</thead>
</table>
|       | evaluating and informing progress that respond to school community needs. | and networks.  
• Review bullying and safety issues by surveys and observations.  
• Provide safe places for students. | Involve a wide range of students in identifying where bullying occurs.  
• Develop and maintain peer, help and formal networks and support systems for early response, e.g. peer support, peer mediation.  
Follow school guidelines on incident response and ensure understanding of the consequences and goals of reinforcing everyone's right to be safe at school.  
• Ensure that everyone — staff, students and parents — understands the agreed expectations. | Administrators  
• Develop procedures to encourage early identification of and responses to incidents.  
• Arrange support for students, carers and teachers involved in bullying incidents.  
Teachers  
• Respond proactively to signs and symptoms of bullying, harassment, discrimination and violence.  
• Create opportunities for students to share concerns.  
• Create opportunities for early intervention to take place in class and playground.  
Specialist/support staff  
• Provide effective incident responses, e.g. shared concern method.  
• Develop specialised support groups for and through collaboration with staff, carers and students.  
• Be aware of and refer at appropriate times vulnerable students and students who use abusive behaviours.  
All staff  
• Model conciliatory responses to incidents that restore relationships and avoid dwelling on revenge or punishment.  
• Respond proactively to incidents.  
• Empower students to participate in solving their bullying issues. 1. Respect the role of carers and enlist their support. | Seek immediate help when bullying is witnessed or experienced.  
• Access support from key people and negotiate support of others, e.g. buddy or staff mentor. | Support other carers who indicate that their student is having a hard time.  
• Identify and report bullying issues that have been observed or discussed by students to staff.  
• Provide advice and support to students in the following ways:  
  - Listen to their concerns.  
  - Talk about bullying, harassment, discrimination and violence with your students. Explain that these are inappropriate behaviours, which may happen to anyone.  
  - Discuss and encourage the notion of fair play.  
  - Provide opportunities to enhance students' self-esteem and resiliency.  
  - Help students to look at the situation in depth.  
  - Foster alternative ways for students to handle situations.  
  - Try different approaches in dealing with each student.  
• Support the collaborative whole school plan.  
• Work collaboratively and collectively with the school to resolve problems and conflicts. |
<table>
<thead>
<tr>
<th>Stage</th>
<th>Whole school community</th>
<th>In and out of class</th>
<th>Staff</th>
<th>Students</th>
<th>Carers</th>
</tr>
</thead>
</table>
| Managing incidents that have serious impact on individuals and/or the school | Develop and implement agreed policies, strategies and procedures in handling serious incidents.  
- Ensure that the level of response is appropriate to the incident. Avoid secondary problems arising from not dealing with incidents or dealing with them ineffectively.  
- Provide debriefing and support for those involved.  
Use restorative justice principles to resolve issues and restore the sense of wellbeing for all involved.  
- Utilise evidence based responses to incidents such as method of shared concern, no blame approach and social problem-solving methods.  
- Support the rights of those involved while acknowledging the needs of the particular situation.  
Review incidents and implement improvements to school responses and policies.  
- Inform and involve staff in an action plan for serious incidents. | Effectively handle incidents according to policies and school plan within classrooms and during out of class activities.  
- Understand and be able to use a range of evidenced based responses to incidents within restorative justice principles.  
- Review policies regularly in relation to incidents.  
Ensure that all staff are confident to support students affected by serious incidents.  
- Activate consequences in accordance with the school plan in a matter-of-fact way.  
- Inform students of serious incidents and the school response where appropriate.  
- Be able to refer students to appropriate specialist support staff.  
- Assist in repairing and rebuilding trust and relationships between students and all groups. | Administrators:  
- Implement an action plan for the more serious incidents involving violence.  
- Respond effectively to match the incident, e.g. use shared concern or community conferencing.  
- Involve other agencies as appropriate, e.g. police.  
- Brief staff on the response action plans to serious incidents.  
- Coordinate media responses within agreed arrangements if necessary. | Seek immediate help when bullying is witnessed or experienced.  
- Access support from key people, e.g. staff member. | Enlist the support of family/friends/staff.  
- Communicate concerns with teachers and principals/administrators.  
- Keep a record of events.  
- Seek professional help if necessary.  
- Increase knowledge of strategies, options and ideas by attending parenting courses. |