



The Code of  
**School  
Behaviour**  
Better Behaviour  
Better Learning

# Stanthorpe State High School



## **Responsible Behaviour Plan for Students** (Based on *The Code of School Behaviour*)

### 1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

This plan focuses on maintaining a *positive, encouraging*, supportive school environment that aims to develop responsible behaviour in all students. It aligns with The Code of School Behaviour - Better Behaviour, Better Learning - and all related legislation and policies.

This plan responds to the following principles:

- Government, union and community groups and various research reports emphasise the importance of the right of every student and member of staff to a safe, tolerant and disciplined learning environment.
- There is an undeniable link between education and responsible citizenship. Schools are in a unique position to influence society by contributing to the social development of young people.
- Society expectations include taking responsibility for one's own behaviour, maintaining community values, and demonstrating respect for authority, others and self.

### 2. Consultation and data review

Stanthorpe State High School developed this plan in collaboration with our school community. This plan has been reviewed annually and all revisions taken to the P&C for approval.

Each review has been informed by an ongoing analysis of school disciplinary absences and behaviour incidents as well as the school responses to the incidents.

This Plan was endorsed by the Principal, the President of the P&C Association and the Assistant Regional Director in 2013.

### 3. Learning and behaviour statement

Our school promotes lifelong learning and responsible behaviour as the platform upon which to build integrity, prosperity and quality of life for all school and community members.

Our school is committed to *excellence* in all facets of our operation. Staff have indicated the following core values to guide our operation and decision making:

- excellence
- respect
- honesty
- responsibility
- safety
- doing your best
- understanding, tolerance and inclusion.

High expectations, inclusiveness and respect for all are key features of our school.

Essential to effective learning in our school is an orderly and disciplined environment that respects the following **rights**:

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

This plan recognises the significance of appropriate and meaningful **relationships** in achieving all school goals and in delivering the best possible outcomes for students.





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This plan is underpinned by the following *principles*:

- The foundation of positive classroom behaviour is respectful relationships between staff and students, effective teaching and an engaging and inclusive curriculum.
- Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership.
- Partnerships with parents/carers, the wider school community and other support agencies contribute to positive behaviour in schools.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.

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

##### Facilitating Standards of Positive Behaviour

All members of our school community are to abide by the *Code of School Behaviour* at all times, in accordance with the following standards:

##### All members of our school community are expected to:

- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

##### All students are expected to:

- participate actively in the school's education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- co-operate with staff and others in authority.

##### Schools are expected to:

- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents/carers
- promote the skills of responsible self-management.

##### Parents/carers are expected to:

- show an active interest in their child's schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child.

##### Principals are expected to:

- play a strong leadership role in implementing and communicating the *Code of School Behaviour* in the school community
- ensure consistency and fairness in implementing the school's *Responsible Behaviour Plan for Students*
- communicate high expectations for individual behaviour and achievement
- review and monitor the effectiveness of school practices and their impact on student learning
- support staff in ensuring compliance with the *Code* and facilitate professional development to improve the skills of staff to promote responsible behaviour.

On enrolment, all parties will be expected to sign our school's Enrolment Agreement, including students (where appropriate), parents/carers and Principals. This agreement will require all parties to abide by the Code of School Behaviour and other endorsed conditions stipulated by our school.

This agreement will be used as a basis for providing:

- positive support to promote high standards of behaviour and achievement
- clearly articulated responses and consequences for inappropriate behaviour.





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### Responding to Unacceptable Behaviour

Student behaviour that does not comply with the *Code of School Behaviour* is not acceptable. This plan sets out the range and level of responses and consequences for student behaviour that is not consistent with these standards.

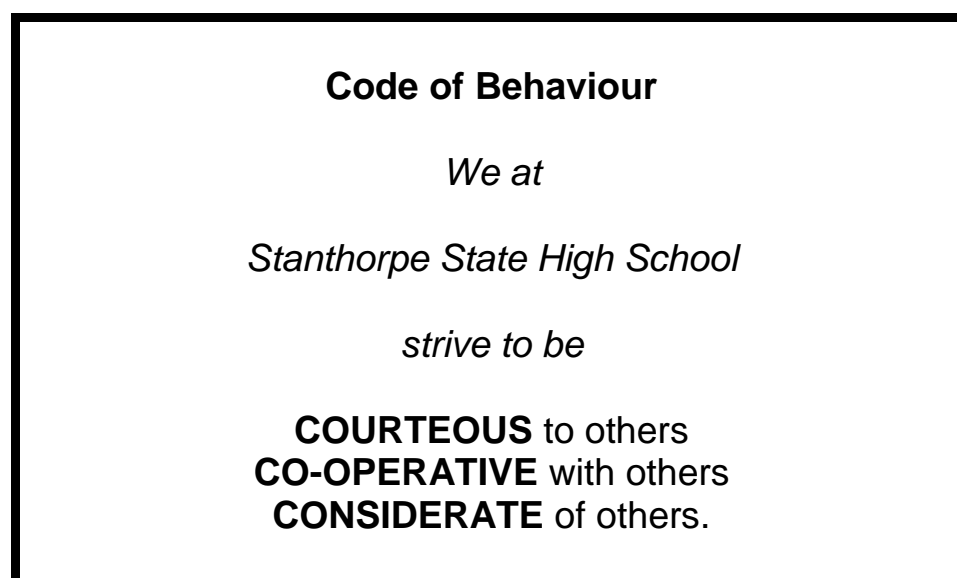
Consequences are to be applied to:

- provide the opportunity for all students to learn
- ensure the safety of staff and students
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of the school community members will be considered at all times.

## 5. Whole School Behaviour Support

The expectation of our school community is summarised in our school's Code of Behaviour, which provides the general guidelines for acceptable and responsible behaviour within our school environment.



Some examples of the behaviours encapsulated in this include:

### **COURTEOUS TO OTHERS**

- polite speech and body language
- calling staff and students by requested name
- respect for other peoples' property

### **CONSIDERATE OF OTHERS**

- orderly movement around the room/school
- allowing others to speak or proceed first
- being aware of other people's feelings

### **CO-OPERATIVE WITH OTHERS**

- carrying out assigned tasks
- completing set homework
- regular attendance
- being aware of school policies and abiding by them.
- following teachers' lawful instructions

Our school rewards and recognises positive and helpful behaviour. At the same time, our school initiates consequences to reinforce the requirements for respect for others and responsibility for one's actions in classrooms and throughout the school. The "Code of Behaviour for Stanthorpe State High School" is posted in all classrooms and provides a guide for students.

Our **Behaviour Management Flowchart** establishes eight discrete levels. At any point in time, every student is designated a level.

Upon enrolment, all students commence at Level 3 and may move to other levels depending upon their behaviour.





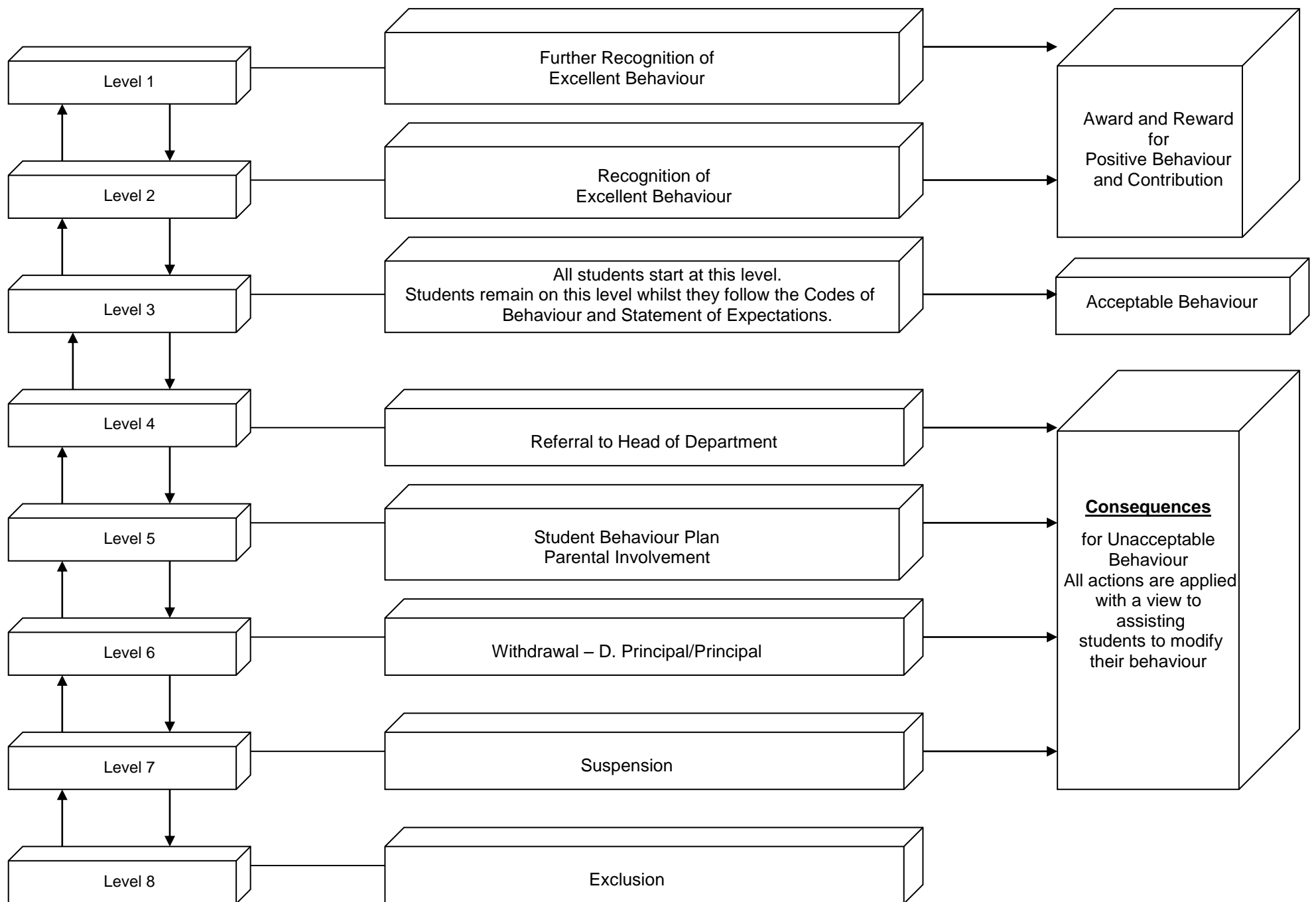


Levels 1 and 2 are *reward levels* that recognise positive behaviour and positive contribution to the school community. Opportunities for students to move from either Level 3 up to Level 2, or from Level 2 up to Level 1, occur at the end of every semester, and are based on behaviour and effort ratings on a student's semester report card and input from Deputy Principals and Principal.

Levels 4 to 7 indicate that the student requires assistance to maintain adherence to the school's expectations and involves disciplinary procedures. Students at these levels will also receive appropriate support and early parent/carer contact will be initiated.

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## BEHAVIOUR MANAGEMENT FLOWCHART





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## BEHAVIOUR LEVELS

### Level Three

All students are assigned this level when they commence at Stanthorpe State High School. A student may continue at this level or move up or down according to behaviour. At any point in time, Level 3 indicates satisfactory behaviour and conduct.

At this Level	Entitlements
Students will maintain this level by: <ul style="list-style-type: none"> <li>• following the Code of Behaviour</li> <li>• wearing the school uniform correctly.</li> </ul>	This level entitles: <ul style="list-style-type: none"> <li>• participation in extra-curricular and social events</li> <li>• nomination for House Captain positions.</li> <li>• election to office on school committees</li> <li>• nomination for Student Council</li> <li>• "satisfactory" comment on report and reference.</li> </ul>

### Level Two

This is a reward level which students can achieve as a result of high standards of behaviour and active and positive participation at school. Students on Level 3 are promoted to Level 2 on the recommendation of their class teachers, their Year Level Coordinator and Administration.

Promotion to this Level	Entitlements
Class teachers have recognised the student as having: <ul style="list-style-type: none"> <li>• demonstrated co-operative behaviour and attitude</li> <li>• shown consideration of peers</li> <li>• worked to potential</li> <li>• participated at school events</li> <li>• worn the school uniform as it was deigned to be worn</li> </ul>	This level entitles: <ul style="list-style-type: none"> <li>• privileges stated in Level 3</li> <li>• nomination as School Captain</li> <li>• nomination as Prefect</li> <li>• nomination as House Captain</li> <li>• a certificate of recognition</li> <li>• "excellent" comment on report and reference.</li> </ul>

**Students on Behaviour Levels 3 and 2 will be reviewed each semester by a Deputy Principal in conjunction with information on each student's semester reports and input from Deputy Principals and the Principal.**

### Level One

This is the highest level awarded to students for consistent excellent behaviour and active and positive participation.

Promotion to this Level	Entitlements
The criteria are the same as for Level 2. Movement to Level 1 will result when: <ul style="list-style-type: none"> <li>• a significant number of a student's Teachers indicate that the behaviour and effort of a student has been at a very high standard</li> <li>• Deputy Principals, Year Level Coordinators, Year Level HODs and/or the Principal recognise him/her suitable for Level 1</li> </ul>	This level entitles: <ul style="list-style-type: none"> <li>• privileges stated in Level 2 and Level 3</li> <li>• a certificate of recognition to parents/carers</li> <li>• nomination as School Captain</li> <li>• nomination as Prefect</li> <li>• nomination as House Captain</li> <li>• appropriate comment on report and reference</li> <li>• opportunity for leadership enhancement programs.</li> </ul>

**Level 1 will be reviewed each semester by a Deputy Principal in conjunction with each student's semester reports and input from Deputy Principals and Principal.**



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## 6. Targeted Behaviour Support

### YEAR 11 & 12 - GOOD STANDING POLICY

The major focus for Senior students at Stanthorpe State High School is on learning and the achievement of worthwhile results. Students may attain academic or vocational outcomes, or both, which will be certified on the Queensland Certificate of Education (QCE) and Student Educational Profile (SEP) following the student's completion of Year 12.

The school administration and teachers are committed to assisting students attain the best results possible. There is a strong expectation that students in the compulsory *participation* phase will also demonstrate such a commitment. The Good Standing Policy also implicitly recognises that senior years of schooling constitute an important aspect of work readiness, and endeavours to encourage and reinforce standards which prevail in the workforce.

### Expectations of Year 11 & 12 Students

#### Students must

- be in full time attendance (includes off-campus attendance for trainees),
- participate in the learning process,
- complete all class work, set work and assignments by the due date and to a satisfactory standard,
- show self respect, and respect for other students and teachers by not disrupting the learning and teaching of others,
- comply with school rules, procedures and expectations, including those pertaining to school uniform.

#### Employers, and tertiary education providers, want young workers who display

- a positive work ethic,
- capacity to complete a task to a satisfactory standard,
- punctuality and reliability,
- commitment,
- good manners and respect.

#### Maintaining Good Standing requires

- satisfactory attendance – 90% minimum
- punctuality,
- attendance at classes,
- participation in learning,
- completion of all tests and assessment items, as per policy in school handbook,
- satisfactory standard of behaviour and cooperation.

#### Positive outcomes of Good Standing include

- eligibility for academic or industry awards,
- academic success,
- a school reference on completion of Year 12.

#### Good Standing is lost when

- attendance is unexplained, irregular and/or falls below 90%
- punctuality is poor,
- students fail to attend classes and/or participate in learning,
- tests and other assessment are not completed,
- behaviour and cooperation are not satisfactory.



## LOSS OF GOOD STANDING PROCESS FOR YEAR 11 & 12



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Stage	Issues	Actions/Consequences
Preliminary	Good Standing not being met as evidenced by non-compliance through failure to participate in programme of instruction	GO or other schools officer (eg Principal, DP etc) has discussions with student and parent(s) regarding non-compliance and investigates extenuating circumstances.
1	Student not meeting Good Standing requirements in respect to: <ul style="list-style-type: none"> <li>attendance, and/or</li> <li>completion of class work/assignments, and/or</li> <li>behaviour &amp; co-operation.</li> </ul>	<b>Advice of Non-Compliance</b> to student and parents, outlining <ul style="list-style-type: none"> <li>Work and participation requirements.</li> <li>Areas of concern</li> <li>Arrangements for meeting with student, school staff and parents.</li> </ul>
2	Despite the actions instigated at Stage 1, the student continues to fall short of Good Standing requirements.	<b>Show Cause Notice</b> to students and parents: <ul style="list-style-type: none"> <li>Outlining specific areas of concern</li> </ul> <b>Seeking a response as to:</b> <ul style="list-style-type: none"> <li>Why enrolment should not be cancelled;</li> <li>What steps student is taking to ensure participation requirements are being met.</li> </ul>
3	Student continues to fail to meet Good Standing requirements despite all preceding support and warnings.	Guidance Officer, or other qualified officer, reviews case and provides advice to Principal
4	Advice of the Guidance Officer or other officer is considered. Student continues to fail to meet Good Standing requirements despite all preceding support and warnings.	<b>Cancellation of enrolment.</b>

### 7. Intensive behaviour support

Intensive behaviour support is provided for students upon return from suspension and will be included in the Individual Behaviour Plan (IBP).

Students also have opportunity to participate in Alternate Education Programs, for example, programs offered through TAFE, school mentoring programs, and part-time Work Experience programs.

### 8. Emergency responses or critical incidents

It is important that all staff have an understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This will assist the school to maintain a healthy, positive and safe environment.

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.





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Basic defusing strategies that may be used by staff include:

***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 verbally or 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).

## 9. Consequences for unacceptable behaviour

### Strategies and Consequences

#### Classroom Management

This is the role and responsibility of each teacher, who may seek advice and support from Heads of Departments, Deputy Principals or Principal, and from contact with parents. Teachers will employ a range of strategies to ensure a productive, well ordered class environment.

Throughout the school the school's Code of Behaviour is displayed.

#### Teacher Initiated Detention

These are initiated by individual teachers for work and/or behaviour-related concerns. The student is required to report directly to the teacher. Teachers may detain students for up to 20 minutes during the lunch break. Teacher detentions do not contribute directly to movement in behaviour levels.

#### Litter Duty

This is initiated by Heads of Department, Deputy Principals or the Principal for more minor offences and students are supervised by, teachers on playground duty. Litter Duty does not contribute directly to movement in behaviour levels.

#### After-School Detention

This is an option which may be used by Deputy Principals or Principal as an alternative to lunchtime detention. Students may be detained for 30 minutes after school. If this option is used, parents will be provided with a minimum of 24 hours notice.

#### Behaviour Card

This option is initiated by Deputy Principals or Principal on a week-to-week basis. It provides for the daily monitoring of work and behaviour. Teachers report on the card at the end of each lesson and the student must report to the Deputy Principals or Principal to show this card at the negotiated times to enable monitoring of work and behaviour. Parents will usually be provided with a weekly report on outcomes.

#### Head of Department Detention

Students may receive a formal detention from a Head of Department. In this case, parents will be notified and students will be placed on Behaviour Level 4.

#### Withdrawal

Students may be withdrawn from a class or from all classes for a period of time as a result of continuing disruptive or anti-social behaviour. Any action which results in withdrawal for more than half a day will cause a student to move directly to Level 6. During withdrawal, students will be isolated from the general student body and will be required to pursue their studies under the direction of the Deputy Principals in the Administration block. Parents will be informed.







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### **Individual Behaviour Plan (IBP)**

This is one of the support strategies for students who reach Level 5, 6 or 7. The IBP is a co-operative program involving the student, parents, Deputy Principals or Principal, Guidance Officer, Youth Worker and/or Chaplain, and in some cases outside counsellors or agencies.

### **Suspension**

Suspension will occur if the student reaches Level 7. This may result from a student's continuing failure to meet our school's behavioural expectations over an extended period, despite prolonged assistance and intervention through the range of support mechanisms available.

Suspension will also result from offences which are totally unacceptable in the school environment and require immediate and significant action. Examples include defiance, failure to comply, fighting, swearing, stealing, disrespectful behaviour, sexual harassment, smoking, and contact with prohibited substances.

Suspensions are of two types. Suspensions for 1-5 days are approved by the Principal and are not open to appeal. Students and parents are notified in writing of these suspensions. Appropriate work is provided for these suspensions.

Suspensions for 6-20 days are also approved by the Principal, but are open to appeal. Every school has the responsibility of providing an alternative program for students who are suspended for 6-20 days. This program may involve school work at home, or work at an alternative site. These programs are negotiated.

When a student is suspended, parents/carers are contacted as soon as possible. A suspension is a formal consequence that is recorded and documented by the school and Education Queensland.

### **Exclusion**

Students involved in selling or supplying drugs or receiving/purchasing, using or being in possession of an illegal drug at school or in transit, repeated patterns of anti-social behaviour or sexual harassment, violent or sexual assaults, use of weapons, or threatening of staff should expect to be recommended for temporary or permanent exclusion from our school or from all state schools. Following recommendation for exclusion, the students and/or parents/carers have a right to appeal against the Principal's decision.

### **Cancellation of Enrolment**

The Principal may cancel the enrolment of students of post-compulsory schooling age who demonstrate that they are not committed to a course of consistent study at school. Students whose attendance is most irregular or whose completion of homework, assignments and class work is inadequate are at risk of cancellation

of enrolment. This procedure is used to ensure that students do not enrol at school with the intention of doing no work, not complying, and/or disrupting the work of others.

Cancellation of enrolment is one possible consequence of a student's loss of Good Standing.

### **Bullying and Harassment**

Our school is working actively to eliminate all forms of harassment or bullying. Verbal, physical or sexual harassment will not be tolerated and will result in specific consequences. Action will be reflected in the behaviour levels and may range from counselling and parental involvement to suspension or exclusion. Stanthorpe State High School's Anti-Bullying Policy is attached to this plan.

The school curriculum formally addresses this issue through a range of strategies in various subjects and year levels, and through other specific programs. These include information provided by school staff as well as external professional presenters.

### **Smoking**

Our school's QUIT Program is compulsory in the first instance for students who breach the school rules regarding smoking. Smoking is totally prohibited (staff and students) within the school grounds. Students who smoke, or are involved with smoking of cigarettes at school or in transit to or from school or whilst in school uniform will be required to undertake a QUIT Smoking program over three (3) afternoon detentions. Parents/carers will be notified. The student will move directly to Level 5. A second smoking offence will result in suspension.





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## Social Media

Use of social or electronic media at any time in a way that compromises the good order and management of the student, or brings the school's reputation into disrepute will not be tolerated at Stanthorpe State High School and may result in suspension and /or exclusion. The sending of text messages at school (or on the way to and from school or away from the school site) that contain obscene language, threats of violence and/or disparaging comments is highly inappropriate, and potentially in breach of the Telecommunications Act. The recording of any conversation, function, incident without the prior consent of the parties involved is considered to be in breach of school policy.

## Code of Conduct for School Bus Travel

The Code of Conduct, developed by Queensland Transport, is a set of behavioural guidelines for students to follow when travelling on school buses. Students are required to observe proper expectations of behaviour for obvious safety reasons. The Code of Conduct provides a clear process so that any disruption to a child's journey caused by the actions of another passenger will be dealt with fairly and quickly. If a student does not abide by the Code, action will be taken by the bus proprietor. This may range from an official caution to a refusal of travel. Parents/carers are advised by letter or by phone contact of any offence reported by the driver.

Booklets outlining the Code of Conduct for School Bus Travel are available from bus proprietors.

## CONSEQUENTIAL LEVELS

Examples of behaviour that will lead to demotion in behaviour levels provided in the following tables are not exhaustive and are used as a guide.

### Level Four

Demotion to this level results from referral to a Deputy Principal or Head of Department and may result in a lunchtime detention. It may involve loss of privileges.

Movement to this Level	Consequences
<p>The student has been involved in breaches of the Code of Behaviour. This could involve:</p> <ul style="list-style-type: none"> <li>• disruptive behaviour</li> <li>• repeated failure to produce work</li> <li>• persistent interference with the work of other students</li> <li>• a lack of courtesy, consideration or co-operation</li> <li>• inappropriate behaviour in the playground or in transit to or from school, including on buses.</li> <li>• Failure to comply with a lawful instruction</li> </ul>	<p>The Heads of Departments and Deputy Principals:</p> <ul style="list-style-type: none"> <li>• will counsel individual students to determine a suitable response</li> <li>• may withdraw individual students from class for one or more periods or assign a lunch time detention</li> <li>• will inform parents/carers</li> <li>• may remove privileges - school sporting events, social events, non-curriculum excursions and camps.</li> </ul>

At Level 4 parents/carers will be informed. Students may return to Level 3 after 1 month of acceptable behaviour.

### Level Five

Demotion to this level involves students losing privileges. Parents/carers will be notified. At this level an Individual Behaviour Support Plan will be established.

Movement to this Level	Consequences
<p>Movement to this level will result when an individual student has:</p> <ul style="list-style-type: none"> <li>• accrued three lunchtime detentions in one month and has been referred to a Deputy Principal in relation to this.</li> <li>• failed to comply with a Head of Department's directive</li> <li>• breached the Code of Behaviour through a serious specific incident</li> </ul>	<p>The Deputy Principals may:</p> <ul style="list-style-type: none"> <li>• place a student on a detention</li> <li>• withdraw an individual student from a class for period of time</li> <li>• place a student on a Behaviour Card</li> <li>• request a parent/carer interview</li> <li>• refer individual students for counselling</li> </ul>



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- had a first infringement re smoking
- truanted.

- remove privileges - school sporting events, social events, non-curriculum excursions and camps.

Movement from this level will depend on attitude and behaviour, but generally the student will move up one level each month of incident-free behaviour, at the discretion of the Deputy Principals. Accelerated movement may also be negotiated with the Deputy Principals.

### Level Six

Demotion to this level involves withdrawal from class.

Movement to this Level	Consequences
<p>Movement to this level will result when an individual student has:</p> <ul style="list-style-type: none"> <li>• not responded to the action taken and support provided at previous levels</li> <li>• continued to be involved in problems in class or around the school</li> <li>• been involved in a serious breach of the Code of Behaviour such as: <ul style="list-style-type: none"> <li>• harassment of other students</li> <li>• rough or dangerous behaviour</li> <li>• careless behaviour leading to injury, or which could lead to injury, and an inappropriate response following the behaviour</li> <li>• serious insolence or disobedience</li> <li>• stealing/dishonesty</li> <li>• morally offensive behaviour.</li> </ul> </li> </ul>	<p>The Deputy Principals may:</p> <ul style="list-style-type: none"> <li>• withdraw individual students from all or selected classes for a period of time</li> <li>• place a student on a Behaviour Card</li> <li>• request a parent/carer interview to discuss problems and options</li> <li>• arrange counselling from the Guidance Officer/ School Chaplain/ School-Based Youth Health Nurse/ Youth Worker</li> <li>• remove privileges - school sporting events, social events, non-curriculum excursions and camps.</li> </ul>

A student's return to class will be permitted once a firm commitment has been negotiated about future behaviour. This commitment may be formalised in the Individual Behaviour Plan (IBP). Movement from this level will depend on attitude and behaviour, but generally the student will move up one level each month of incident-free behaviour, at the discretion of the Deputy Principals. Accelerated movement may be negotiated with the Deputy Principals.

### Level Seven

Demotion to this level involves suspension from school.

Movement to this Level	Consequences
<p>Movement to this level can be a result of:</p> <p><i>Continuing</i> unacceptable behaviour despite all attempts by Administration, Guidance and Support staff, and teachers to help resolve problems.</p> <p>A single incident involving a very serious breach of the Code of Behaviour, for example</p> <ul style="list-style-type: none"> <li>• persistent failure to comply</li> <li>• abuse of staff members, verbal and non-verbal</li> <li>• physical assault or threatening behaviour</li> <li>• refusal to participate in the program of instruction</li> <li>• persistently disruptive behaviour adversely affecting others</li> <li>• other serious conduct prejudicial to the good order and management of the school</li> </ul>	<p>The <i>Principal</i> will officially <i>suspend</i> individual students from the school for a period of 1 to 20 days.</p> <p>Suspensions of 6-20 can be appealed through the official process</p> <p>Return to school will be contingent upon the student accepting an appropriate Individual Support Plan and counselling.</p>





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- sexual or other harassment
- involvement with prohibited substances at school
- a second smoking offence within one year
- dangerous behaviour
- dishonesty, theft or wilful damage of property
- morally offensive behaviour
- the possession at school of any item that can be used as a weapon
- being complicit with a very serious breach of the Code of Behaviour
- behaviour, including the use of social media, that, at any time, compromises the good order and management of the school, or brings the school's reputation into disrepute.

On return from suspension, the contents of an Individual Behaviour Plan (IBP) will be adjusted in on junction with the student and parents. The Plan may provide direction for appropriate movement in behaviour levels.

### Level Eight

The consequence at this level will be a proposal to exclude or recommendation of exclusion from school.

Movement to this Level	Consequences
<p>Movement to this level may result from:</p> <p><i>Continuing</i> unacceptable behaviour despite all attempts by Administration, Guidance and Support staff, teachers and other agencies to help resolve problems.</p> <p>A single incident or multiple incidents involving very serious breaches of the Code of Behaviour, for example:</p> <ul style="list-style-type: none"> <li>• the possession at school of any item that can be used as a weapon</li> <li>• persistent failure to comply</li> <li>• verbal abuse of staff members</li> <li>• physical assault or threatening behaviour</li> <li>• sexual or other harassment</li> <li>• involvement with prohibited substances at school.</li> <li>• use of social media at any time in a way that compromises the good order and management of the student, or brings the school's reputation into disrepute</li> </ul>	<p>The Principal will officially exclude a student from this school, either for a period of time or permanently.</p> <p>Exclusions can be appealed through the official process.</p>

## 10. Network of student support

An integral aspect of this plan is intervention and support for individual students. Our school has a student support program in place. This involves a range of professional staff who work under the direction of the Deputy Principals. The student welfare team comprises our:

**Guidance Officer:** Works five days each fortnight. The Guidance Officer coordinates and leads the support team, provides counselling and career guidance.

**School Chaplain:** Works four days each week, providing personal care and support for students in a wide range of areas.





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**School-Based Youth Health Nurse:** Works 3 or 2 days each alternate week and provides personal care and support for students as well as undertaking educative activities in relation to health and relationships.

**Head of Support Services:** A teacher who assists in the coordination of support to students in the areas of literacy and numeracy.

**Year Level Coordinators:** Teachers assigned to each year level to provide overall pastoral care and support for the students in that year level and to assist in coordinating additional support services.

**Year Level Heads of Departments:** Teachers attached to a specific cohort of students and who will provide guidance and support throughout the student's high school career.

Our school has a **Special Education Program** comprising a Head of Special Education Services, specialist teachers and teacher aides. This program provides support for the full range of students with disabilities and also with learning difficulties. Our school makes provision for extra learning support by using a range of teachers.

Our **Work Education** staff provides specific support for students involved in vocational education, including school-based traineeships. School based trainees follow an individual education program which requires liaison between employer, training provider and school. In-school support is provided to assist students to maintain their subject commitments which are interrupted by periods of time in the workforce.

Our **Targeted Support Personnel** include our Indigenous Liaison Office and our Support person for Children in Out of Home Care. These officers are employed to assist our students with a variety of their needs.

In addition, our school has a team of community volunteer mentors. This team further supports students with behavioural and other needs by providing individual support and also harnessing and coordinating support from a range of agencies and local support groups

## 11. Consideration of individual circumstances

Responses to inappropriate behaviour will consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members.

## 12. Recording of Information about a Student's Behaviour

Information about a student's behaviour will be recorded on One School at each level. Contact with parents or carers about the behaviour of their child will be recorded on One School.

## 13. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009





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### 14. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- <http://education.qld.gov.au/studentservices/behaviour/bm-plans.html>
- <http://education.qld.gov.au/studentservices/behaviour/qsavv/school-resource.html#knives>
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

### 15. Some related resources

- National Safe Schools Framework ([ncab.nssfbestpractice.org.au/resources/resources.shtml](http://ncab.nssfbestpractice.org.au/resources/resources.shtml))
- National Framework for Values Education in Australian Schools ([www.valueseducation.edu.au](http://www.valueseducation.edu.au))
- National Framework for Values Education in Australian Schools – Queensland ([www.education.qld.gov.au/curriculum/values/](http://www.education.qld.gov.au/curriculum/values/))
- Bullying. No Way! ([www.bullyingnoway.com.au](http://www.bullyingnoway.com.au))
- MindMatters ([www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters))
- School Wide Positive Behaviour Support ([www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668))



# Anti-Bullying Policy

## What is bullying?

At Stanthorpe State High School we believe that

*Bullying is a systematic and repeated abuse of power. In general bullying may be defined as:*

- dominating or hurting someone
- unfair action by the perpetrator (s) and an imbalance of power
- a lack of adequate defence by the target and feelings of oppression and humiliation.

## What behaviours are not bullying?

While it is important to understand and define what bullying is, it is also important to be clear to the school community, what behaviours are NOT bullying.

The National Centre Against Bullying acknowledges that while the following behaviours are often upsetting to those involved, they do not constitute bullying:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

While these behaviours would not be considered bullying (because they do not involve deliberate and repeated harm and a power imbalance) they need to be addressed in the same way as other inappropriate student behaviours.

## BULLYING CAN TAKE MANY FORMS

### 1. Physical bullying

This is when a person (or group of people) deliberately and repeatedly uses physical actions to intimidate or hurt, such as hitting, poking, tripping or pushing another person. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

### 2. Verbal bullying

Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

### 3. Covert bullying

Repeated and systematic behaviours including lying about someone, spreading rumours, playing a nasty joke that makes the person feel humiliated or powerless, mimicking or deliberately excluding someone.

### 4. Psychological bullying

Repeated and intentional behaviours that impact on a person's state of mind - including threatening, manipulating or stalking someone.

### 5. Cyber bullying

Using technology, such as email, mobile phones, chat rooms, social networking sites repeatedly to intimidate or hurt someone verbally, socially or psychologically. Types of cyber bullying include

- **Flaming:** online fights using electronic messages with angry or vulgar messages
- **Harassment:** repeatedly sending nasty, mean or insulting messages
- **Denigration:** Posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- **Outing:** sharing someone's secrets or embarrassing information or images online
- **Exclusion:** Intentionally and cruelly excluding someone from an online group with malice or the intent to be mischievous.
- **Cyber stalking:** repeated, intense harassment and denigration that includes threats or creates significant fear.

### What roles can students play in bullying behaviour?

Not all students play a clear role as either the student who is bullying or the student who is being bullied. Students may take on different roles in different circumstances (for example a student who is being bullied in one context, may do the bullying in another or a student who acts as a bystander may intervene and act as a protector if the ring-leader is not around).



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### Some of the different roles are:

- **Ring Leader:** students who through their social power can direct bullying activity.
- **Associates:** students who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- **Reinforcers:** students who give positive feedback to the student doing the bullying, for example through comments, by smiling or laughing.
- **Outsiders/Bystanders:** students remain silent or watch and therefore appear to condone the bullying behaviour or who want to keep themselves safe by not drawing attention to themselves out of fear of the bully.
- **Defenders:** students who try to intervene to stop the bullying or comfort students who experience bullying.

### How can bullying be reported?

It is essential that incidents of bullying are reported as soon as possible. This allows the incident/s to be investigated and a response implemented. There are different ways to report bullying. These include:

- telling an adult
- telling a Peer Mentor
- asking a friend to assist in reporting
- using the Electronic Bully Box – an email address well known among students that enables them to confidentially report bullying

### Responses to Bullying

#### 1. Strengthening the target \*

This approach to dealing with cases of bullying aims to assist students who have been the target of bullying to cope more effectively in interactions with the bully or bullies. Students who are being targeted are advised or trained to become less vulnerable, for example, by learning to act more assertively. Students who have been bullied may be taught a technique known as fogging. This involves openly acknowledging that the bully may actually believe the negative things he or she is saying and refusing to be disturbed or intimidated. It can be effective in some cases of one-to-one bullying but is limited to bullying that is verbal (Rigby, 2010a).

#### 2. Mediation \*

According to this approach, students in conflict are invited to work with a trained teacher or peer mediator, to find a mutually acceptable way of resolving their problem. It requires a readiness by the parties involved in the bullying to agree to meet and seek a solution, facilitated, but not imposed, by a neutral practitioner. Its application is severely limited to cases in which both the bully and target of the bullying are genuinely interested in mediation and the practitioner can remain neutral (Rigby, 2010a).

#### 3. Restorative practice \*

The use of restorative approaches in schools has proven effective in many schools. The aim of these approaches is to work with students rather than doing things to them or for them. Such approaches are underpinned by the principle of restorative justice whereby the student causing harm is held to account for his/her behaviour.

This means:

- accepting responsibility for the harm caused to the individual being bullied; accepting responsibility for the harm caused to others (e.g. staff, friends or family);
- recognising the need to take action to begin to repair the harm caused
- all involved agreeing to a range of actions, which will be monitored over an agreed period of time.

There is a range of restorative approaches, from informal meetings with students where they can talk through their issues in a structured way, to, at the most formal end, a restorative conference with an independent facilitator.

#### 4. The method of shared concern \*

This is also a non-punitive approach. It involves first working with the suspected bullies and with the target, in one-to-one meetings. When progress has been made, a meeting is held with the suspected bullies as a group to plan how the problem might be resolved. Subsequently they are joined by the target and an agreed solution is negotiated. Although this approach can be time-consuming, outcomes are overwhelmingly positive and it is uniquely appropriate for dealing with cases of group bullying in which the target has behaved provocatively; this occurs in about 20 per cent of cases. Violent or criminal behaviour is normally not handled using this approach (Rigby, 2010a).





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### 5. The traditional disciplinary approach

Disciplinary measures must be applied fairly, proportionately and consistently and taking account of any reasonable adjustments students may require and the needs of vulnerable children.

Disciplinary measures have three main purposes:

- to impress on perpetrators that what they have done is unacceptable
- to deter them from repeating that behaviour
- to signal to other students the behaviour is unacceptable and deter them from doing it.

Disciplinary measures for bullying are intended to hold students who bully to account for their behaviour, and ensure they accept the harm they have caused and to learn from it. Disciplinary measures may also provide (as appropriate) an opportunity for the student to put right the harm they have caused. Disciplinary measures are often used in conjunction with another response type (as listed above).

\* denotes this response is already part of the Stanthorpe State High School Response and, at present, involves our school Chaplain

#### NOTES:

It is recommended that two or three months after a bullying incident, schools seek feedback from parents/carers and the student to check whether the intervention has prevented any further bullying from occurring. This can be done through a simple contact with the students involved, or the school could engage the parents/carers to gather judgements on their satisfaction with how the bullying was dealt with.

#### Education and Prevention Programs

Stanthorpe State High School has established teaching and learning programs that promote personal development and address all forms of bullying through the teaching of language skills, social skills, assertiveness, coping strategies, group mechanisms, motives for bullying and being effective bystanders. This type of program will be offered through Health and Humanities – integrating Art and Drama.

Stanthorpe State High School has, and will continue to, provide professional development to assist school staff to understand the anti-bullying policy, implement teaching and learning programs, and to provide support for students at high risk times and in high risk settings

#### Where can I get more information about bullying?

- **Kids Helpline:** a free, private and confidential, 24-hour telephone and online counselling service for young people aged between 5 - 25 years. <http://www.kidshelp.com.au/>
- **Act Smart Be Safe:** a gateway for parents/carers, students, teachers and the community to access information to help improve youth safety. <http://education.qld.gov.au/actsmartbesafe/>
- **Alannah and Madeline Foundation:** a national charity protecting children from violence and its devastating effects. <http://www.amf.org.au/AboutUs/>
- **Bullying. No way!:** an online resource providing information for parents /carers, students and educators. <http://www.bullyingnoway.com.au/who/default.shtml>
- **KidsMatter:** a school based framework that aims to improve the mental health and wellbeing of children (understanding of the issues that relate to mental health and wellbeing). <http://www.kidsmatter.edu.au/>
- **National Centre Against Bullying:** a peak body working to advise and inform the Australian community on the issue of childhood bullying and the creation of safe schools and communities, including the issue of cyber safety. <http://www.ncab.org.au/>

#### **Endorsement of Stanthorpe State High School's Responsible Behaviour Plan (incorporating the Stanthorpe State High School Anti-Bullying Policy).**

Principal

P&C President

Assistant Regional Director

Date effective:

from ..... to .....





# Bullying Flowchart



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