



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

Cavendish Road State High School

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

1. Purpose

Cavendish Road State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Cavendish Road State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through community meetings.

A review of the following important data sets for this school relating to attendance, unexplained absences, cancellations, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C in 2016, and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

All areas of Cavendish Road State High School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our systems for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Cavendish Road State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our Responsible Behaviour Plan is based on our CODE OF CONDUCT which identifies the following five behaviour expectations:

- **Commitment**
- **Challenge**
- **Courtesy**
- **Consideration**
- **Co-operation**

Our CODE OF CONDUCT has been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's *Code of School Behaviour*.



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

A set of behavioural expectations has been attached to each of our five behaviour expectations in our Code of Conduct. The Schoolwide Expectations Teaching Matrix below outlines our agreed facets of the Code of Conduct and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX				
COURTESY	CONSIDERATION	CO-OPERATION	COMMITMENT	CHALLENGE
Remove hats in classrooms Speak politely and be mindful of others Follow entry and exit signs Represent the school with pride Place all litter in the bin Use footpaths when travelling to and from school Offer your seat in the bus to others Behave appropriately on buses Leave classrooms in a tidy manner	Respect yourself Respect the good reputation of our school Respect others Respect property Respect other's privacy Respect the rights and beliefs of others Hands-off policy Use resources appropriately Work quietly without disturbing others Place bags in racks where provided Access lockers in an orderly manner Follow safe travel and transport procedures Report irresponsible behaviour	Follow directions given Put your hand up to speak Leave classroom tidy Students wait for teacher direction before entry and exit Turn off and place all electronic devices out of site Move to class on the bell Walk calmly and keep to the left Line up outside classrooms Abide by conditions of venue/facility Be actively involved Be co-operative when working with others Comply with school uniform requirements	Be prepared for the day's activities Be on time and on task Maintain a clean area Be in full school uniform Manage impulsivity Use resources appropriately Report incidents of concern Have your study planner with you at all times Honour your internet agreement Arrive at school on time Return consent forms/money by required date Make a positive effort Accept responsibility for your own behaviour	Challenge yourself to always do your best Respond appropriately when you find yourself in a challenging situation Rise to a challenge

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

- Pastoral Care and Peer Support lessons conducted by classroom teachers
- Reinforcement of learning from these lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- Explicit teaching of the Code of Conduct through the Peer Support Program and Pastoral Care Program
- Design of engaging and relevant curriculum programs
- A structured recognition program to acknowledge and reinforce positive behaviour
- Communication and consultation with the immediate and wider school community to gain rich and authentic feedback that ensures continuous improvement
- Clearly defined policies and practices that are published for the entire school community and are consistently applied
- An extensive base of support personnel including Guidance Officers, Chaplain, School Based Youth Health Nurse and Indigenous Liaison Officer to guide and support students.
- Communication to parents occurs monthly via the online school newsletter which enables parents to be actively and positively involved in school behaviour expectations
- The school Executive Leadership Team provide regular information to staff and parents, and support to others in sharing successful practices
- Year Level Co-ordinators work closely with Deputy Principals to assist in the communication and enforcement of the code of conduct, rules and regulations
- Comprehensive induction programs in the Cavendish Road State High School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
 - the use of personal property technology devices at school (Appendix 1)
Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
 - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
 - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

Reinforcing expected school behaviour

- At Cavendish Road State High School, communication of our key messages about behaviour reinforced, to provide students with feedback for choosing expected school behaviour.
- Every student at Cavendish Road State High School participates in Peer Support and Pastoral Care Programs. These programs articulate the school's beliefs and expectations of all students.
- Visual – signage across the school
- Verbal – the use of a common language
- Modelling – student leaders and staff model the desired behaviours

Responding to unacceptable behaviour

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

Re-directing low-level and infrequent problem behaviour

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

Our preferred way of re-directing low-level problem behaviour is to ask students how they might be able to ensure they comply with the Code of Conduct. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support:

- Year Co-ordinator support
- Detentions, After School Detentions
- Student daily monitoring cards
- Withdrawal of privileges
- Contact with parents/guardians
- Mediation
- Student Disciplinary Absences

Intensive behaviour support: Support Services Team

Cavendish Road State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. The Support Services *Team*:

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
- works with the School Administration to achieve continuity and consistency.

The Support Services *Team* has a simple and efficient referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and specialist behaviour services staff.

4.2 Consequences for inappropriate or unacceptable behaviour

Cavendish Road State High School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Behaviour incidents are recorded in OneSchool. Minor and major behaviours

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

Minor problem 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 inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:
 1. names the behaviour that student is displaying
 2. asks student to name expected school behaviour
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- significant breach of the DET Information Communication and Technology (ICT) policy
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student or directs the student to report to Administration or contacts the Administration for assistance. A report of the student's behaviour is recorded in OneSchool.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to Support Services Team
- AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Support Services Team, referral for specialist behaviour services, Student disciplinary absence, a Discipline Improvement Plan
 - **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs or the use of malicious code/hacking related software may receive a Discipline Improvement Plan or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Definition of consequences*

Time out	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</p>
Detention	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed providing 24 hours notice).</p>
Temporary Removal of Property	<p>A principal or staff member of Cavendish Road State High School has the power to temporarily remove property from a student, as per the procedure <u><i>Temporary Removal of Student Property by School Staff</i></u>.</p>

School Disciplinary Absences (SDA)	
Suspension	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.
Discipline Improvement Plan	<p>A Discipline Improvement Plan is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.</p>
Proposed exclusion or recommended exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Discipline Improvement Plan.
Cancellation of enrolment	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

The following table outlines examples of minor and major behaviour incidents*

Minor	Major
Lack of equipment/Incorrect use of equipment	Possession, supplying or selling illicit or prescription substances
Verbal disruption eg constant silly or annoying sounds	Unprovoked violent assaults
Initially refusing to follow teacher directions in classrooms, grounds, front of school, etc	Serious vandalism whilst in school uniform or on school property
Not doing homework	Gross disobedience
Incorrect uniform	Alcohol or other drug use
Talking when asked not to	Fighting
Refusing to work/learn but not disrupting others	Possession or use of weapons
Lateness	Stealing from bags/classrooms/school grounds
Bringing banned items to school	Possessing weapons
Riding bikes/scooters/skateboards on school grounds	Verbal and/or physical abuse eg swearing, pushing of teacher, threatening or violence
Minor swearing in frustration	Persistent internet abuse
Chewing gum or eating in class	Refusing to give name or giving wrong name
Calling out in class	Harassment of students
Littering/spitting	Audio or visual recording of another student or teacher
Failure to complete detention	Use of camera anywhere a normal camera would be considered inappropriate such as classrooms, change rooms and toilets
Being in an out of bounds area	Blatant repeated offences related to assessment policy
Truancy	Promoting and/or provoking violent attacks
Wandering – couldn't find class	Inappropriate interactions with members of the public whilst in school uniform
Talking when teacher is talking	Driving dangerously on school grounds
Insolence – answering back/disrespect	Anti-social/unhygienic behaviours in toilets
Plagiarism	Any sexually explicit act
Breach of electronic device policy in class	Possession/use of dangerous projectiles
Running around buildings/stairwells	Sexual harassment
Mobile phone evident in any part of the school at any time without authorisation (written permission from an authorised staff member)	Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Minor physical contact (pushing/shoving)	Repeated refusal to follow teacher instructions
Unco-operative behaviour	Failure to complete assessment items
	Cheating/lying to the teacher
	Persistent lack of required equipment
	Wilful defiance
	Vandalism – desks, chairs, walls, garden
	Bullying and harassment
	Major interference of others' learning
	Swearing at other students
	Leaving class at any time without permission
	Water/food fights
	Breach of DET Information Communication and Technology (ICT) Policy
	Accessing inappropriate internet sites or downloading of inappropriate material, e.g. pornography, VPN's
	Persistent non-compliance with uniform policy
	Repeated truancy
	Failure to complete detention
	Smoking on school grounds or in school uniform
	Entering staffrooms without consent
	Plagiarism
	Sexting
	Possession of pornography on mobile phone

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to inappropriate or unacceptable behaviour

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

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

Any student witnessing inappropriate late behaviours or allegedly involved in inappropriate behavior will be directed to complete an Incident Report (Appendix 5) in writing, signed and dated. This policy and practice ensures all students are afforded natural justice.

4.3 Emergency situation or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

4.4 Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- School Based Youth Health Nurse
- Senior Guidance Officer
- School Chaplain

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police Service
- Local Council
- Neighbourhood Centre.

4.5 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.

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, sexual orientation, cultural background or socio-economic situation
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

4.6 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](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

4.7 Related procedures

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

4.8 Some related resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

PRINCIPAL

P & C President

Effective Date: January 2016 to January 2019

Appendix 1

The Use of Personal Technology Devices* at Cavendish Road State High School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

Students are discouraged from bringing valuable personal technology devices like cameras, digital video cameras or iPods to school as there is a risk of damage or theft. If such devices are used during school hours they will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

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, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the Queensland Police Service (QPS). In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact (QPS) directly.

Students who have had a Personal Technology Device confiscated will be issued with a thirty minute detention after school on the Friday after which the device has been confiscated.

Students who have a personal technology device confiscated more than three times in a term will be disciplined for persistent breach of school rules as deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption to learning associated with them. However, if they are brought to school, they must be turned off and out of sight whilst the student is on school grounds or involved in a school event outside of school eg swimming carnival, excursion.

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 Cavendish Road State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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 explicit consent is provided by the class teacher.

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying, 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, Snapchat, Facebook, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion).

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

Text Communication

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

Assumption of cheating

Personal technology devices including mobile phones and Apple watches 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 or publishing to others and as such **must not be brought in to exam situations**. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

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

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

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

Special Circumstances Arrangement

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

Inappropriate behaviour during school hours

Attempts to gain unauthorised access to any part of the Network systems, e.g. Via hacking, 'spyware' or other 'backdoor' methods OR the use of the teacher or network manager logins OR copying and/or misuse of school data OR damaging the network.

Minimum of suspension, removal of network rights for minimum of a term and possible withdrawal from the subject. Students who cause serious damage to the network or to student learning as a result of interfering with the network/computers can expect to be excluded from Cavendish Road State High School.

Inappropriate behaviour outside of school hours

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

Loss and/or damage

The school accepts no responsibility for loss/damage of valuable items (eg: Laptops/Mobile Phones) and will not invest time in investigating the loss/damage or theft of such items. Parents are advised to have suitable insurance for valuable items. Students are required to never leave bags unattended at any time.

** Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

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

Appendix 2

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

Purpose

1. Cavendish Road State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures

- raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying at Cavendish Road State High School. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
 3. Bullying behaviours that will not be tolerated at Cavendish Road State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
 4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
 5. At Cavendish Road State High School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Cavendish Road State High School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the Code of Conduct and have been taught the expected behaviours attached to the code of conduct in all areas of the school
 - All students have been or are being taught the specific routines in the non- classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non- classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
 - Not to respond to messages but keep them to report to parents and/or teachers immediately
 - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Cavendish Road State High School will then investigate and respond to any incident of cyberbullying.

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

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

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons

include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. Cavendish Road State High School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
13. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Cavendish Road State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
14. Cavendish Road State High School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 3

WORKING TOGETHER TO KEEP CAVENDISH ROAD STATE HIGH SCHOOL SAFE

We can work together to keep knives out of school. At Cavendish Road State High School

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

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

What kind of knives are banned?

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

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, the principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences such as suspension or exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the Principal suspects that a student has a knife on or in school property.

- If the Principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the Principal and given to the police.

How can parents help to keep Cavendish Road State High School safe?

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