Queensland Academy - Science Mathematics and Technology

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

1.   Purpose

The Queensland Academy for Science Mathematics and Technology 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

The Queensland Academy for Science Mathematics and Technology developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through consultation meetings held during 20134

A full review of important data sets relating to attendance, unexplained absences, cancellations, suspensions and exclusions, behaviour incidents including bullying and cyberbullying were used to inform this plan. 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.

3.   Learning and behaviour statement

All areas of The Queensland Academy for Science Mathematics and Technology 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 system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are explicit and assist the Academy in creating and maintaining 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.

As an IBO World School we promote intercultural understanding and respect as an essential part of life in the 21st century. This is captured in the IBO mission statement.

"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right." The aim of IB program is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world."

Our community espouses the IBO Learner Profile and our Responsible Behaviour Plan is underpinned by the attributes of the Learner Profile.

Our Academy values have been agreed upon and endorsed by staff, students and P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour and the IBO mission statement.

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At The Queensland Academy for Science Mathematics and Technology 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.

The Academy Expectations are underpinned by the IBO Learner Profile attributes. Our agreed principals and expectations for our community include:

Balanced	"We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live."
Caring	"We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us."
Communicator	"We express ourselves condently and creatively in more than one language and in many ways. We collaborate effectively-, listening carefully to the perspectives of other individuals and groups."
Inquirer	"We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life."
Knowledgeable	"We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance."
Open Minded	"We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience."
Principled	"We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences."
Reflective	"We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development."
Risk Taker	"We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change."
Thinker	"We use critical and creative thinking skills to analyse and take responsible action on complex problems."

http://www.ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf

These expectations are communicated to students via a number of strategies, including: emphasising our expectations through the explicit teaching of the Learner Profile during assemblies and during active supervision by teachers during classroom and non-classroom activities.

The Queensland Academy for Science Mathematics and Technology implements the following proactive and preventative processes and strategies to support student behaviour:

- Reminders in the Academy newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- Academy and Student Support Team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs that explicitly address the expectations outlined in Academy's Responsible Behaviour Plan for Students
- Individual learning plans 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; *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students (Appendix 1)*
  - 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).
- our Learning and Assessment Policy
- our Network Agreement Policy
- our Academic Honesty policy
- our Uniform Policy and dress code

Reinforcing expected school behaviour

At The Queensland Academy for Science Mathematics and Technology, communication of our key messages about behaviour is positively reinforced with students, which provide students with feedback for engaging in expected school behaviour. Recognition and monitoring systems are implemented to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards through our InStep Program and House sytem.

Our Heads of House with assistance from our InStep Mentors monitor the wellbeing of our students through regular group and one on one discussions. Students are nominated by their Instep Mentors and Heads of House for awards to reconise those who demonstrate the attributes of the IB Learner Profile.

Responding to unacceptable behaviour

Academy students attend each day to learn. Behaviour support represents an important opportunity for learning how to get along with others. Our Academy believes that all members of its community have clear responsibilities. These include:

Students should learn:
- to develop a sense of personal responsibility and accountability for their own behaviour
- to work in partnership with teachers and fellow students, displaying mutual respect and tolerance
- to recognise that there are consequences for inappropriate behaviour

Parents should:
- encourage students to attend school, be prepared, be on time and follow the Academy Responsible Behaviour Plan
- liaise with the Academy to support the Responsible Behaviour Plan
- share the responsibility for student behaviour on the way to and from the Academy
- ensure that the student adheres to the Academy dress code
- encourage the student to respect themselves, other students and the staff

Staff should:
- develop shared understanding with students in relation to appropriate student behaviour
- model good teaching practices
- recognise and acknowledge appropriate behaviour through use of praise and encouragement
- deliver planned and engaging lessons that target their students' learning needs
- accept responsibility for student behaviour management
- focus on negotiated and reasonable rules and consequences
- provide a success oriented learning environment
- keep parents informed
- monitor student attendance
- monitor the correct wearing of the Academy uniform
- promote a caring, positive and appropriate environment
- help the development of the "whole person"

Heads of House should:
- deal with non-subject specific student behaviour management issues and minor behavioural issues
- provide support for staff and students
- monitor attendance
- monitor the correct wearing of the Academy uniform
- provide pastoral care support for students
- liaise with parents, school support services and administration
- promote proactive programs to foster the development of the "whole person"

Heads of Department should:
- deal with subject specific student behaviour management issues and minor behavioural issues
- provide support to subject teachers
- liaise with parents, school support services and administration

Principal/Deputy Principals will:
- provide training and development for all staff in relation to student behaviour management
- provide support to Heads of House and teaching staff
- deal with significant/complex student behaviour management issues
- oversee the detention systems and policies
- organise conferencing with care-givers, staff and individual students
- provide parents with information about the Academy's Responsible Behaviour Plan
- implement the Responsible Behaviour Plan consequences as appropriate
- liaise with parents, school support services and staff.

Targeted behaviour support:

Each year a small number students at The Queensland Academy for Science Mathematics and Technology are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

These identified students are able to participate in a number of programs to assist with their social skill development and academic engagement.

- Counselling and programs offered by support staff including the School Based Youth Health Nurse, Guidance Officer, Heads of House and Chaplain.
- Access to community based organisations on an individual needs basis, depending on the program. These programs are usually proactive and positive in nature.

Other school or classroom processes that assist students to achieve acceptable standards of behaviour are:
- Development of targeted behaviour plan
- Use of attendance or behaviour monitoring sheets to provide feedback to Heads of House and parents
- A referral process from teacher to HOD, Heads of House, support staff or administration to access levels of support
- Withdrawal processes including use of office withdrawal

Intensive behaviour support: School Based Team

The Queensland Academy for Science Mathematics and Technology **is** committed to educating all students. All Academy students are provided with support from our Student Support Team along with the appropriate Heads of House and InStep Mentor by:
- working with other staff members to develop appropriate behaviour expectations and strategies
- monitoring the impact of support for individual students through continuous data collection
- providing consistent strategies and adjustments outlined within the Individual Learning Plan, and
- working with the Academy Administration to achieve continuity and consistency.

The Student Support Team along with the appropriate Heads of House and InStep Mentor has a simple and quick referral system is 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.

Whilst the Academy has a comprehensive Student Support Services Team and we make every effort to assist students who present with challenging and complex problems, it is often in the best interest of the student to move to a QSA school. This is due to the rigorous nature of the IB and the lack of flexibility in the course. Unfortunately the IB does not allow for 3 year senior options, the dropping of subjects, special consideration and other support processes available to QSA students. Parents, Support Staff and the Principal will meet to discuss the continued viability of remaining enrolled within the IB system before a recommendation is made.

5. 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.

Immediate Strategies
- Avoid escalating the unacceptable behaviour
  Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

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

- Approach the student in a non-threatening manner
  Move slowly and deliberately toward the situation or incident, 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.

Reinforcement and Correction Strategies
- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies
- Restore normal school operations as soon as possible.

- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

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

Appropriate physical intervention may be used to ensure that The Queensland Academy for Science Mathematics and Technology's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation

- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented on OneSchool and referred to the appropriate personnel. The processes can be found at **http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx** online.

6. Consequences for inappropriate or unacceptable behaviour

The Queensland Academy for Science Mathematics and Technology 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.

Any referral for inappropriate behaviour needs to be entered on OneSchool and referred to the appropriate staff member as indicated in the table below.

Any actions or behaviours that contravene the elements of the Learner Profile are always to be challenged, with clear consequences imposed for the breach. It is important, however to always consider the individual circumstances of the student involved and the specific situation, and to focus on being rule guided not rule driven.

Descriptor	Examples of Behaviour This may include other inappropriate behaviours not listed below	Possible Consequences Which may include one or more of the following
Where there is a minor breach of Academy expectations	□ Late to class □ Ill-preparedness for the lesson □ Lacking appropriate materials □ Possessing Inappropriate materials □ Failure to complete homework □ Failure to follow teacher instructions □ Disruption of the learning process □ Inappropriate use of Mobile Phone □ Inappropriate use of resources	□ Rule Reminder □ Redirection □ Detention □ Phone Call to Parents □ Confiscation of Inappropriate materials □ Referral/Consultation with HOD/HOH □ Monitoring card
Where there is a moderate breach of Academy expectations	□ Repeated lateness to class □ Repeated ill preparedness for class □ Repeated failure to complete classwork □ Repeated failure to complete homework □ Repeated failure to follow teacher instructions □ Repeated disruption of the learning process □ Repeated lateness to school □ Inappropriate language □verbal misconduct toward a member of staff □ Disrespectful conduct toward a member of staff □ Blatant disobedience □ Harassment/Bullying including Cyber bullying □ Truancy □ Non-compliance with the schools dress code. □ Misuse of Personal Electronic Devices □ Network infringements □ Property misconduct □ Possession of cigarettes/lighters/matches	□ Referral/Consultation with HOD □ Consultation with Parents/Caregivers □ Mediations □ Detentions □ Referral to HOH □ Withdraw al to office □ Monitoring card □ Referral to Student Support personnel □ Restitution □ Possible Suspension □ Possible Cancellation Of Enrolment
Where there is a severe breach of Academy Expectations	□ Ongoing repeated lateness to school □ Possession of Banned Items (alcohol, pornography etc) □ Bullying including Cyber Bullying of staff or students □ Sexual, racial, verbal, electronic or digital harassment of staff or students □ Abuse of Staff □ Assault of Staff/Students □ Verbal/physical misconduct □ Refusal to accept consequences and directions from school Administration □ Gross Misbehaviour or misconduct whilst attending or representing the school, travelling to or from the school □ Vandalism/wilful damage □ Repeated truancy. □ Smoking, consuming alcohol or being under the influence of alcohol in or outside the school grounds in uniform and bringing the school into disrepute □ In the company of any student who has partaken in the use of inhalants, alcohol or illicit substances □ The recording of, taking photos or the videoing of any school activity or personnel with any electronic device without permission □The posting of any photo or video of school personnel on the internet without permission □ Students continued attendance at the school is subject to their complying with the discipline improvement plan (DIP) and contravening maybe grounds for **exclusion.** □ "Unauthorised absence" – i.e. where the Principal has not given a student leave of absence	□ Immediate referral to Deputy Principal in charge of Year Level □ Consultation with Parents □ Referral to Student Support personnel □ Possible Suspension □ Possible Exclusion □ Possible cancellation of enrolment □ Restitution
Where the behaviour is deemed to be a **criminal offence**	□ Bringing a weapon to school eg. knife, baton etc □ Threatening any member of staff or students with a weapon to school □ Graffiti □ The possession of illicit substances, inhalants, drug implements and paraphernalia. □ Providing and selling to other students illicit substances and other banned items such as a weapon, alcohol, cigarettes etc	□ Immediate referral to Deputy Principal in charge of Year Level □ Consultation with Parents □ Possible Suspension □ Possible Exclusion □ Notification to the police

Definition of consequences*

Detention	□ A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. □ A detention is no more than 20 minutes during school lunch or 60 minutes after school (parent will be contacted before after school detention is imposed).
Temporary Removal of Property	A principal or staff member of QASMT has the power to temporarily remove property from a student, as per the procedure *Temporary Removal of Student Property by School Staff*.

School Disciplinary Absences (SDA)	
Discipline Improvement Plan (DIP)	A DIP is a written agreement that sets out the expectations for behaviour, the consequences for inappropriate behaviour, the strategies that will be used and the support that will be provided by the school to promote positive behaviour. The principal, with the support of staff in partnership with the parents and the student will complete the DIP. A parent may also approach the school to request the process be initiated if they are concerned about their child's behaviour. DIPs outline clear expectations of the student's behaviour for a fixed period of time (for example. regular attendance, following the school's behaviour rules, or attending a social skills program). A DIP can be used at any time, for example; • as an early intervention strategy to prevent escalation of inappropriate behaviour or • as a last resort alternative to suspension or exclusion. Failure to meet the conditions of a discipline improvement plan cannot be used as a ground for exclusion. However, a student may be suspended or excluded if his/her behaviour meets the grounds for suspension or exclusion.
Community Service Intervention (CSI)	A CSI is an early intervention strategy that may be used by the school principal in consultation with students and parents to address behaviour concerns. Intervention of this kind is intended to provide students with exposure to a new environment that is challenging, encourages team work, self-respect, commitment and confidence. It is a positive, productive alternative to other disciplinary actions such as detention, suspension or exclusion and requires a student to perform tasks outside of school hours that are beneficial to the community. A CSI must occur outside of school hours as the ultimate goal is to keep the student at school so that he/she doesn't miss out on classes or school activities. It is organised before or after school, or on the weekend. The community service intervention process will generally involve the following steps: • the principal or a delegated staff member identifies a community service intervention as a potential option for a student to address disciplinary or behaviour concerns in consultation with teachers and other support staff • the principal or a delegated staff member contacts the student's parents to discuss the option of a community service intervention. Parents should be provided with all relevant details of activity proposed, including responsibilities for the student, parent and the school, in order to inform their decision • parent's consent to the student participating in the community service intervention • school staff take on coordination and supervision roles for community service intervention activities, as part of normal duties within current industrial frameworks • the student completes the community service intervention. The principal and school staff will follow the Work experience placements for school students procedure for students aged 14 years and over participating in a community service intervention through a host organisation. Students under 14 years and all school-led community service interventions are implemented according to the school's Responsible Behaviour Plan for Students. The school will complete a risk assessment before the activity is undertaken to determine possible hazards and precautions. Appropriate measures are identified and implemented to ensure the activity can continue in a safe manner. School staff should ensure they are aware of the department's procedures and processes for risk management.
Suspension	A principal may suspend a student from school under the following circumstances: • disobedience by the student • misconduct by the student • where attendance poses a risk to students or the learning environment – eg where the student has been charged with a serious offense • other conduct that is prejudicial to the good order and management of the school.
Proposed exclusion or recommended exclusion	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: • disobedience • misconduct and misbehaviour • where attendance poses a risk to students or the learning environment – eg where the student has been charged with a serious offense • other conduct that is prejudicial to the good order and management of the school.
Cancellation of enrolment	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.

Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.
 * 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 The Queensland Academy for Science Mathematics and Technology, 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.

7. Network of student support

Students at The Queensland Academy for Science Mathematics and Technology are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Head of Department
- Heads of House

- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Chaplain
- School Based Youth Health Nurse.

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)

- Police
- Local Council
- Neighbourhood Centre.

8. Consideration of individual circumstances

To ensure alignment with the *Code of School Behaviour* when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

The Queensland Academy for Science Mathematics and Technology 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, 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.

9. Related legislation

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

10. Related policies

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

11. 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*

12. Some related resources

- *National Safe Schools Framework*
- *Working Together resources for schools*
- *Cybersafety and schools resources*
- *Bullying. No way!*
- *Take a Stand Together*
- *Safe Schools Hub*

13. Endorsement

QUEENSLAND ACADEMIES | SMT

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Principal   **P&C President or**
                                      Chair, School Council

Effective Date: 1 January 2016 – 31 December 2016

The Use of Personal Technology Devices* at School

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

Responsible use of Technology Devices and Mobile Phones
Students bring valuable personal technology devices like cameras, digital video cameras or MP3 players to the Academy at their own risk. The Academy will not be held accountable for any damage, loss or theft of such devices.

Mobile phones may be brought to school, however they are not to be used in classrooms for any personal purpose such as conversations or text. They must be either switched off or at the very least to silent mode.

If a student wishes to use the phone for educational purposes, permission must be sought from the classroom teacher.

If a student has been asked to comply with the above policy and fails to do so again, that student will be referred to the relevant Deputy Principal.

Confiscation
Permitted personal technology devices used contrary to this policy on Academy premises after a fair warning has been issued, may have their device confiscated by a Deputy Principal or Principal. They will be made available for collection from Executive Services at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

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 associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording Voice and Images
Every member of the Academy 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 The Queensland Academy for Science Mathematics and Technology. 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 express 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, final assemblies etc) 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 Academy will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1], including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

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 a referral to the Queensland Police Service.

Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at the Academy, should ensure they keep the message as evidence and bring the matter to the attention of the Senior leadership Team.

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

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

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

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

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

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs,

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

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.

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

Purpose

The Queensland Academy for Science Mathematics and Technology 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.

There is no place for bullying in The Queensland Academy for Science Mathematics and Technology. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our Academy's values and efforts for supporting all students.

Bullying behaviours that will not be tolerated at The Queensland Academy for Science Mathematics and Technology 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, academic snobbery, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture
- social standing
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

At The Queensland Academy for Science Mathematics and Technology 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 within our Academy.

Rationale

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

The anti-bullying procedures at the Queensland Academy for Science Mathematics and Technology 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.

<u>Prevention</u>

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 Academy expectations and have been taught the expected behaviours attached to each aspect of the Learner Profile
- 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.

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.

The Academy will then investigate and respond to any incident of cyberbullying.

The Queensland Academy for Science Mathematics and Technology 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 Academy to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

WORKING TOGETHER TO KEEP THE QUEENSLAND ACADEMY FOR SCIENCE MATHEMATICS AND TECHNOLOGY SAFE

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

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

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences
- 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 the Academy 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 the Deputy Principal if you believe your child is being bullied or threatened at school.