Kenilworth State Community College

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

1. Purpose
Kenilworth State Community College 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 and during related off campus activities can be effective and students can participate positively within our school community. Through our school plan shared expectations for student behaviour are clear for everyone, assisting Kenilworth State Community College to create and maintain a safe and orderly learning and teaching environment.

2. Consultation and data review
Kenilworth State Community College developed this plan in consultation with our school community. Consultation occurred through staff meetings, P&C meetings and distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents and attendance also informed the plan.

The Plan was endorsed by the Principal, the P&C President and the Executive Director of Schools in December 2009 and will be reviewed in 2012 as required in legislation.

3. Learning and behaviour statement
Kenilworth State Community College believes that all areas of the school and off campus activities are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as necessary for the maximum success of our academic education programs.

At Kenilworth State Community College we acknowledge the individual abilities of all students and strive to meet their needs so that they develop as valued and respected members of their community for the rest of their lives. Emphasis is placed on assisting students to develop the knowledge and skills that enable them to participate in society in an active and responsible manner.

Our Responsible Behaviour Plan outlines our processes for facilitating positive behaviours, preventing inappropriate behaviour and responding to unacceptable behaviour.

School Wide Positive Behaviour Support
During 2010-2012 Kenilworth State Community College will undertake Education Queensland’s School Wide Positive Behaviour Support (SWPBS) program.

SWPBS is a systems-perspective on Positive Behaviour Support and provides a continuum for behaviour support. There is a strong focus on proactive strategies, including teaching and supporting the appropriate and expected positive behaviours to all students.

Shared beliefs
At Kenilworth State Community College we believe in:
- Developing positive relationships and working together
- Learning as a community of learners
- Community with all members supporting one another
- Individual potential and valuing the diversity of our learning community.
Our behaviour expectations are based on the rights and responsibilities of all students to:

BE SAFE
BE RESPECTFUL
BE A LEARNER

Our school community has adopted the 5Cs as our shared values that underpin our expected behaviours. These are:

- Care
- Consideration
- Common sense
- Cooperation
- Courtesy

At Kenilworth State Community College we recognise that everyone makes mistakes at times. We believe that all behaviour is purposeful and is aimed to meet our physical and psychological needs. We aim for our students to be able to self manage their behaviour so that we meet our needs in responsible ways that do not interfere with the rights and needs of others.

Kenilworth State Community College aims to provide an environment where all students can full utilise the learning opportunities provided to achieve the best possible outcomes. We endeavour to ensure that learning and teaching:

- Is responsive to students’ needs
- Allows full participation
- Achieves effective outcomes
- Provides equal opportunity for all
- Occurs in an open and accountable way
- Promotes socially acceptable behaviour as the expectation for all school members
- Improves through process of reflection and review of our practices

Bullying and Harassment

At Kenilworth State Community College we expect all students to demonstrate respect for others and their rights. All teachers and students have the right to teach and learn in an environment free from harassment and it is the responsibility of all of us to behave in such a way that ensures this occurs.

Through our proactive whole school strategies, the social and emotional learning in our classrooms and specialised programs such as Identify, Cope, Prevent (RIC Publications), Students Making Independent Choices and Rock and Water, students are guided in developing strategies to deal with negative interactions, to develop resilience and are empowered to take appropriate, positive action if they know that bullying and harassment are occurring. (Appendix 1)

The processes to respond to such behaviours (Kenilworth Hi 5) are regularly discussed in classrooms and on parade. (Appendix 2)

Our school’s approach is to investigate and respond to complaints of bullying in line with the procedures set out in this Responsible Behaviour Plan for Students.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Kenilworth State Community College, like many schools has a spread of support needs. We are always working towards student becoming self managing of their behaviour through our whole school approach which shapes, supports and recognises appropriate behaviour in all students. With universal support in place, research indicates that approximately 80 – 90 % of our students will have no difficulties in self managing their behaviour. For a variety of reasons, about 10 – 15 % of students will require targeted support at some time. The small minority of 2 – 5% of students may require intensive support and flexible learning arrangements to assist them to continue their learning.

Universal behaviour support

In order to facilitate high standards of behaviour, the behaviours we want to see the students demonstrate must be clearly explained, modelled and taught to all students. This is the role of all members of the school community including teaching and non-teaching staff.

At Kenilworth State Community College we take time to directly teach the expected behaviours to all students. This is a universal behaviour support as the teaching is directed to all students and is designed to prevent inappropriate behaviour and support students in gaining the necessary skills and understandings in order to meet our expectations.

During 2010 these behaviours will be clearly identified and published in a matrix as part of our School Wide Positive Behaviour Support program. Behaviours expected in various areas of our school will be displayed in the school context that is relevant. In addition to the direct teaching of expected behaviours, the school will initiate a range of strategies to reinforce and further encourage expected behaviours. The recognition, social acknowledgement and positive interaction are powerful reinforcers of appropriate behaviour.

School wide strategies are being developed and include:

- Engaging and challenging curriculum that is responsive to students’ learning needs.
- Expected behaviours to be published in each classroom and in appropriate areas around the school. eg Expected behaviours at the tuckshop will be posted near the tuckshop.
- Communication of expectations in the school newsletter to inform parents and encourage parents to reinforce the expected behaviours at home.
- Student of the Week Awards presented on parade each week.
- Student awards presented in class.
- “Gotcha” awards. School staff hand out “Gotcha” awards to students they observe demonstrating appropriate behaviour. This may be in class time, lunch time or in the playground. “Gotcha” awards are placed in a central bucket and 3 awards are drawn out on parade each week. Students whose award has been drawn receive an ice block from the tuckshop.
- The gathering of evidence and data which will highlight areas where positive behaviours are seen.
- Targeted professional development for all staff.

Targeted behaviour support

The whole school strategies outlined above will continue to be implemented to assist those students who need some timely intervention and additional support.
At Kenilworth State Community College, it is important to recognise that all staff are involved in the support of students who may need targeted behaviour support. Regular Staff meetings and Student Support Team meetings are used to identify students who require support and a team approach is used to plan and implement strategies to assist the student in becoming self managing. These students may be identified through our data collection strategies such as One School reports, Playground Duty Folders or Buddy Class slips. **Strategies used for targeted support** include:

- The strategies listed above for whole school support.
- Curriculum adjustment: staff determine whether a student may need support to achieve success in the curriculum. This may involve working with a teacher aide or Learning Support Teacher, adjusted class work, peer tutoring.
- Use of a “Buddy Class” teacher to encourage and reinforce positive behaviours or to use as a location for reflective time away from the classroom.
- Playground or class monitoring tool: a playground or classroom plan which outlines targeted behaviours and is signed by an appropriate staff member at timely intervals. (See Appendix 3)
- Inclusion in SMICS group. SMICS stands for Students Making Independent Choices and is a targeted group of students working with support staff such as the Guidance Officer and/or School Chaplain to develop skills in problem solving, resilience and self management.
- Individual mentoring or counselling program with visiting Guidance Officer or Behaviour Support teacher.
- Targeted behaviour strategies are based on the evidence/data collected.

Parents will be informed and included in making plans to support their child in becoming self managing. We focus on a team approach to guiding the student towards more positive behaviours.

**Intensive behaviour support**

Intensive behaviour support is required to support students who demonstrate chronic and/or severe and challenging behaviour. That is behaviour that is of such frequency and/or intensity that it disrupts learning, indicates risk of learning disengagement and /or seriously threatens the safety of students. This level of support generally occurs when less intensive support strategies have been implemented and have not fully met the student’s support needs.

At Kenilworth State Community College support at this level occurs through the college teamwork of a range of support services from Education Qld and other agencies. Agencies contributing to this support plan may include:

- Disability Services Qld
- Child and Youth Mental Health
- Qld Health
- Dept of Child Safety
- Police
- Private health practitioners.

A Functional Behaviour Analysis may be undertaken to inform the development, implementation, review and revision of an Individual Behaviour Support Plan. This assessment is focused on identifying significant, student specific social, affective, cognitive and /or environmental factors associated with the occurrence
or absence of specific behaviours. This assessment is undertaken by a trained practitioner, usually the Guidance Officer or Visiting Behaviour Support teacher. In consultation with school and support staff, an Individual Behaviour Support Plan may be put in place which includes appropriate strategies to support the student in developing appropriate behaviour. Strategies used will be preventative, supportive and/or corrective. Such strategies for intensive behaviour support may be:

- Continuation of whole school strategies listed earlier
- Continuation of strategies listed for Targeted Behaviour Support
- Work with the Visiting Behaviour Support Teacher
- Counselling with the visiting Guidance Officer
- Modified timetable or attendance times
- Additional Teacher Aide support through school or district behaviour funds
- Recommendation to parents to access outside agency support such as Child and Youth Mental Health Service, Paediatrician
- Use of the Restorative Justice Process

The process of developing and implementing the IBSP involves parents, professionals and the student (where appropriate) to consider the student’s current level of performance and to determine needs and priorities. It promotes:

- Shared responsibility
- Consensus about behavioural and educational goals for the student
- Focus on achievable goals relating to a small number of key behaviours
- Collective accountability for outcomes
- Opportunity for communication.

The ISBP may include a variety of strategies to further support the student including:

- Modification of environments to reduce the risk of challenging behaviour
- Teaching and reinforcing socially acceptable alternative behaviours
- Evidence based consequences for challenging behaviour.

5. Consequences for unacceptable behaviour

Even with the most proactive and consistent implementation of whole school positive behaviour support, some students will exhibit unacceptable behaviour at some time.

At these times there are school wide procedures for determining the consequences for such unacceptable behaviours. These procedures take into account the circumstances of each individual student and their actions. They also consider the needs and rights of the school community to be able to teach and learn in a safe environment.

When unacceptable behaviour occurs, students experience supportive, fair, logical and predictable consequences. Our aim is always to assist students to become more self managing and make appropriate behaviour choices.

Supportive

Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. An appropriate response for students who display inappropriate behaviours is targeted and/or intensive behaviour support. Students who display continued inappropriate behaviours are supported using a range of individual strategies and consequences, if necessary developed and implemented within an Individual Behaviour Support Plan.
Fair
When determining consequences, particularly those for serious misbehaviour (which may lead to suspension or recommendation for exclusion) it is important that the principles of natural justice are followed. This means that the student is fully aware of the behaviour and the consequence, that they are given the chance to respond and tell their side of the story, that the person making the decision does so after hearing both sides and without prejudgement or bias against the student. In the case of suspension, the Principal makes the final determination.

Logical
For consequences to be most effective, students must be able to see a connection between the behaviour and the resulting consequence. Logical consequences for both positive and negative behaviours are applied consistently, calmly, firmly and without prejudice towards individual children.

Predictable
At Kenilworth State Community College, we respond consistently to both positive and negative behaviour. Consistency does not mean that the response will be the same in all situations, rather that there will be a response that is supportive, fair and logical. Students will develop understanding of logical consequences and will be assisted in learning to make appropriate behaviour choices.

Whilst our focus is on proactive and supportive whole school approaches, certain types of behaviour are unacceptable and responses to these may include the most stringent step of recommendation for exclusion. For example, students involved in physical and verbal abuse of staff and other students may be suspended from school for a period of time; and students involved in selling or supplying drugs, violent assaults or use of weapons may be recommended for exclusion. Suspension and recommendation for exclusion would only be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered.

The following table outlines some student behaviours and possible consequences which would be put in place within a graduated framework of support and intervention. These consequences move from least intrusive to most intrusive. They are not in sequential order and any may be applicable to the behaviour presented at the Principal's discretion. Student Disciplinary Absences (suspension and recommendation for exclusion) will only be used after consideration has been given to all other responses.
<table>
<thead>
<tr>
<th>Behaviour may include</th>
<th>Possible Consequence</th>
<th>Managed by</th>
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<tbody>
<tr>
<td>• Minor incidents of inappropriate behaviour</td>
<td>• Reminder of expectations</td>
<td>Teacher</td>
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<tr>
<td>• Ignoring instructions and direction</td>
<td>• Send student to buddy class</td>
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<td>• Lateness to class</td>
<td>• Verbal negotiation</td>
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<td>• Littering</td>
<td>• Withdrawal from playground</td>
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<tr>
<td>• Swearing</td>
<td>• Consultation and reflection with teacher</td>
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<tr>
<td>• Uniform/hat/jewellery transgressions</td>
<td>• Contact with parents</td>
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<td>• Playing in inappropriate areas</td>
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<td>• Disrespect for school resources</td>
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<tr>
<td>• Disruption of teaching and learning (calling out, interrupting)</td>
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<tr>
<td>Inappropriate behaviours at this level include:</td>
<td>Staff and support staff responses may include:</td>
<td>Teacher and parent</td>
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<tr>
<td>• Continued minor behaviours above</td>
<td>• A monitoring program developed and implemented between teacher, student and parent</td>
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<tr>
<td>• Repeated defiance</td>
<td>• Restorative justice meeting</td>
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<td>• Inappropriate use of technology (including school internet, mobile phones and other</td>
<td>• Peer mediation</td>
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<td>electronic devices)</td>
<td>• Referral through Student Support Committee for assessment and support from specialist</td>
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<tr>
<td>• All forms of harassment such as repeated name calling, teasing, ostracising,</td>
<td>• Individual Behaviour Support Plan</td>
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<td>derogatory comments (including through the use of technology; emails, social pages,</td>
<td>• Exclusion from school internet for a period of time</td>
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<td>chart</td>
<td>• Restitution</td>
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<tr>
<td>• Strong verbal abuse towards students and staff</td>
<td>• Parent contact</td>
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<tr>
<td>Inappropriate behaviours at this level includes:</td>
<td>• Non Attendance at off campus and/or extra curricular activities (at Principal’s</td>
<td>Teacher, parent and principal or other support staff</td>
</tr>
<tr>
<td>• Continued behaviours above</td>
<td>discretion)</td>
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</tr>
<tr>
<td>• Stealing</td>
<td>• Referral to outside agency</td>
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<tr>
<td>• Truancy</td>
<td>• Police notification</td>
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<tr>
<td>• Physical and/or verbal aggression toward students and staff</td>
<td>• Suspension in line with Education Qld policy</td>
<td></td>
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<tr>
<td>• Smoking</td>
<td>• Restorative conference on return from suspension</td>
<td></td>
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<tr>
<td>• Intimidation and/or harassment of staff (including through the use of technology)</td>
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<td>• Pornography</td>
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<td>• Vandalism</td>
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<tr>
<td>• Sexual harassment/misconduct</td>
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</tbody>
</table>
Inappropriate behaviour at this level includes:

- Extreme or continued behaviours above
- Possession of drugs
- Supply of drugs
- Possession of a weapon
- Use of a weapon
- Violent assault

- Parent interview
- Review of ISBP
- Non Attendance at off campus and/or extra curricular activities (at Principal's discretion)
- Police notification
- Suspension
- Recommendation for exclusion

6. Emergency responses or critical incidents

A range of critical incidents such as school fires, motor vehicle accidents, floods, severe injuries and deaths have a significant impact on individuals and our college community. In order to manage and minimise the possible effects of such incidents the College has developed a Critical Incident Plan. This plan outlines the preventative measures, response procedures and post-event protocols to manage incidents of this nature.

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This ensures that appropriate action is taken to ensure that students and staff are safe.

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

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

In order to effectively manage a range of possible critical incidents including severe problem behaviour, Kenilworth State Community College has developed a Critical Incident Management Plan. This plan includes procedures for evacuation and lock down situations that may occur which are displayed throughout the school and are practised regularly.

Basic defusing strategies

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

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

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

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

**Debrief** using the principles of restorative justice. (Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made and the effects of behaviour on others and identify acceptable decision options for future situations).

**Physical Intervention**

Staff may make legitimate use of physical intervention in emergency and critical situations if all non-physical interventions have been exhausted and the student is:

- Physically assaulting another student or staff member
- Posing an immediate danger to him/herself or to others.

In situations where evidence shows a pattern of unsafe behaviour or self-harming behaviours, there may be a need to include physical intervention as part of a student’s Individual Behaviour Support Plan

Any use of physical restraint will occur in accordance with Education Queensland’s Physical Restraint Guidelines (As outlined in SMS-PR-021)

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.

Any physical intervention made must:

- Be reasonable in the particular circumstances
- Be in proportion to the circumstances of the incident
- Always be the minimum force needed to achieve the desired result
- Take into account the age, stature, disability, understanding and gender of the student.

**Record Keeping**

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Incident report (on OneSchool)
- Health and Safety incident record

7. **Network of student support**

Students at Kenilworth State Community College are supported through positive reinforcement and a system of universal, targeted and intensive behaviour support as outlined above. There is a range of personnel involved in the school community who contribute to the school’s approach to positive behaviour support.

On a day-to-day basis these include: Parents, teachers, teacher aides, School Chaplain, Principal, Guidance Officer and students.

Others at the school level who may be involved are: volunteers, specialist and ancillary staff.

The Student Support Team consists of Principal, Learning Support Teacher/Integration Teacher, Advisory Visiting Teacher in Behaviour Support,
Guidance Officer, School Chaplain and Class Teachers as required. This team meets fortnightly to discuss referred students, monitor students' progress and make recommendations for support for individual students.

Personnel from the District level are also involved including District Behaviour Team members, Advisory Visiting Teachers (such as those specialising in disabilities), Visiting ancillary professionals such as Speech Pathologist and Senior Guidance Officers.

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

- Disability services Qld
- Autism Association of Qld
- Child & Youth Mental Health Services
- Queensland Health
- Queensland Police Service
- Sunshine Coast Regional Council
- Respite Services
- Office of Child Safety

8. Consideration of individual circumstances

Kenilworth State Community College uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour including the context, emotional well-being, culture, gender, socioeconomic situation and impairment. All of these factors can influence the way in which students act and react to adult responses.

Consequences for breaching the school's responsible Behaviour Plan for Students vary according to a number of factors which may include:

- Age of the child
- Previous behaviour record
- Severity of the incident, including breaches of safety
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse.

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 all school community members will be considered at all times.

Each behaviour incident will be addressed according to the individual circumstances. Consistency will be in responding to the behaviour, but not necessarily in the nature of the response.
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 1995
• Workplace Health and Safety Regulation 1997
• Right to Information Act 2009
• Information Privacy (IP) Act 2009

10. Related policies
• SMS-PR-021: Safe, Supportive and Disciplined School Environment
• CRP-PR-009: Inclusive Education
• SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
• SMS-PR-022: Student Dress Code
• SMS-PR-012: Student Protection
• SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
• GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
• HLS-PR-012: Curriculum Activity Risk Assessment
• IFM-PR-010: Managing Electronic Identities and Identity Management
• SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
• SMS-PR-024: Internet – Student Usage
• WFR-PR-005: Code of Conduct

11. Some related resources
• Bullying. No Way! (www.bullyingnoway.com.au)
• Code of conduct for Students Travelling on School Buses (http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome)

Endorsement

Principal  P&C President or Chair, School Council  Regional Executive Director or Executive Director (Schools)

Date effective:

from 1 January 2010 to 31 December 2013
Appendix 1

What is Bullying?
People are often bullied because of a perceived difference. The difference can be related to culture, gender, sexuality, mental ability or disability, religion, body size and physical appearance, age, or economical background. Bullying behaviours are also displayed when people enter into a new school, workplace, country, social group or even sporting team.

There are many ways a person can be bullied. Most definitions agree that there are three broad types of bullying behaviour:

Physical Bullying – This includes hitting, kicking, tripping, taking belongings, damaging property

Verbal Bullying – This includes name calling, “put downs”, sexist or racist remarks, insults, threats

Indirect Bullying – This type of bullying is harder to recognise and is often carried out subtly, behind the person’s back. It is designed to harm someone's reputation, and/or cause humiliation. Indirect bullying includes:
  - Lying and spreading rumours
  - Playing nasty jokes to embarrass and/or humiliate
  - excluding from groups, ignoring or encouraging others to do so
  - intimidating or threatening physical postures and gestures
  - Cyberbullying - use of emails, text messages websites, blogs, mobile phones, chat rooms, email or SMS to send messages or images intending to threaten, distress or humiliate another person

Usually, bullying has common features
  - it is deliberate, hurtful behaviour
  - it is often repeated over a period of time
  - it is difficult for those being bullied to defend themselves
  - it is often difficult for those who bully to learn new social behaviours
  - the person who bullies has, and exercises power inappropriately over another

What Bullying is Not
Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

Mutual conflict
In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for retaliation in a one-sided way.

Social rejection or dislike
Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single-episode acts
Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

Nastiness or physical aggression that is directed towards many different students is not the same as bullying.
Appendix 2

HI-5

The HI-5 strategy is taught school wide at the beginning of year each and is constantly reinforced throughout the year.

The HI-5 is a strategic way to deal with bullying. Students are taught the HI-5 processes and are given practical examples of its application. Lessons may include role plays, modelling and scenario discussions. Middle and upper school students are introduced to the concepts passive, assertive and aggressive responses.

The HI-5 consists of five steps:

1. Ignore
2. Friendly “I” message
3. Firm “I” message
4. Stop or I’ll report – Walk away
5. Report to an adult that you trust
Appendix 3

Targeted Behaviour Book

for

Behaviours I am going to work on:

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

Date: _______________________

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td>First Session: 8.50 - 11.00</td>
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<tr>
<td>First Break: 11.00 - 11.45</td>
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</tr>
<tr>
<td>Middle Session: 11.45 - 1.30</td>
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<tr>
<td>Second Break: 1.30 - 2.00</td>
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<tr>
<td>Third Session: 2.00 - 3.00</td>
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</tbody>
</table>

Parent comment / signature:

D:\mgrog1\Desktop\Admin 2012\KSCC Responsible Behaviour Plan.doc
Appendix 4

The Use of Personal Technology Devices at Kenilworth State Community College

This policy reflects the importance Kenilworth State Community College places on students demonstrating our behaviour expectations and the underlying values whenever they are using personal technology devices.

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage, theft or breach of personal privacy. Such devices 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 discipline.

Mobile Telephones
Kenilworth State Community College discourages the practice of students bringing mobile phones to school. This is generally not necessary as the school phones are available for students to use if there is a need to contact parents. Should parents wish for their child to bring a mobile phone to school an application form needs to be completed by the parent and approved by the Principal. Phones that are brought to school must be left at the school office, because use of personal phones during school hours is not permitted. Students will sign the phones into the office on arrival at school, and then sign for them at the end of the school day.

Confiscation
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 police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Recording voice and Images
Every member of the College 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.

There may be opportunities for students to use recording devices provided by the school as part of their studies, e.g. digital cameras, video cameras or voice recording devices. Use of Departmental recording devices is only permitted when expressed consent is provided by the class teacher.
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). A student at school who uses a technology device to record private conversations, or inappropriate behaviours including violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means. Even where consent is obtained for recording, the school will not tolerate such images or sound being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent, a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording
are in breach of this policy, and may be subject to discipline (including suspension and recommendation for exclusion).

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

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.

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

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