

# **Responsible Behaviour Plan**

## Purpose

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

## Consultation and Data Review

In support of this right student leaders, representative of all year levels, parent representatives and staff representatives worked as members of a Focus Group to devise the policy and protocols described within this booklet. Throughout this process comment/feedback was sought and received from all stakeholders. This document is reviewed every two years.

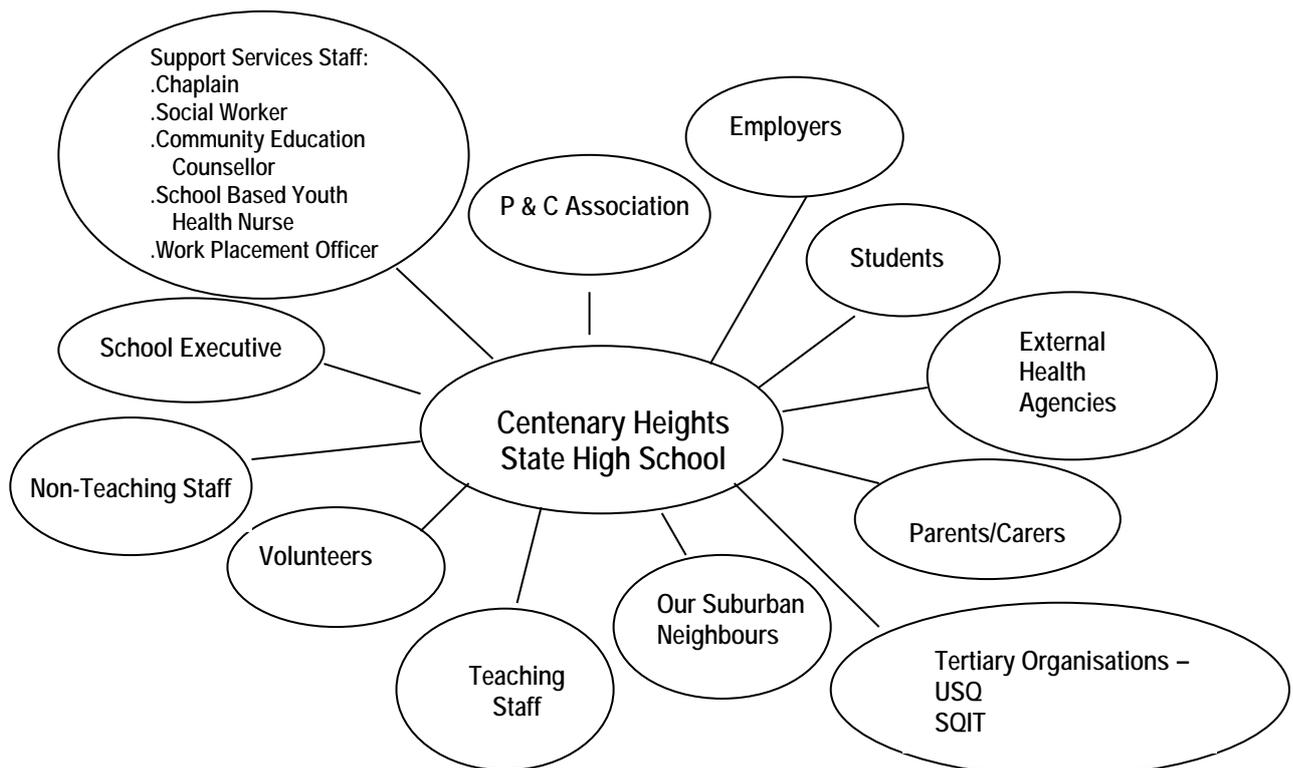
### Centenary Heights State High School

#### - beliefs about behaviour and learning

Our Responsible Behaviour Plan [RBP] defines the responsibilities that all members of the school community are expected to uphold to ensure that a safe, supportive and disciplined environment allows for:

- the rights of all students to learn
- the rights of teachers to teach
- the rights of all to be safe

*Our School Community encapsulates:*



**All members of our School Community are expected to:**

- Conduct themselves in a lawful, ethical, safe manner within and outside the school. Students in our school uniform outside the school are identifiable as Centenary Heights State High School students and as such are subject to our Responsible Behaviour Plan.

It is expected that Students are willing to:	It is expected that Parents/Carers are willing to:	It is expected that Centenary Heights Staff are willing to:
<ul style="list-style-type: none"> <li>• Involve themselves in our school's program to the best of their ability. Our school's program ranges from the classroom to the sporting field and beyond.</li> <li>• Take responsibility for their own behaviour and learning.</li> <li>• Demonstrate respect for themselves, other members of the school community and the school environment</li> <li>• Behave in a manner that respects the rights of others, including the right to learn</li> <li>• Work co-operatively with staff, other students and the wider school community</li> <li>• Attend every day of school as required</li> </ul>	<ul style="list-style-type: none"> <li>• Show an active interest to participate in their child's schooling and progress</li> <li>• Work co-operatively with Centenary Heights school community to achieve the best outcomes for their child</li> <li>• Support Centenary Heights school staff to maintain a safe and respectful environment for all students</li> <li>• Contribute positively to behaviour support plans that concern their child</li> <li>• Ensure their child attends every day of school as required</li> </ul>	<ul style="list-style-type: none"> <li>• Provide inclusive and engaging curriculum and teaching</li> <li>• Develop relationships and foster positive communication with students and their families</li> <li>• Promote and model to students the skills of responsible self-management; resilience and independent learning</li> </ul>

For us at Centenary Heights our culture, both within the school and beyond, is one underpinned by Safety, Respect and Learning for all.

Our core business is teaching and learning. In order to provide the most effective and relevant education, we seek, through this code, to guide students to manage their own behaviour thereby allowing students to learn and teachers to learn and teach. In the interests of lifelong learning for the young person the accountability needs to rest exactly with that person – and our process needs to support that. Imperative in that process is regular contact with parents and vice versa. Students will make choices – the poor choice will be accommodated with immediate and appropriate consequence and the wise choice with opportunity for recognition as opposed to reward.

Our simple and singular goal is to assist each student to realise his/her capacity as a person and as a learner. We recognise that making mistakes is part of learning. Our Code, which has been configured from parent, student and staff input, is designed to encourage students to learn from and move on from their mistakes as quickly as possible.

## Consequences for unacceptable behaviour

Consequences come into play should Safety, Respect and/or Learning be compromised. At all times, Parents/Carers will be part of the consultative process.

At Centenary Heights State High School a range of consequences for inappropriate behaviour may be used. These are authorised by Education Queensland and include:

- Parental contact
- Lunch session/s – homework, assignments completed
- After school session/s – homework, assignments completed
- Daily Report
- Discipline Improvement Plan (DIP)
- Community service eg assist with grounds maintenance (this would occur after school on school days and/or on designated student free days)
- Change of behaviour level
- Reduced access to extracurricular and co-curricular activity
- Renegotiated timetable which may include managed attendance
- Suspension [1-10 days; 11-20 days]
- Cancellation of enrolment
- Exclusion

*An important strategy in place at Centenary Heights State High School is the promotion of responsible conduct through a tiered four level structure. (Gold, Green, Grey, Purple) The behaviour and industry of a student, whilst on any level, will be reviewed periodically (eg. at the completion of each term) to monitor the suitability of the placement.*

### **GOLD Level:**

This is the level for an OUTSTANDING student. It reflects:

- Working to capacity as a person and a learner
- Respecting the rights of others
- Exerting a positive influence on others
- Cooperative behaviour and attitude
- Willingness to provide helpful assistance
- Have a consistent school attendance record

### **Actions:**

In recognition of the students' ongoing positive influence on our school community, he/she may:

- Be presented with a Gold Certificate at a formal school ceremony
- Be selected to represent the school at an official function
- Be nominated for a position of responsibility eg. School Captain, School Vice-Captain, House Captain, House Vice-Captain, Student Council Executive (if Year 11/12), Interact Executive (if Year 11/12), Year Level representative to the Student Council etc (all students)
- Participate in end of year events

## **GREEN Level:**

This is the level for:

- New or returning students
- Those who are transitioning between levels

### **Actions:**

While on the Green level a student may:

- Be selected to represent the school at an official function
- Continue to hold a position of responsibility (eg Captain/Vice-Captain position) for a maximum of four weeks at this level. During that time the Head of Year will monitor the student's conduct to assist in upgrading to the Gold level. If the student is unsuccessful in upgrading to Gold level in this time, his/her position of authority will be reviewed by the Principal along with relevant Heads of Year

## **GREY Level:**

Conduct that may result in a student being positioned at this level compromises safety, respect and learning eg:

- Endangering the safety of others
- Verbal or non-verbal abuse (eg. Swearing, name calling, racial insult, put-down comment etc.)
- Persistently failing to follow instructions
- Misuse of the internet (behaviours other than those outlined in the Purple level)

### **Actions:**

The following strategies may apply in this situation:

- Discuss the choice of conduct with parents/carers and/or Head of Year, Deputy Principal, Principal and negotiate actions
- Access a member of a community-based Support Service or one of our School Support Services Team eg. Guidance Officer, Social Worker, School-based Youth Health Nurse, Chaplain, Community Education Counsellor (Indigenous students), Guidance Officer Behaviour Support
- Continue to hold a position of responsibility (eg Captain/Vice-Captain, Peer Mediator) for a maximum of four weeks at this level. During that time the Head of Year will monitor behaviour to assist the student to move to the Gold level

## **PURPLE Level:**

This is the level for:

- students returning from suspension

Suspensions are categorised into 1-10 days or 11-20 days with the allocation of time reflecting the seriousness with which the offence is viewed within the school community. Repeated offences are likely to attract an increased consequence.

### **Actions:**

The following strategies may apply in this situation:

- Discuss the choice of conduct with parents/carers and/or Head of Year, Deputy Principal, Principal and negotiate actions
- Access a member of a community-based Support Service or one of our School Support Services Team eg. Guidance Officer, Social Worker, School-based Youth Health Nurse, Chaplain, Community Education Counsellor (Indigenous students), Guidance Officer Behaviour Support
- Refrain from holding a position of responsibility (eg Captain, Vice-Captain, Peer Mediator)

**Conduct that generally attracts a suspension includes:**

- A breach of the agreed-upon Discipline Improvement Plan. This will result in extended suspension and may lead to a proposal to exclude
- Truancy (this can take the form of a lesson, part-lesson, part-day and/or full day)
- Smoking cigarettes – possession, use, distribution (an offence may be judged where the student positions him/herself in the company of smokers and/or where the student places him/herself in questionable circumstances)
- Theft and/or vandalism – restitution will also be required. A student who is present at the time yet not an active participant will be deemed complicit if he/she does not report. Extreme vandalism causing significant financial loss and/or distress may result in proposal to exclude
- Possession and/or use of chewing gum is not permitted. If an inappropriate choice is made here, in the first instance, the student will work with our cleaners after school over a period of time or come in on a student free day to work with them. A repeat offence is ongoing disobedience and will be sanctioned as such
- Violence of an extreme nature or unprovoked assault – regardless of motivation of involvement (instigation or retaliation) although this may be taken into account depending on the circumstances eg throwing objects with intent, hitting, punching, kicking, pushing and verbal abuse. Premeditated and/or extreme violence resulting in significant distress/injury to the victim may result in proposal to exclude
- Bystander behaviour i.e. awareness of any action that contravenes our Responsible Behaviour Plan and not taking proactive preventative action such as reporting it to, or seeking assistance from, staff. For example, knowingly being present at a fight without making any effort to discourage it or inform a teacher and/or escalating the situation by calling out encouragement; relaying to others the message, either verbally or through the use of technology, that a fight is to occur; filming a fight or incident; adding a 'Like' to an inappropriate Facebook comment; being aware of smoking etc
- Repeated disobedience – this can take many forms including a report card or progress report that indicates poor effort and/or behaviour across two or more subjects. The volume and/or nature of it may culminate in a proposal to exclude. Blatant disobedience, as an isolated occurrence, may also result in suspension
- Possession and/or use of any illegal drug (alcohol, illegal substance or implements) 1st offence – 20 day suspension; 2<sup>nd</sup> offence – 20 day suspension with proposal for exclusion
- Dealing in/supplying any illegal drug (20 day suspension with immediate proposal for exclusion. The police definition of "dealing" will be observed)
- Involvement in the possession and/or exchange of illegal substances ie being knowingly complicit in the dealing of an illegal substance albeit not actually accepting money or providing the drug. This will result in a 20 day suspension and may result in a proposal to exclude
- Similarly engaging in Fraud – believing the substance to be an illegal drug and requesting payment or knowing it is not an illegal substance but pretending it is such and/or requesting payment/offering it
- Unacceptable moral behaviour (eg. Use of obscene language; exhibiting or in possession of offensive material; voluntary bodily exposure). If the nature of this behaviour is repeated and/or extreme it will result in a 20 day suspension
- Refusal to participate to one's ability in the complete course of instruction despite interventions and/or sanctions (eg persistently late to school/class, continuous pattern of non-submission of assessment by a required timeline or not at all, regular non-completion of homework, failure to engage appropriately in

classwork). Repeated refusal may lead to a required change of learning program and/or suspensions. An accumulation of suspensions may lead to a proposal to exclude

- Possession of, or using, a dangerous weapon or object (eg Laser pointer, knife etc.) Note: use of aerosol cans, given the proven danger to the health of some students, draws an immediate suspension
- Use of alcohol (Extended suspension between 10 – 20 days. 2<sup>nd</sup> offence – proposal to exclude)
- Harassment and/or bullying of students and/or staff (eg sexual, verbal, non-verbal or physical) either in person or via any form of digital technology. See page 11 for elaboration. Extreme and/or repeated incidence will result in a 20 day suspension and may result in a proposal to exclude
- Repeated inappropriate use of a personal electronic device (e.g. mobile phone; iPod; MP3). When this student returns for re-entry interview it will be explained that:
  - the device is not to be at school for a period of 8 school weeks
  - if the student is not compliant with this instruction within that 8 week period, a further suspension will be actioned and on re-entry the device will be banned for 12 school weeks
- Knowingly being filmed with the result, knowingly or unknowingly, bringing the school into disrepute and/or adversely affecting the wellbeing of another
- Posting (contributing) to the internet/social networking site such that students, staff and/or school are maligned harassed or ridiculed. Membership to a site inciting maligning of students and/or staff. This will attract a 20 day suspension and has potential for proposal to exclude

❖ *Some of the above behaviours may also require the Principal to report the incident to the Police*

❖ *Should inappropriate behaviour occur outside the school and then goes on to have a negative effect within our school, or bring our school into disrepute, suspension may occur. Such examples – culminating in a verbal or physical argument; a student avoiding coming to school as a result of external bullying.*

#### **How to upgrade to the next level?**

- By submitting references from all teachers, one of which is from the student's Pastoral Care teacher, to the Head of Year. These brief references should include comments referring to the behaviour, industry and homework components, the student's report card and conduct outside the classroom
- In order to show consistency of commitment this process will occur over no less than a four week period
- Accelerated upgrading from Purple to Green is possible through negotiation with the Head of Year
- Poor conduct choices may lead to the level being re-assessed by the Head of Year and downgraded

#### **If a student's conduct does incur a suspension:**

- Parent/carer contact, to notify of the incident and consequence, will be attempted on the day of the suspension by the Head of Year, Deputy Principal or Principal (if the carer is unable to be contacted, further attempt will be made the next day)
- When possible, work to be completed from each of the student's subjects will be provided before the student departs the school grounds. Alternatively, such work may be collected by the student from the main office within two days of the commencement of the suspension
- It is expected that the student participates in a re-entry interview with parent/carer and the Deputy Principal or Principal prior to returning to school. This is a very positive interview where the student discusses strategies for different choices in the future. Every support from staff will be on offer. At this interview the student is required to table all work required to be completed while on suspension. Failure to do so may result in the student returning home to complete as required
- While on Purple or Grey level a student is not permitted to participate in any extracurricular event or represent the school in any way

## THE USE OF PERSONAL TECHNOLOGY DEVICES AT SCHOOL

At Centenary Heights State High School we believe that every member of the school community should feel confident in participating fully in all aspects of school life without concern that personal devices are being used to record them without their knowledge or consent.

We uphold the value of trust and the right to privacy at Centenary Heights State High School. Using mobile phones or any other technologies to underhandedly record events builds a culture of distrust and disharmony. It is considered conduct prejudicial to the good order and management of the school.

Therefore, the recording of any conversation, function, incident without the prior consent of all parties involved is considered to be in breach of school policy.

Furthermore school staff will not tolerate images being captured by mobile phones in classes or in the playground that are then forwarded to others, posted on the internet or published in any other way.

Gaining the consent of others to record images that are inappropriate and then sharing these images with others and/or posting them onto the internet is also considered an inappropriate use of a personal device.

Should a student knowingly agree to be filmed he/she needs to consider that it could be, without his/her knowledge, posted onto the internet. Regardless, if such publicity adversely affects the well-being of another and/or brings the school into disrepute, the student may be suspended. Such an incident would appropriately be reported to the police.

The school considers the matter so serious that such behaviour may result in suspension from school.

Also highly inappropriate, and potentially in breach of the Telecommunications Act, is the sending of text messages at school (or on the way to and from school or away from the school site on a school day but involved in a school activity) that contain obscene language and/or threats of violence. If a student receives such a message at school, he/she should ensure the message is kept as evidence and bring the matter to the attention of the school office staff. In these cases, the matter will be investigated, may be referred to our Police Service and may attract a school suspension.

### **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'. Furthermore it is an offence under the Act for a person who has recorded a conversation to which he/she is not a party to publish or communicate the conversation.

Students need to understand that some conversations in schools are deemed private and therefore to capture images/record conversations in these cases may be deemed to be in breach of this Act.

### **Mobile Telephone Etiquette**

Mobile phones are required to be turned off during all lesson times. Phones may be used at morning tea and lunch breaks, before and after school, but not when moving between classes.

Phones and any other electronic devices used at inappropriate times or for inappropriate purposes will be signed in to the office by the student. The phone will be kept in the main office until a parent is able to collect it, unless a potential criminal act has occurred and the phone is required by the police. Students who further re-offend are deemed as persistently disobedient and suspension may be actioned.

## Other Personal Devices

Students are discouraged from bringing other personal devices like cameras, digital video cameras, MP3 players or iPods to school. These are often very valuable and there is a risk of damage or theft. Should the student choose to bring such a device to school the same stipulations as above apply.

Centenary Heights State High School accepts no responsibility for loss of or damage to the abovementioned electronic devices.

(Advice concurred by Legal Branch at Department Education, Training & Employment)

## **The Network of Student Support**

Our school enjoys the services of a:

- Work Placement Officer/Mentor for Schoolbased Trainees
- Social Worker
- Guidance Officer
- Guidance Officer Behaviour Support
- Community Education Counsellor
- Chaplain
- School Based Youth Health Nurse
- Three Heads of Year and Pastoral Care teachers per year level who maintain regular parent/carer contact and who come to know their students and circumstances very well.
- Engagement Officer (especially focused on assistance to students and families re attendance)

**Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour. These encompass a whole school support approach, a more targeted approach and an intensive support approach.**

*The key to the low level of misbehaviour and re-offending rate at Centenary Heights is in the interventionist structures and processes:*

- the pastoral care program for each year level, formulated from parent, student, and support services staff input addresses the social and emotional needs of our young people at their specific age junctures
- term by term, through the close analysis of student report cards and attendance records, any issue of concern is uncovered and supportive family conversations begun. These conversations may lead to flexible learning options such as:
  - a learning assessment and resultant engagement in our literacy and numeracy support program
  - part time school/part time work experience
  - part time school/part time TAFE
  - part time school/part time school based traineeship
- as far as possible, pastoral care teachers follow their students through the years as do Heads of Year – this promotes solid and familiar relationships. This policy is also followed as far as possible, with academic classes.

***Centenary Heights State High School expects fulltime attendance by students in order that the best learning may be delivered***

- For students in Years 11 & 12, the Queensland Curriculum and Assessment Authority mandates that the Principal will award results in senior subjects only if there has been sufficient coverage of learning and assessment completion is adequate. This means a result may be withheld or semester units not awarded should the student's attendance in lessons, whether explained or not, be insufficient to cover the course of instruction or fail to meet assessment completion requirements
- All students arriving and/or departing the school other than at the normal school times are required to sign in via the school office. A written explanation – note from parent/carer stating the reason, or phone call, is required
- In the case of excessive explained or unexplained absence and too much learning has been missed as a result, the Principal has the option to require the student to repeat the year level before progressing to the next year level or may choose not to endorse the completion of semester units in a subject/s
- **Students on traineeships are required to:**
  - Sign in through the Main Office if starting later in the school day, and sign out through the Main Office if they are leaving earlier than the normal end of the school day
  - Report to their timetabled study room at the beginning of their 'in-house' traineeship lesson – this lesson will fall in the middle of the school day when students are not permitted to leave the school grounds
- It is both appreciated and expected that the student's parent/carer provides an explanation that indicates the reason for an absence from school
- It is the student's responsibility to offer an explanation on or before (if absence is known in advance) or **on the day immediately following** the absence. Alternatively, a 24 hour phone line is available for the notification of absences (4636 7599)
- If an explanation is not forthcoming **within 3 days** of the return from absence then the absence will be deemed unauthorised
- **Independent living students** (no carer responsible for them)
  - In a Term, these students may have up to 3 days absent with an explanation from themselves stating the reason/s. Absences in excess of these 3 days will require a medical certificate. If this is not forthcoming **within 3 days** of the absence then the absence will be deemed unauthorised
- Students with a pattern of unauthorised absences, and/or lateness or poor attendance – the Head of Year/DP/Principal may discuss with students and parents, the situation and determine a course of action to resolve attendance issues

***All members of the Centenary Heights State High School community value highly the communication channels that exist between parents, students, teachers and community personnel and are mindful of the demands that are placed on all parties in this communication process.***

*With the school community consisting of approximately 1600 students, over 200 staff members and hundreds of concerned parents/carers and other possibly interested persons, it is important that school community members accept that there is a need for some clear protocols to keep communication channels within reasonable bounds.*

- School Visits
  - Community members entering the school for an appointment are required to sign in at the Main Office and receive a Visitor's Pass. Once the appointment is completed, community members are asked to sign out through the Main Office
  - Parents/Carers are asked to make an appointment in advance when wishing to speak with a member of staff
- Parent/Carer / Teacher Contact
  - Staff genuinely appreciate the support of parents/carers in the education of their children and encourage contact with parents
  - To speak with staff, please ring the office staff who will contact the teacher concerned. Teachers will return your call within 24 - 48 hours
  - Two more formal opportunities each year – the start of Terms 2 & 3 – are provided for Parent/Student/Teacher interviews. Students are required to accompany their parents/carers to these meetings

## Consideration of Individual Circumstances

In applying consequences for unacceptable student behaviour, we consider the individual circumstances of the student and the needs and rights of school community members. In doing so, a wide range of support mechanisms comes into play at Centenary Heights:

- Peer mediation (Year 12 students specifically trained to assist younger students) and Peer Support (Year 11 students specifically trained)
- the Bella Girl program (designed to lift self-confidence in young girls)
- the Men in Business program (designed to lift self-confidence in young boys)
- links with external agencies eg Toowoomba Youth Service etc.
- Anger Management Programs (as available through external agencies)
- restorative justice approach both individually, with families and in classrooms

At times students who have experienced difficult or traumatic circumstances present with very challenging behaviours at school. These students may need significant support with managing relationships within the school setting, and with their emotional self-regulation. With this type of support crisis events can be minimized. In these circumstances staff may act from a Trauma-Informed perspective in determining the response.

### **In the Case of an Emergency:**

- A teacher will action a Red Card to the main school office. Deputy Principal and/or Principal will attend and involve one or more members of our Support Services staff as required. The student will be safely removed from the situation.
- Our school regularly reviews Lockdown and Critical Incident management.

### **Participation in Curricular and Extra-curricular Events:**

- Unless the Principal deems a student's behavior to be a risk to the safety of staff and other students every student has the right to participate in curricular excursions
- Extra-curricular events (eg Year 12 Formal, Ski Trip, Musical, Representative sporting events etc) are regarded as a privilege and as such a student may not be eligible if work ethic, completion of assessment both to a satisfactory standard and within set timelines, behaviour and/or attendance are an issue.

With specific reference to individual cases where bullying is involved our policy and practice is as follows:

## ANTI-BULLYING AND HARASSMENT

### Why do we need to talk about bullying and harassment?

- Every member of the school community has the right to feel welcome and valued, to participate fully and enjoy being a part of Centenary Heights State High School
- The values of safety, respect and learning are promoted across the whole school community
- Everyone at Centenary Heights State High School has the right to feel safe and be free from fear or threat
- Our school community is committed to minimising the effects of bullying and harassment

### What are bullying and harassing behaviours within the school context?

Bullying behaviour is intimidation of a physical, verbal or psychological nature. This behaviour is the wilful, conscious desire to hurt, threaten, embarrass or frighten someone else.

In many cases of bullying behaviour, there are elements of harassment and discrimination on the grounds of 'difference'; for example:

- gender
- racial background
- religious beliefs
- cultural beliefs
- sexual orientation
- ability and disability
- socio-economic status

### Some examples of different types of bullying and harassing behaviours:

1. **Physical Bullying**
  - ✓ pushing, fighting, spitting and invasion of personal space
  - ✓ gang-like behaviour
  - ✓ picking on others and threats to "get" people
  - ✓ damaging or interfering with other people's possessions
2. **Verbal Bullying**
  - ✓ name calling, offensive language and "put downs"
  - ✓ offensive notes, messages or graffiti about others
  - ✓ inappropriate racial/cultural comments
3. **Gestural Bullying**
  - ✓ threatening or offensive signs or actions
4. **Sexual Bullying & Harassment**
  - ✓ touching or brushing against someone in a sexual manner
  - ✓ sexually oriented jokes, drawings or literature
  - ✓ spreading rumours
  - ✓ commenting on the size or shape of someone's body
  - ✓ unwanted invitations of a sexual nature
5. **Exclusion Bullying**
  - ✓ deliberately forming groups to exclude someone
6. **Extortion Bullying**
  - ✓ stand-over tactics, eg. to demand money, food or assignment work
7. **Cyber bullying**
  - ✓ mobile phone and/or computer. The National Crime Prevention Council defines cyber bullying as ' the process of using the internet, cell phones or other devices to send or post texts or images intended to hurt or embarrass another person.' The method of sending or posting may include email, Instagram, Snapchat – any form of the use of digital technology

## What should students do, IF THEY ARE BULLIED?

1. If a student says or does something that results in another student feeling fearful or seriously uncomfortable, in the first instance, the targeted student ideally will tell the bullying student to stop in a firm but calm way
2. One of the main reasons bullying and harassing behaviours continue to occur is because students are too afraid to talk about it. If the bullying/harassing continues:
  - it is okay to talk about it. It is important to break the bullying code of secrecy and fear
  - it is important to ask for help when needed. Talk to parents/carers
  - reporting an incident is not dobbing. It is a very helpful and positive thing to do
  - speak to a teacher/staff member (eg. Heads of Year, Social Worker, School Based Youth Health Nurse or Chaplain) confidentially. The bully does not have to know
  - talk with the Pastoral Care Group Teacher, Peer Mediators/Peer Support Leaders, or friendship group

## What should students do if they SEE bullying or harassing behaviours?

If present when bullying behaviours occur:

- Talk to students who are getting a hard time
- If safe, challenge the students demonstrating bullying behaviours or attempt to distract them
- **Report the incident** or suspected incident and help break down the code of secrecy
- **Provide reliable information** to a staff member, if you are questioned about a bullying or harassing incident

## What should parents/carers do if they suspect their child HAS EXPERIENCED bullying or harassing behaviour?

- Look for warning signs, eg. not wanting to go to school or unexplained anxiety symptoms
- Talk to their child about any incidents and give support
- Help their child identify any of his/her behaviours which may contribute to bullying and encourage their child not to retaliate
- Advise their child to tell a staff member about the incident
- Resist the temptation to confront the bully personally
- Inform the school through the relevant Head of Year or Pastoral Care Group teacher

## What might staff do to MINIMISE / AVOID INCIDENCES of bullying or harassment?

- Be a role model in words and actions at all times
- Be observant of signs of distress or suspected incidents of bullying
- Make efforts to remove opportunities for bullying by active patrolling during supervision duty
- Listen to, act on and document any reports of bullying or harassing behaviours
- Arrive at class on time, move promptly between lessons and encourage students to do so as well
- Use positive and respectful language in dealings with students
- Set clear expectations for classroom practice
- Report suspected incidents
- Take steps to help students who have been bullied or harassed, and refer where appropriate to *Support Services* staff

## What COURSES OF ACTION might be taken to deal with bullying/harassing behaviours?

- The Head of Year/Deputy Principal (DP)/Principal will discuss the incident with all the student/s involved
- The student/s may be given some advice by a Head of Year, Guidance Officer (GO) or member of the Support Services staff
- The parents/carers of the student/s involved may, depending on the incident, be informed and requested to discuss the situation with either the Heads of Year, DP, GO or other Support Services staff

## A STRATEGY TO DEAL WITH BULLYING & HARASSMENT - PEER MEDIATION PROGRAM

The Centenary Heights State High School community is committed to a process of helping students seek workable, respectful and non-violent resolutions to disputes. The *Peer Mediation Program* strongly supports this strategy.

### What is Peer Mediation?

It is a voluntary process where the students who are in conflict accept the assistance of a neutral peer mediator to guide them systematically to an understanding of their conflict. However it leaves the decision-making power in the hands of the students in conflict. Peer mediation is therefore a self-empowering process because it emphasises the students' own responsibility for decisions that affect their lives.

The primary purpose of peer mediation is not to reach agreement (although this would be a desirable result) - it is to provide a process within which students can be guided by the peer mediator to educate themselves about their conflict and explore the options open to them to resolve it.

### The Peer Mediation Process

The students meet with two Peer Mediators during a lunch-break. The Peer Mediators are Year 12 Gold level students who have been trained specifically for the role. Peer Mediation is a guided discussion where each student is given equal time to speak and listen.

## Related legislation

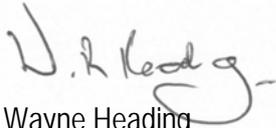
- *Education (General Provisions) Act 2006*
- Education (General Provisions) Regulation 2006
- *Criminal Code Act 1899*
- *Anti-Discrimination Act 1991*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Judicial Review Act 1991*
- *Work Health and Safety Act 2011*
- Work Health and Safety Regulation 2011
- *Freedom of Information Act 1992*

## Related policies

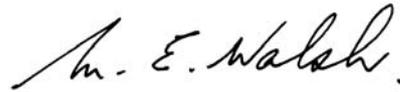
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SMS-PR-018: Information Sharing under Child Protection Act 1999
- SMS-PR-008: Family Law Matters Affecting State Educational Institutions
- SMS-PR-019: Mature Age Students
- SMS-PR-017: Enforcement of Compulsory Education Provisions
- SMS-PR-031: Flexible Arrangements
- SCM-PR-005: School Security
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- HLS-PR-012: Curriculum Activity Risk Management
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- CRP-PR-005: Drug Education and Intervention in Schools
- HLS-PR-009: Administration of Routine and Emergency Medication and Management of Health Conditions
- CMR-PR-001: Complaints Management
- LGS-PR-002: Freedom of Information
- SMS-PR-001: Publishing Student and Staff Information on School Web Sites
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- SMS-PR-024: Internet – Student Usage
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SDV-PR-001: Employee Professional Development
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- The Code of Conduct
- Education (QSA) Regulation 2002 (revised)

## Some related resources

- National Safe Schools Framework [www.ncab.org.au/resources/](http://www.ncab.org.au/resources/)
- National Framework for Values Education in Australian Schools [www.valueducation.edu.au](http://www.valueducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland [www.education.qld.gov.au/curriculum/values/](http://www.education.qld.gov.au/curriculum/values/)
- National Safe Schools Week [www.safeschoolsweek.dest.gov.au](http://www.safeschoolsweek.dest.gov.au)
- Bullying. No Way! [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)
- MindMatters [www.esa.edu.au/projects/mind-matters](http://www.esa.edu.au/projects/mind-matters)
- School Wide Positive Behaviour Support [www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668)
- Code of Conduct for School Students Travelling on Buses [www.transport.qld.gov.au/buscode](http://www.transport.qld.gov.au/buscode)



Wayne Heading  
President, P&C Association



Maryanne Walsh  
Principal

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