



## The Code of School Behaviour

Better Behaviour  
Better Learning

# Clifton State High School

## ***Responsible Behaviour Plan for Students***

based on *The Code of School Behaviour*

### **Purpose**

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

Our vision at Clifton State High School is

**A Community – “Building Productive Partnerships and Pathways”**

To achieve our vision we believe that mutual respect built on positive relationships is the foundation for a safe, supportive and disciplined environment that is essential to effective learning.

**Our Responsible Behaviour Plan for students is designed to achieve the following:**

- the highest possible standards so that our students enjoy the benefits of a positive school reputation
- a cohesive and inclusive community
- all members of the school community are treated with respect, dignity, tolerance and appreciation
- a socially just community that works with and values cultural diversity within our school
- students being safe at school; happy and willing to engage in a variety of innovative learning experiences
- students pursuing and achieving excellence
- productive partnerships across the community that provide opportunities and pathways for our students

### **Consultation and data review**

Clifton State High School developed this plan in collaboration with our school community. Broad consultation with staff through meeting and data analysis, and students through survey was undertaken as well as consultation with the community through the P&C. A review of school data sets from 2014-2016 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C

### **Learning and behaviour statement**

Within the safe, supportive and disciplined environment there is a **whole school focus on responsibility.**

The rules of the school and of every classroom are based on our **‘Rights and Responsibilities’**. This creates an **expectation** of a common, considerate manner of behaviour by staff and students alike.

*People are responsible for their own behaviour*

*The teacher is responsible for teaching*

*The student has a right to learn, the teacher has a right to teach*

*The choice to deprive others of their rights is the choice to leave.*



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Rights and Responsibilities	
A student has the right:	A student has the responsibility:
To be free to learn in a safe and supportive environment.	To respect the freedom, rights and roles of others.
	To respect the environment.
To access high quality public schooling.	To be ready to learn.
To achieve.	To aspire to fulfil individual potential.
	To contribute.
To develop and maintain healthy interpersonal relationships.	To behave in a courteous manner.
	To make responsible decisions regarding physical and mental well-being.

All members of our school community have responsibilities;

### Our parents/carers are expected to:

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

### The staff of our School will work to:

- provide a consistent whole school approach to behaviour support
- provide a safe and supportive learning environment
- initiate and maintain constructive communication and relationships with students and parents/carers
- engage in dialogue that sustains teacher professional development
- promote the skills of responsible self-management
- provide inclusive and engaging curriculum and teaching based on our 'School Wide Pedagogy', as follows

## OUR SCHOOL WIDE PEDAGOGY

### WE AIM FOR A QUALITY LEARNING ENVIRONMENT THAT PROVIDES:

- a focus on learning
- opportunities to incorporate student experiences
- tasks that are relevant and rigorous
- opportunities for learners to:
  - manipulate and transform information
  - make new connections
  - exercise choice



- worthwhile and explicit criteria
- curriculum that is socially just and inclusive; recognising diversity
- time-frames for quality work
- feedback and practice
- connectedness to the world beyond the classroom in terms of:
  - relationships
  - life skills
  - technologies
  - career choices

#### **OUR LEARNING COMMUNITY IS CHARACTERISED BY:**

- engaging learners in substantive conversations to gain deeper knowledge and understanding
- students learning through disciplined inquiry
- being a community committed to life-long learning

#### **OUR TEACHERS FACILITATE LEARNING BY:**

- modeling
- creating collaborative and independent learning situations
- being knowledge navigators
- knowing the individual
- engaging in collective reflection through sharing ideas, problem solving and planning with colleagues

#### **WITHIN OUR LEARNING COMMUNITY WE PROMOTE PRODUCTIVE PARTNERSHIPS ACROSS THE SCHOOL AND WIDER COMMUNITY THAT:**

- are based on respect
- value individual differences
- enhance a supportive, enthusiastic and caring environment
- promote individual responsibility
- embrace internationalism

#### **WE PROVIDE EXPERIENCES THAT ALLOW ALL OUR LEARNERS TO:**

- explore multiple pathways
- identify alternatives
- make informed choices
- nourish a sense of possibility

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

Clifton State High School strives to develop a culture that **accentuates the positive** and by its very nature is **proactive in preventing** unacceptable behavior.

To this end we have adopted the ***Positive Red Car Philosophy of Focussing on what you want to see more of. This Philosophy encompasses aspects of 'The Positive Behaviour for Learning'*** framework.

- Capacity building of school staff to deal with behaviour issues within existing resource and skill base is supported throughout the school based on the Ten Essential Skills for Learning.
- Competing values and changing community expectations that can mismatch with legislative and policy requirements.
- Impact on staff productivity, absenteeism, illness and stress related issues.
- Re-establishing the connection between learning, behaviour and engagement.

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**The School’s Red Car Philosophy focuses on the following essential features:**

1. Administrator support, participation and leadership
2. Common purpose and approach to discipline
3. Clear set of positive expectations for all students and staff
4. Procedures for teaching expected behaviours
5. Continuum of procedures for encouraging expected behaviours
6. Continuum of procedures for discouraging inappropriate behaviours
7. Procedures for ongoing monitoring and evaluating effectiveness of Behaviour Management

The four of Keys of Successful Learning that Clifton State High School has developed form the basis of our Responsible Behaviour Plan. These include:

**BE SAFE**

**BE RESPECTFUL**

**BE RESPONSIBLE & ACCOUNTABLE**

**BE A PRODUCTIVE LEARNER**

The Matrix provides a statement of what these expectations mean in each of seven (7) different settings – All Settings, Classroom/Learning Environment, School Grounds & Tuckshop, Movement around the School, Bus Travel, Off-Campus & Assemblies. The Matrix forms the basis of the explicit teaching that takes place.

**EXAMPLES OF POSITIVE BEHAVIOUR UNDER OUR SCHOOL EXPECTATIONS**

<b>Being Respectful</b>
• Taking pride in school work and achievement
• Modelling polite and courteous behaviour
• Using appropriate language.
• Using and caring for equipment appropriately
• Being proud of the school, your uniform and the physical environment
• Exemplary conduct in sport
• Accepting and meeting the high expectations of the CSHS community
<b>Responsible &amp; Accountable</b>
• Learning independently
• Helping others with their learning
• Contributing positively to the school community
• Great attendance
• Consistent punctuality
• Bringing equipment to class consistently
• Using the Student Organiser effectively

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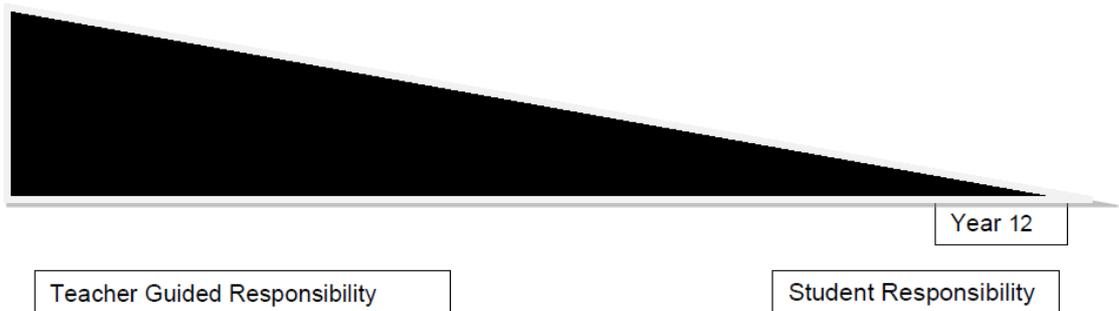
<b>Being a Productive Learner</b>
• Setting clear goals and striving to achieve them
• Actively participating in learning
• Notebook presentation is kept to a high standard
• Excellent classwork
• Improved classwork
• Quality Homework
<b>Being Safe</b>
• Valuing your own safety and ensuring that of others
• Respecting others, their personal space and property
• Consistently following class rules
• Assisting the teacher in the playground

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

- Behaviour lessons conducted by classroom teachers
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff in classroom and non-classroom activities

Clifton State High School recognises the importance of teaching students how to behave in a socially acceptable way. As within the Pedagogical Framework of the school, the concept of Gradual Release of Responsibility will also be applied to the positive behaviour program. Whilst it is important to recognise positive behaviours it is also important to recognise that different age groups require different recognition.

As behaviour can be learned, it is expected that year 7 and 8 students would require constant reminders, feedback and encouragement to display and make positive behavioural choices, by staff, but as they progress through their years, the role of teachers should become less evident as in shown in the diagram below.



At Clifton State High School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour.

Essential Skills for Classroom Management inform the classroom practice.

Reinforcement of the Keys of Behaviour through a practice of teaching the expectations, correction based on recognition of the reason for breaches from the keys and positive reinforcement in how to move forward.



## LEVELS OF RECOGNITION AND DISCIPLINE

*There are four behaviour levels: Gold, Silver, 0, Improvement*



### RECOGNITION LEVELS

All students are on Level 0 when they begin at Clifton State High School. Many students remain on this level during their stay at school, because they cooperate with teachers and other students, demonstrate self-discipline, develop maturity and be ever mindful of their rights by practising their responsibilities.



### Gold and Silver

By exhibiting excellent effort, behaviour, attendance and a positive contribution to the school, students may apply for exemplary levels of Silver and Gold.



### HOW TO ACHIEVE GOLD LEVEL

#### Minimum Requirements

- Evidence of involvement in community activities within the school and wider community
- Excellent and very good ratings for effort and behaviour (average 4.5)
- No unsatisfactory ratings
- Adherence to all school policies and procedures
- Attendance rate of 90% percent (medical certificates and extenuating circumstances considered )
- Silver level

### HOW TO ACHIEVE SILVER LEVEL

#### Minimum Requirements

- Excellent and very good ratings for effort and behaviour (average 4.0)
- Adherence to all school policies and procedures
- Attendance rate of at least 90% percent (medical certificates and extenuating circumstances considered

All students wishing to seek a Silver or Gold Level need to apply to the relevant HOD. Decisions regarding levels will be made by the Positive Behaviour Support Team. Students gaining these levels will be presented with a certificate and badge that reflect the attained level each Term when the criteria is met. The Gold and Silver levels will be reviewed regularly. Students who do not maintain the minimum requirements for either level will forfeit their level status.

Attainment of Gold and Silver levels will be included in the process of applying for leadership positions within the school and are a recommendation for SRC nominations. To nominate for SRC Executive a student requires a Gold Level. To nominate for SRC Reps/House Leaders a student requires a Silver Level.

### Application for Gold/Silver Level

Consideration for the Silver Level will be identified through Report Cards. The Gold Level is a further stage after the Silver Level. To be deemed eligible for Gold Level, the student must



have met the Silver Level criteria and show evidence of involvement in the school/wider community through an application form. Gold level will be invited to apply.

A student placed on Gold or Silver Level will be expected to demonstrate exemplary behaviour. The Gold and Silver Levels will be awarded at the end of each term. In order to participate in Rewards Days – you must be currently at Gold Level. A range of additional activities/rewards will be instituted for students on Gold level.

NB: Students who do not maintain the minimum requirements for either level, forfeit their status.

### GOLD LEVEL APPLICATION FORM

A minimum of 2 signatures over 4 categories is required

Academic	Cultural	Sport	School/ Community Service	Leadership
Academic Excellence Name: Signed:	Choir Name: Signed:	House Competitions Name: Signed:	Community Work Name: Signed:	SRC Reps/School leadership Name: Signed:
Subject/ Academic Competitions Event:..... Name: Signed:	Band Name: Signed:	Rep/Sport Team Name: Signed:	Anzac Day Name: Signed:	Cadets Name: Signed:
Subject/ Academic Competitions Event:..... Name: Signed:	Creative Generation Name: Signed:	Participate in Sports carnivals Name: Signed:	Cattle Team Name: Signed:	Duke of Ed Name: Signed:
Voc Ed – Traineeship/ Apprenticeships Business:..... Name: Signed:	Arts Night Name: Signed:	Good Sportsmanship Name: Signed:	Equine Name: Signed:	Out of School awards: Signed:
Other ..... Name: Signed:	Other ..... Name: Signed:	Other ..... Name: Signed:	Hospitality Name: Signed:	Other ..... Name: Signed:
Other ..... Name: Signed:	Other ..... Name: Signed:	Other ..... Name: Signed:	Other ..... Name: Signed:	Other ..... Name: Signed:

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### Improvement Level

Students who are placed on an Improvement Level will be according to the choices they have made and the behaviour they have demonstrated. They will work with the relevant HOD to establish goals relating to areas identified for improvement. These will be monitored via a Monitoring Card on a daily basis. Parents are required to sign these each night before returning them to school.

Please be aware that consequences of being placed on an Improvement Level can and may include any of the following:

- Withdrawal from some classes
- Withdrawal from playground
- Suspension/ Exclusion
- Non-participation in Excursions (non curriculum related)
- Non participation in School Events – eg School Social, School Formal
- Non participation in Sporting Events (This does not include Representative Sporting Teams)
- Cancellation of enrolment (Year 11/12)
- Ineligible to apply for leadership positions

### Moving From Improvement Level

Once the set goals are being consistently met – students will move back to level 0. Students must gain a satisfactory or better from each subject teacher for 5 consecutive days to enable the student's level to be reduced.

If a student has made no attempt to move from an improvement level, other consequences may apply.

In circumstances which require urgent intervention and resolution in the interests of the continuing welfare and safety of the school community, The Principal, DP or HOD may suspend immediately.

### Targeted School Behaviour Support

Intensive behavioural support is provided to students, who despite previous intervention are unable to independently modify their own behaviour.

Access to support services is provided via referral to the Student Support Team and the relevant HOD. Intensive Interventions may include support from a range of internal and/or external providers, an Individual Behaviour Support Plan or Discipline Improvement Plan.

A formal positive recognition system has been designed in conjunction with the Red Car philosophy of Clifton State High to increase the quantity and quality of positive interactions between students and staff.



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Reward	Focus Area/s	Reward Process	Tangible Reward	Responsible officer
Positive Postcards	<b>In Class</b> <ul style="list-style-type: none"> <li>• Attitude</li> <li>• Effort</li> <li>• Academic Improvements</li> </ul>	<ol style="list-style-type: none"> <li>1. Teachers to nominate students, during staff meetings, or at any time on line</li> <li>2. Postcards to be sent and send</li> </ol>	<ul style="list-style-type: none"> <li>• Positive Postcard sent home electronically to Parent's/Guardians</li> </ul>	Teachers to nominate  Glenys to send home
Red Car Certificates	<b>Over and Above (outside classroom)</b> <ul style="list-style-type: none"> <li>• Community involvement</li> <li>• Acts of kindness</li> <li>• Outstanding sporting achievements (<i>apart from in school</i>)</li> </ul>	<ol style="list-style-type: none"> <li>1. Suitable recipients to be forwarded to the DP</li> <li>2. Office staff to produce certificates</li> <li>3. Admin team Members to distribute to students on Monday assembly</li> </ol>	Red Car Certificate  If student gets more than 4 positive postcards = Red Car Badge	Teachers to nominate  Admin team Members to organise and distribute
Effort & Behaviour Recognition Assembly	High level of "Excellents" on report card Sem 1 for effort and behaviour,	Students to be determined by OneSchool reporting data Parents to be invited to assembly and morning tea to help celebrate success	Certificate for excellent effort and behaviour	HODS  Certificates
Gold Level Rewards	Effort Behaviour	Criteria as per Behaviour Recognition Levels	Trips Morning Teas Special Events	HODS

### It aims to:

- Support the School's Responsible Behaviour Plan.
- Encourage consistency in application within classrooms for Secondary Students.
- Clearly articulate "what we want to see more of" in terms of appropriate behaviours.
- Improve parent communication.
- Encourage student involvement in behaviour decision making.
- Support teachers to move towards more proactive strategies rather than reactive strategies.
- All staff members are trained to give consistent and appropriate acknowledgement and rewards.

**There are three (3) areas of achievement in which students can be recognised for Going Above and Beyond Expected Behaviours: PERFORMANCE, ACADEMIC & COMMUNITY**

### Targeted behaviour support

Our approach to 'behaviour support' is based on the Responsible Thinking Classroom philosophy. This approach encourages students to think about the choices they make and the consequences of those choices.

Emphasis is on the student accepting responsibility for his/her behaviour. Details are entered in OneSchool and communication is made with parents by phone, email or letter, outlining the reason for the referral.



Our Responsible Behaviour Plan for students includes a 'Harassment and Harm Policy'. This policy provides a structured approach to community members who may require assistance from school personnel.

Support and intervention processes, strategies and programs utilised to respond to unacceptable behaviours include the following:

- Communication with parents/carers
- Interviews with students and parents with Support and/or Administration team members
- Placement on a Behaviour monitoring or Attendance card
- Counselling with Support Team member(s)
- Education regarding specific issue; eg anger management
- Referral to Community Service Agency
- Engagement in incentive programs

### **Intensive behaviour support**

**Clifton has a proactive response philosophy to behaviour support.**

- Each case is treated on an individual basis, with Individual Behaviour Support Plan and Monitoring Program where appropriate, with the goal of re-engaging students and maintaining their sense of well-being
- Inform students and parents/caregivers of key interventions or processes
- Alternative Learning/Pathway/Program/Timetable
- Suspension
- Exclusion
- Consultation with relevant school-based and EQ personnel and external agencies
- AVT Behaviour Support Intervention (student/family)
- Guidance Officer Support & Student Services Support
- Counselling
- External Agency Support
- District Behaviour Team
- Conduct teacher meetings to review and monitor progress of individual cases

In some cases, students may be engaged in programs where they have a reduced subject load that combines traditional classes with a structured work placement, work experience or support team program.

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SUPPORT	WHO AT SCHOOL	INTERAGENCY SUPPORT
Curriculum	Classroom teacher HOD ESL Teachers / HOSES STLaN Teacher Aides Deputy Principal Industry Liaison Officer Principal	DDSWO CPU
Social Emotional Physical	Classroom teacher Care Group Teacher Guidance Counsellor School Based Youth Health Nurse Youth Support Coordinator Chaplain Deputy Principal Principal Support Team	Department of Communities and Child Safety CHYMS Re-Connect Reach Head Space
Behaviour Management	Classroom teacher HOD HOSES Support Team Deputy Principal Principal	Police CPU

## Consequences for unacceptable behaviour

A process operates to inform students and parents of the frequency and severity of unacceptable behaviours. Students who continue to demonstrate unacceptable behaviours will reach a level where suspension from school is the consequence. Students who persist with unacceptable behaviours that lead to suspensions may then be recommended for exclusion.

**Specific incidents involving violent behaviour, threats or abuse of teachers, drug or alcohol related offences will result in suspension or recommendation for exclusion regardless of level status or previous involvement in unacceptable behaviours.**

**Clifton State High School will demonstrate zero tolerance of any unlawful act/s committed within the school community.**

Inappropriate Behaviours	Possible Consequence
<b>Low Level</b>	
Unprepared for learning	<ul style="list-style-type: none"> <li>Community Service</li> <li>Teacher Detention</li> <li>Phone call home</li> <li>Supervision in / removal to Senior class</li> <li>Student Behaviour Tracking Sheet</li> <li>Formal Lunch time detention</li> <li>Letter home re incompletion of formative assessment</li> <li>Request to comply</li> <li>Referral to HOD</li> </ul>
Late to class / inattendance	
Failure to adhere to the Student Dress Code	
Off task/ non completion of class work	
Talking inappropriately	
Not listening to the teacher	
Inappropriate language	
Disrespect of a teacher / staff member / adult	
Failure to complete teacher directed detention	
Minor Harassment of other students inc. cyberbullying	
Inappropriate use of iPods, phones, technology	
<b>Medium Level / persistent low level</b>	
Disruption of class	<ul style="list-style-type: none"> <li>Any Low Level consequence plus/ or:</li> <li>Referral to HOD</li> <li>Referral to Student Support Team</li> <li>Parent interview</li> <li>In school Detention</li> <li>After school detention</li> <li>Individual Behaviour Contract</li> <li>Attendance monitoring</li> <li>Referral to Detention</li> </ul>
Disobedience	
Leaving class without permission	
Failure to follow safety instructions	
Smoking at school / in school uniform	
Failure to complete formal lunchtime detention	
Violation of Computer Use Agreement	
Bullying/harassment/cyberbullying	
Swearing at other students / staff	





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Swearing in response to instructions from a staff member / adult	<ul style="list-style-type: none"> <li>• Removal of computer access privileges</li> <li>• External Suspension (1 to 10 days)</li> </ul> NB The school will provide access to an education program for students externally suspended for greater than 3 days
Repetitive low level behaviour	
Truancy	
<b>Inappropriate Behaviours</b>	<b>Possible Consequence</b>
<b>High Level / persistent medium level</b>	
Major bullying inc. cyberbullying/harassment/ sexual harassment	<ul style="list-style-type: none"> <li>• Referral to Deputy / Principal</li> <li>• Behaviour Monitoring Sheet</li> <li>• Referral to Student Support Team</li> <li>• Parental involvement</li> <li>• Police involvement</li> <li>• Cancellation of Enrolment (Senior Phase only) for a stated period up to 12 months)</li> <li>• External Suspension (1 to 20 days)</li> <li>• External Suspension with a Recommendation to Exclude</li> <li>• Behaviour Improvement Condition (BIC).</li> </ul> NB The school will provide access to an education program for students externally suspended for greater than 3 days. For 6 to 20 day suspensions, the school will appoint a case manager. For Enrolment Cancellations, the Principal must seek advice from the School Guidance Officer before imposing this consequence
Theft	
Fighting	
Drugs – possession	
Drugs – dealing	
Drugs – under the influence	
Alcohol – possession	
Alcohol – under the influence	
Weapons – possession / threat of use / use	
Encouragement of unauthorised persons to enter the school grounds	
Gross insubordination / disobedience	
Gross misconduct – either at school, representing the school or travelling to or from school	
Behaviour prejudicial to the good order and management of the school	
Vandalism	
Refusal to participate in educational program provided at the school. (Senior Phase only)	

## Network of Student Support

Our school has a comprehensive network of student support. Care Group and classroom teachers play an integral role in the day to day support of students. Year Coordinators or HODs may also be the first point of contact for parents who wish to discuss their child's progress and/or aspects of school life. E-mail addresses and direct phone numbers are provided for ease of communication.

The Behaviour Management Team includes HODs Hoses, Deputy Principal and operates to support students and liaise regularly with school personnel and parents.

Support Team, the Guidance Counsellor, Youth Support Officer, School Nurse, Chaplain and the Industry Liaison Officer are readily accessible to assist students and parents. The Support Team offers a range of academic, behavioural and social programs to support students.

Members of the Support Team have well established communication networks with community agencies that can be accessed to provide support for our students. In addition to these traditional support agencies, our school has formed relationships with local general practitioners

ROLE	SUPPORT
Guidance Counsellor	Personal counselling, family support, psychological support
HOSES	Support of students with disabilities (EAP)
Youth Support Counsellor	Personal counselling, family support, psychological support
Industry Liaison Officer	Industry link support: Work Experience, SATs
Learning Support	Support of students with learning difficulties
School Based Youth Health Nurse	Health issues support and counselling, hearing and sight testing, nutritional issues
Chaplain	Support and counselling



Queensland Government



The Principal and Deputy Principal meet regularly with Support Team members to determine appropriate intervention strategies and support programs for students.



## Consideration of individual circumstances

The administration and support team members consider all relevant information in the process of determining responses to inappropriate behaviours. Processes that respond to individual needs include the following:



- The school through the 'Mindmatters Plus' program has developed a 'student identification process' (nationally recognised as 'best practice'), which identifies student needs
- The comprehensive nature of our support programs ensures communication with families and agencies and the gaining of knowledge of individual circumstances. This process is utilised when determining program placement and/or responses to unacceptable behaviours
- Analysis of student learning outcome data determines the allocation of students to core classes in the junior school. This provides learning environments that are responsive to students' needs and which contribute to the prevention of unacceptable behaviours



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## APPENDIX 1

### The Use of Personal Technology Devices\* at School

\* *Personal Technology Devices include, but are not limited to, portable gaming devices, 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.*

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

#### Personal Technology Device Etiquette

Bringing personal technology devices to school is not recommended 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 at all times. Mobile phones that are brought to school are not to be used within the school grounds. This is inclusive of answering phone calls/texts from parents/guardians.

#### Consequences

Personal technology devices such as mobile phones and iPods® used contrary to this policy on school premises will incur a possible suspension.

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 directly.

#### Recording Voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Clifton State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying 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 may be in breach of this policy.

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



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Students should note that the recording or dissemination of images that are considered indecent 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 the Queensland Police Service. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the Administration.



### **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 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 appropriate school application form and upon agreement by the Principal will be registered on the Mobile Phone Register.

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## APPENDIX 2

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

#### Beliefs

1. At Clifton State High School we believe that we all have the right to feel safe as we learn and the responsibility to ensure others feel safe.

We believe that the entire school community – staff, students and carers – has a role in building a safe and supportive learning environment and establishing a school culture which reflects care, respect, inclusion, diversity, cooperation and non-violent resolution of conflict.

#### Definition

2. Verbal, physical, social and psychological bullying behaviours will not be tolerated. The bullying behaviours that will not be tolerated include name calling, gossiping, put-downs, threatening, sexual or racist comments, physical contact of a negative nature, throwing objects, stealing, excluding people from groups, stalking, dirty looks, spreading rumours, threatening or obscene gestures, sending of threatening, demeaning or degrading messages by personal technology devices such as laptops, PDAs, Blackberrys, cameras and/or voice recording devices, mobile phones, iPods and devices of a similar nature or by using email or internet sites, producing offensive graffiti.

3. Bullying may be related to:

- Race, religion or culture; disability; appearance or health conditions; sexual orientation.

#### Education

4. Anti-bullying procedures at Clifton State High School are based on building a safe and supportive environment, knowing when bullying is happening, acting to stop it and supporting those involved and managing incidents that have a serious impact on individuals and/or the school.

5. All students require a positive and supportive learning environment. The following are factors in the provision of this: shared values, beliefs and attitudes in the school community; quality relationships between teacher and student and student and student; knowledge of the Responsible Behaviour Plan; sound classroom and playground management strategies. Some students may require more specialised training in conflict resolution, empathy training, assertiveness training, negotiation and mediation skills and/or problem solving.

#### Follow Up

6. Reports of bullying will be investigated and acted on. Responses to bullying can include targeted support for victims and perpetrators and sanctions consistent with the Code of School Behaviour.

7. Students and parents may report instances of bullying directly to the appropriate Year Coordinator or the School Administration.

#### Consequences

8. Consequences for instances of bullying will be as set out in the Consequences for Unacceptable Behaviour section.



The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning



## 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

## 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

## 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

## The Code of School Behaviour

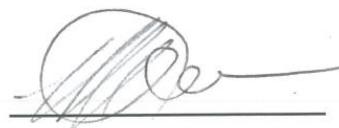
Better Behaviour  
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Government

### Endorsement

  
\_\_\_\_\_  
Principal

  
\_\_\_\_\_  
P&C President or  
Chair, School Council

Date effective: from Jan 2019 to Jan 2021