Cairns State High School

# Student Code of Conduct
2021-2023

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

Acknowledgment of Country

Kurrinyala pilan kutan. Ngayu ngatje yingku pulmpa marpu Kimoy Waluparra Pamanda Yidinji pama.
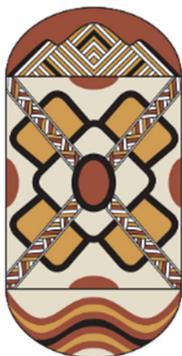
Cairns State High School acknowledges and pays respect to the past, present and future Traditional Custodians and Elders of our land, the Gimuy Walubarra Yidinji people, and the continuation of cultural, spiritual and educational practices of Aboriginal and Torres Strait Islander peoples.

Ancestors have walked this country and we acknowledge their special and unique place in our school's historical, cultural and linguistic identity.

As we walk together on this country, we acknowledge the diversity and strength of each of us; striving for excellence as one, connected by mutual respect, living and learning responsibly and developing resilience in all.

Purpose

Cairns State High School is committed to all members of our school community striving to be 'the best we can be'.

The Cairns State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.
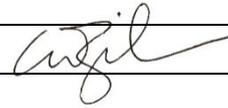
Contact Information

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Endorsement

Principal Name:	Mr Christopher Zilm
Principal Signature:	
Date:	4/11/2020

School Council Chair Name:	Mr Michael Schuele
School Council Chair Signature:	
Date:	4/11/2020

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Learning and Behaviour Statement

All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

	Excellence	Respect	Responsibility	Resilience
Students	• Strive to be the best you can be at all times and in all endeavours. • Request and respond to feedback. • Set personal goals for performance. • Meet deadlines for drafting and apply feedback. • Maximise participation in class. • Use recommended scaffolds including POWER and TEEL when writing, for example. • Develop positive learning habits: manage time, manage tasks, use available support, and complete set homework. • Engage in regular revision. • Maintain effective use of the student planner: Take it with you to class and assembly and record important events and deadlines.	• Treat all people kindly, courteously and fairly. • Protect the right of all students to learn and teachers to teach. • Follow reasonable instructions. • Use proper names when addressing staff, manners and show gratitude. • Focus on the learning activity in class: Maintain attention on class activities rather than be distracted by phones, gossip, social media. • Present your work with pride. • Fulfil commitments. • Care for your own property and the property of others: seek permission to use materials and then return property to its rightful owner/place.	• Accept personal responsibility for decisions and actions. • Attend school every day. • Be on time for lessons and events. • Review attendance regularly. • Reflect on achievement at semester change and make improvements to habits and routines. • Work to understand on the effect of behaviours on others. • Commit to resolving issues. • Be prepared for learning by having necessary equipment, devices charged, and uniform/ clothing for activities (eg. togs) • Protect and preserve the learning and playground environment.	• Maintain a positive mindset. • Be a friend. • Show kindness and care for others. • Respect difference and tolerate alternate views. • Develop coping and supporting skills. • Understand the support options available at school and make use of them appropriately when needed. • Participate in learning about social emotional skills as part of the wellbeing programs. • Actively address instances of bullying. • Contribute to school spirit by participating fully in co-curricular activities and events.
Staff	• Collaboratively set goals with students to improve performance. • Maximise student learning. • Provide support to students as needed: monitor work rate, remediate and provide revision. • Acknowledge progress. • Show students that improvement is everyone's business. • Seek feedback on teaching and actively work to develop practice.	• Model and encourage fairness, courtesy and self-respect. • Demonstrate respect to all members of the school community. • Work collaboratively and positively with students and parents. • Maintain calm emotions and politeness when dealing with concerns. • Expect respect.	• Act ethically and professionally. • Be a positive role model in terms of personal organisation and punctuality. • Assist maintain a clean and orderly environment which encourages learning. • Use others' and the school's property and environment with permission, care and consideration.	• Demonstrate positive mindset. • Know the students and take an active interest in their learning and wellbeing. • Support the wellbeing of colleagues. • Use referral processes to access support for students and staff. • Act to strengthen personal mental health and the mental health of others. • Model resilience.

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Parents/ Carers	• Plan with teachers and your child in supporting learning improvement: setting goals, monitoring progress and acknowledging improvement. • Supervise homework.	• Work collaboratively and positively with staff. • Demonstrate respect to all members of the school community. • Maintain calm emotions and politeness when dealing with concerns.	• Actively engage in opportunities to participate in the life of the school: School events, P&C, surveys, parent teacher evenings, forums, early interventions, and at any other time. • Teach responsibility to your child.	• Supervise use of social media, mobile phone use etc. • Be aware of the implications of video/photo sharing apps. • Seek support at early stages of issues which can arise from time to time.

EXCELLENCE
Respect Responsibility Resilience

Excellence
- Strive to be the best you can be in everything you do.
- Set goals and get feedback.
- Join in at every opportunity.
- Use time, supports and scaffolds to improve your habits and complete work on time to your best ability.
- Revise and complete homework.

Respect
- Respect yourself and all others.
- Respect the community.
- Respect teaching and learning.
- Respect your equipment and the possessions of others.
- Respect the classroom learning environment.
- Respect our school grounds and gardens.

Responsibility
- Attend school every day and be on time.
- Be responsible for your decisions and actions in class and in the playground.
- Take responsibility for improving your learning habits.
- Be ready for learning with the right equipment.
- Be safe.

Resilience
- Have a positive mindset.
- Show kindness and care for others.
- Respect difference and tolerate alternate views.
- Actively develop social emotional skills.
- Report bullying.
- Contribute to school spirit.

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Whole School Approach to Discipline

Learning and teaching in our school is effective and students participate positively within our school community. Cairns State High School supports teaching and wellbeing by:

- **Promoting high expectation relationships;**
- **Maintaining high standards of learning, uniform and behaviour;**
- **Developing positive education with the school's 'connect' program as the foundation**
- **Focusing on individual case management and pastoral care;**
- **Implementing Restorative Practices to enhance relationships among students, and between students, teachers, and parents, so as to accept responsibility.**

A. High Expectation Relationships

The Stronger Smarter Institute has developed a framework for High Expectation Relationships. The framework covers the domains of self, student, peer, parents/carers and community. Elements of High Expectation Relationships include personal assumptions, creating spaces for dialogue and engaging in challenging conversations.

The framework describes the behaviours, dispositions and conversational processes needed to develop quality relationships within the classroom, staffroom and school community to create a high-expectations learning environment where students can thrive and succeed, It incorporates both fair and firm. Fundamental is that expectations challenge social assumptions that may exist. The orientation to seek to understand supports the restorative behaviours processes.

http://strongersmarter.com.au/wp-content/uploads/2015/01/SSI-HER-Position-Paper-Final-lowres.pdf

B. High Standards of learning, uniform and behaviour

Students are prepared to meet the high standards set by the school and engage positively in:

- enforcing the School Dress Code;
- upholding the values of the school.

"Staff members, students and parents are proud of the reputation the school has established for academic excellence across the broader community. The school leadership team is clearly committed to finding ways to improve student outcomes."
School Improvement Unit - Cairns State High School - Review Report – 2016

The school has implemented the Essential Skills for Classroom Management as a basis for correcting off-task behaviours.

C. Positive Education

- developing a sense of wellbeing for Students (and Staff) thus allowing them to find meaningfulness in everything they do
- building positive emotions
- encouraging self-management and other life qualities to assist achievement at school and at life beyond the bell.

Positive Education as a strand of Positive Psychology has as its primary focuses the development of resilience, optimism and the promotion of mindfulness and purpose. We want students and staff to strengthen their relationships and engagement with the world around them and create and value a healthy lifestyle.

Developing positive school culture ensures that students learn in an environment without disruptive behaviour impacting on their success and enjoyment of learning. It is expected

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that students will respect our teaching staff's fundamental right to teach and their peers' right to learn.

We also acknowledge that if students are to become responsible and productive members of society, teachers must help them develop responsibility for their actions. Teachers explicitly model, teach, correct and re-teach expected behaviours and foster and repair relationships.

D. Individual Case Management and Pastoral Care

Knowing every student in a large school poses special challenges. Systems to support every student include:

- Structuring school leadership to define responsibility for student wellbeing and learning;
- Reviewing student progress and engagement (attendance, behaviour and effort) at regular fixed intervals;
- Conducting 'Health Checks' at scheduled intervals to review school performance;
- Identifying and case managing students emergent and ongoing needs;
- Providing a range of programs to support students engagement and learning;
- Managing engagement and achievement with students so they grow ownership for behaviour

E. Implementing Restorative Practices

The Restorative Practices philosophy provides students with the opportunity to develop self-discipline and positive behaviours in a safe & supportive environment. The fundamental concept of Restorative Practices highlights that misconduct is a violation of people and relationships which creates obligations and liabilities requiring healing and setting right. Restorative Practice promote individual and community values around participation, respect, honesty, humility, interconnectedness, accountability, empowerment and hope.

Aims

- Educate students towards self-directed positive behaviour,
- Promote, nurture and protect healthy relationships among members of the school community,
- Enable students to be accountable for the real consequences of any wrongdoing.

We believe that our approach to managing inappropriate student behaviour should primarily be an educative one. That is, the fundamental aim of our behaviour management philosophy and practice should be for students to learn to be responsible for themselves and their actions and to make genuine, positive contributions to their community. A Restorative approach sees conflict or wrong-doing firstly as an opportunity for students to learn about the consequences of their actions, to develop empathy with others, and to seek to make amends in such a way as to strengthen the community bonds that may have been damaged.

Social Discipline Window

At the heart of the Restorative Practices philosophy is an understanding of the Social Discipline window which depicts the possible ways in which teachers (or parents) could respond to inappropriate behaviours in young people.

	CONTROL	
High	Consequences assigned to a student — **punitive**	Fixing with the student — **restorative**
Low	No outcomes for inappropriate behaviour — **neglectful**	Solution done for the student — **permissive**
	Low — **SUPPORT** — High	

In a primarily punitive response, the wrongdoer is held to high standards, but without the support necessary to reach them. Such a response can be alienating and stigmatising. It can also fail to effect any real change in behaviour. In a more permissive response, the wrongdoer may find the support he needs without being held to account for their actions. It is the aim of the Restorative approach to be operating in the top right pane of the window - holding students to high standards of behaviour while at the same time providing the support and encouragement necessary for them to meet these expectations. The Restorative approach emphasises working with students to educate them to positive behaviour.

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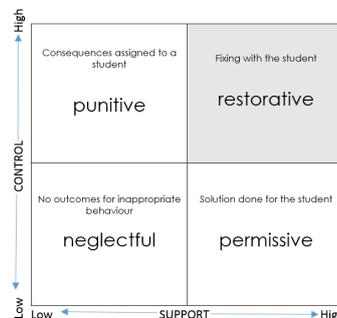
A Restorative approach:
- Values the person while challenging negative behaviour
- Encourages students to accept the consequences of their actions for others,
- Enables students to make amends where their actions have harmed others,
- Requires students to be accountable for their actions,
- Develops self-discipline,
- Encourages respect for all concerned,
- Reflects the value placed on relationships - among students, and between teachers and students.

Flowchart for Managing Behaviour at Cairns SHS

Appropriate Behaviour	Minor Inappropriate Behaviour	Major Inappropriate Behaviour
• Recognise • Reward Possible Strategies •Verbal feedback to student •Class reward, sticker •Positive Postcard •ePostcard •Note home	• Intervention by teacher Possible Strategies •Essential Skills for Classroom Management •Parent Contact •Restorative conversation •Warnings •Teacher supervised detentions •HOD assigned after school detention •Case manager (SWD)	• Intervention by Administration Possible Strategies •Restorative Conference •Warnings •Detentions •Parent collaboration •Suspension •Community Service Order •After School / Saturday detention

All staff are involved in actioning the appropriate and minor inappropriate behaviours and refer instances of major inappropriate behaviour to relevant members of the school executive team.

To continually promote responsible, positive behaviours and maintain a supportive school environment, a variety of strategies are fundamental to student and school success.

All students engage in the following support:
a. Regular referral to and reinforcement of school values displayed on classroom walls
b. Promoting the learning values: **Respect, Responsibility, Resilience**
c. Incorporation of classroom rules "**Cairns High Five**"

Cairns High Five Classroom Rules

**Be Punctual
Be Prepared
Be Positive
Be Productive
Be Polite**
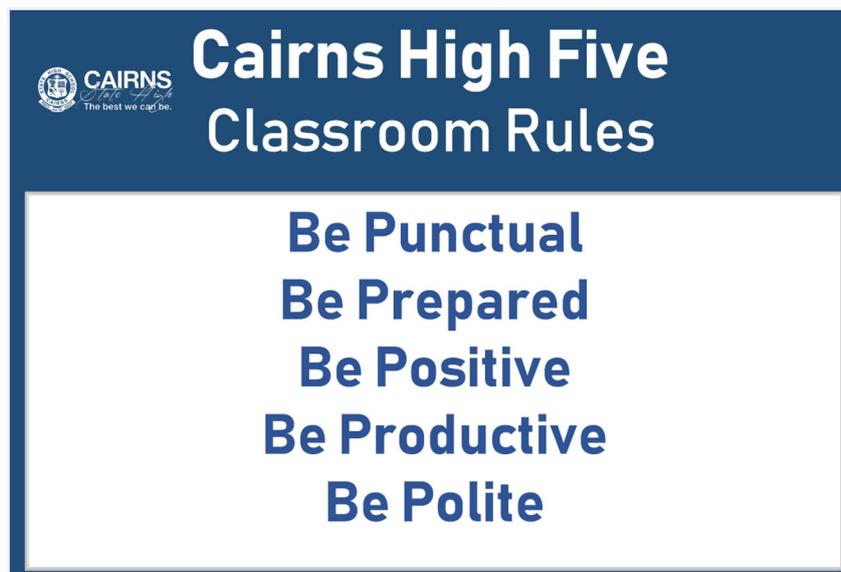
d. communicating expectations to all students
e. Reflecting on personal expectations for potential bias
f. Opening communication to ensure fair but firm outcomes.

Consideration of Individual Circumstances

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs,

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

Differentiated and Explicit Teaching

A. High Expectation Relationships

Strategy: Explicit teaching of behaviours

The first step in facilitating standards of appropriate behaviour is communicating those standards to all students. We emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school through Form Class, Pastoral Care, Year Level Assemblies and Whole School Assemblies. We communicate our expectations in the Student Planner, School Website and Posters in classrooms.

Strategy: Common class rules

All classrooms have clear class rules, The Cairns High 5 which are published, discussed, elaborated on, explicitly taught and consistently applied. There is a clear line of sight from the class rules to the language and behaviour in class.

Strategy: Consistent routines

Teachers employ a set of articulated routines to provide students with consistency. The expectations include behaviours for:

- Entry
- Engagement
- Exit

B. High Standards

Strategy: Clear Expectations

Classroom expectations

It is expected that students will follow some standard routines:

- Enter the classroom/learning space quietly and in a calm and orderly manner.
- Raise a hand when they wish to speak
- Keep the furniture, walls and floors free of all marks & litter
- Seek permission before leaving assigned places
- Leave quietly when the teacher dismisses the class
- Move quickly to the next lesson
- Treat supply/relieving teacher with the same courtesies and respect as the regular teacher

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Note well:
- A student may not leave the classroom unless the teacher has issued an out of class note or toilet pass.
- Students are not to be allowed out to get a drink. Students are allowed water (only) bottles into most classrooms.
- Toilet visits are only in emergencies
- During class time, students will only be allowed to Sick Bay with a note from a teacher
- Placing a student outside the room is an acceptable behaviour management strategy for a short period of time, so the teacher can set work for class then negotiate the student's re-entry into the classroom.

Student behaviour outside class and on excursions

Cairns State High School's reputation is enhanced when all members of the school community actively abide by the values of the school and support policies and procedures. Staff have a pivotal role in ensuring appropriate behaviour of students. Specifically for students, this would include:
- Treating all members of the school and community with courtesy and respect
- Caring for the environment
- Knowing that activities are considered unacceptable if they bring the school into disrepute e.g. vandalism, spitting, littering, chewing gum and swearing
- Observing the "Hands Off" rule regarding other people and their property
- Using sports equipment in designated areas
- Playing 'large ball' games in sports fields not near building, including passing.
- Avoiding potentially dangerous practices such as running around buildings, inappropriate behaviour near glass, throwing missiles, or sitting on port racks outside the classroom
- Following the specific rules concerning covered areas and sports areas, libraries, workshops, laboratories, kitchens and the Learning and Resource Centre
- Respecting designated Out of Bounds areas e.g. bike racks, behind some faculty buildings, car parking areas, construction areas and parts of the oval.

Legal, health and safety standards
- Not bringing illegal or dangerous materials or substances to the school
- Not smoking or littering
- Behaving responsibly in school buses and bus stops
- Obeying the traffic rules such as crossing the road in designated safe areas and wearing bike helmets.

Prohibited Items

Students:
- must not bring property onto school grounds or other settings used by the school (e.g. camp, or sporting venues) that:
  - is prohibited by the school:
    - Mobile Phones (Between 8:40am and 3pm), ear buds, smart watches
    - Electronic music devices and amplification devices
    - Aerosol Sprays
    - Red foods and drinks such as energy drinks, slushies, fast foods purchased outside school
    - Lighters, cigarettes, matches and e-cigarettes
    - Laser Pointers
    - Chewing gum, bubble gum
    - Skate Boards and scooters
    - Inappropriate stickers and badges
    - Cutters/ Stanley knives /pen knives
    - Weapons (objects that could harm or threaten another person)
    - Inappropriate computer games/Copying computer games
    - Alcohol/drugs/pornography
    - Sexist or racist materials

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- Cigarettes / lighters / matches / tobacco
- Gambling materials

- o is illegal (e.g. drugs such as cannabis, ecstasy, or amphetamines and equipment)
- o puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms) o does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
- o does not maintain and foster mutual respect (e.g. printed materials with offensive language or extremist propaganda).

Please note:
- Mobile phones are managed by the Use of Personal Electronic Devices Policy

Uniform Policy

Cairns State High is a uniform school for which the Parents and Citizens Association have signified their support. Upon enrolment all parents/guardians are asked to agree to their child wearing the uniform according to the uniform policy. The school colours are royal blue and white. Students are expected to be clean and well groomed. School dress is to be neatly and tidily worn. The official dress is to be worn to all general classes and excursions outside the school unless instructed otherwise.

Students are also expected to carry their ID with them at all times and produce it when requested.

Students must abide by the current uniform policy which is available on the Cairns State High School website.

C. Positive Education

Strategy: Teaching using corrective responses

The teacher uses a range of responses which continue the flow of learning and cause minimal disruption. The objective of employing a range of strategies including the Essential Skills is to de-escalate a situation. Responding to the stage of escalation appropriately is key. George Sugai's Phases of Escalation:
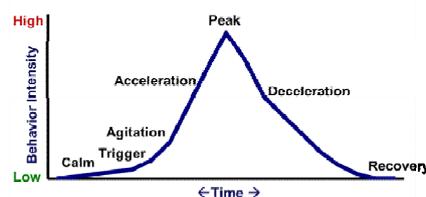
Strategy: Re-teach and reinforce

Students who are not responding to the expectations of the classroom are provided with the opportunity to learn the expected behaviours when teachers re-teach and then reinforce achievement in the performance through use of recognition and reward.

Strategy: Engaging curriculum and effective teaching strategies

Classroom teachers have a duty of care to monitor and promote school and class expectations of all students. An engaging curriculum, inclusive practices and effective school-wide pedagogy are the starting points of our behaviour support strategies. Teachers strive to develop and maintain a wide range of proactive strategies and skills based on authoritative behaviour management theories.

Strategy: Pastoral Care system

The school's system of Pastoral Care includes a Connect teacher and clearly articulated program supported by the Year Coordinator and Head of School.

Orientation Connect

- Who are the people?
- Let's get organised (Term planner)
- Supporting the school values (Policies)
- Writing
- Character strengths
- Screen time
- Library and BYOx
- Sport

Year 7	Year 8	Year 9
Excellence 1. Time capsule letter 2. Skills and careers 3. The best we can be 4. Reviewing progress	Excellence 1. Kid President's Pep Talk 2. Reviewing effort 3. Reviewing last term	Excellence 1. Getting involved 2. Reviewing efforts 3. Brain science 4. Tall Poppy Syndrome 5. World of work 6. Thinking about a career 7. Choosing a career 8. Building a resume 9. Job interviews
Respect 1. Bullying - No way! 2. Respecting culture 3. Internationalism 4. Image-based abuse	Respect 1. Personal boundaries 2. What is… Respect? 3. Bullying 4. Assertive Language 5. Cyberbullying 6. Empowerment 7. Diversity 8. Internationalism 9. Racism 10. NAIDOC 11. Respect and disrespect	Respect 1. Bullying 2. ANZAC 3. Indigenous Languages 4. Mean girls 5. NAIDOC 6. Internationalism
Responsibility 1. Being a friend 2. Be ready for responsibility 3. Handling responsibility 4. Setting goals 5. Social media	Responsibility 1. Be here to be your best 2. Time Management 3. Living Ethically 4. Rights and responsibility 5. Debating responsibility 6. Problem solving 7. Communicating 8. Mobile Phone addiction	Responsibility 1. Role Models 2. Sense of purpose 3. Digital Identity 4. My rights as an employee 5. Restorative thinking 6. Time and place for tech 7. Discrimination stops with you
Resilience 1. Getting to know you 2. Learning Styles 3. Character strengths 4. Values and beliefs 5. Growth and fixed mindset 6. Hobbies and activities 7. Emotions and responses 8. Triggers at school 9. Angry birds 10. Stress 11. Being mindful 12. Fear 13. Mental health help 14. The lost summer 15. What is resilience?	Resilience 1. Multiple intelligences 2. Character strengths 3. Self-belief 4. Gratitude 5. Peer pressure 6. Relationships 7. Family relationships 8. Friends 9. Growth mindset 10. Living a resilient life 11. Mental health week 12. Helpful thinking 13. Recognising emotions	Resilience 1. Emotional brains 2. Positive development 3. Popularity 4. Gossip and lies 5. Mental Health 6. Value and meaning 7. Self-talk 8. Thinking strategies 9. Coping skills 10. Emotional intelligence 11. Resilience

Junior PLUS

Year 7	Year 8	Year 9
• Orientation activities • Peer Support	• Activity Day • Bandana Day	• Cybersafety workshop • Camp

- Wishfly
- IT orientation (Embedded)
- Cybersafetty workshop
- Activity Day
- Mum's / Dad's Arvo
- Junior Disco
- National Day of Action against Violence and Bullying
- Mental Health Week
- NAIDOC

- Mum's arvo
- Dad's arvo
- Junior Disco
- Digital identity presentation
- JSA
- District, Regional Sport
- National Day of Action against Violence and Bullying
- Mental Health Week
- NAIDOC

- Career Education
- Transition to Year 10
- JSA
- District, Regional Sport
- National Day of Action against Violence and Bullying
- Mental Health Week
- NAIDOC

Year 10 Career Connect

Excellence
- Review school performance

Short Course Career Certification
- 20xLearning Journals
- Spoken multimodal
- Extended written response

Career Choice
- BLA Careers Expo
- Careers pathway expo
- SETP Subject selection interviews

Work Experience
- Student induction
- Work experience interview
- Paperwork accountabilities

1. Gaining an Understanding
- Employability
- A job for life
- Jobs of the future
- New jobs
- Workforce and transferable skills
- Workforce expectations
- Employee attributes
- Job Seeking
- Jobs I already do

2. Creating a career pathway
- Career High Five
- Consolidating ideas
- What is in a resume?
- Resume tips
- Write a resume
- Performing at an interview
- Preparing for interview (resume/ pitch)
- Workplace culture
- Millennials in the workplace
- What is important to Millennials
- The future of work

3. My skills and attributes
- My strengths and weaknesses
- Value as an employee
- Me as an individual and learner
- Personality types
- Learning Styles
- My personal management
- Developing for success
- Discovering self-concept
- Key strategies for helping learning, reflection and improvement

4. Success
- Success with manners
- Mindset
- Active wear is not going anywhere
- My future
- The Australian Skills Framework
- One School SET Plan Overview
- Pre-selection of Year 11 subjects

5. The work environment
- Code of Conduct
- Workplace conflict
- Work experience expectations

6. Managing change and balance
- Change management
- Change experiences
- Change model
- Change responses
- Work/life balance
- Workplace stress
- Identifying strategies

Senior ✚ PLUS

	School Skills	Lifeskills	Employability	Safety	Health
Year 10	Elevate: Study Sensei, Time Management Transition to Senior	Communicating and working with others Healthy living and positive life choices NAIDOC International Day	Work experience Short course career education	Anti-Ice campaign	Physical Activity District, Regional Sport National Day of Action against Violence and Bullying Mental Health Week
Year 11	Elevate: Mnemonics, Planning and goal setting	Food Tax Rent Passport 100 points Leadership camp NAIDOC International Day	Public speaking Interview skills Connections to industry snapshot experiences Grooming/Hair and Beauty, Makeup Laundering Barista, Floristry	Ice Driving	CISSA District, Regional Sport National Day of Action against Violence and Bullying Mental Health Week

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			Peer support leader Certificate II Applied Language		
Year 12	Elevate: Exam study, Study, Stress and wellbeing	Social media RTA, moving out, financial management and loans, health insurance NAIDOC International Day	Work Experience Leadership roles	Safe partying Driver safety	District, Regional Sport National Day of Action against Violence and Bullying Mental Health Week

Strategy: Develop Character Strengths

Research conducted on a variety of different cultures, backgrounds and beliefs, identified 24 Character Strengths which extend across all cultures and are values based.

Character research shows that knowing, developing and applying your distinctive characters strengths contributes to well-being and life satisfaction.
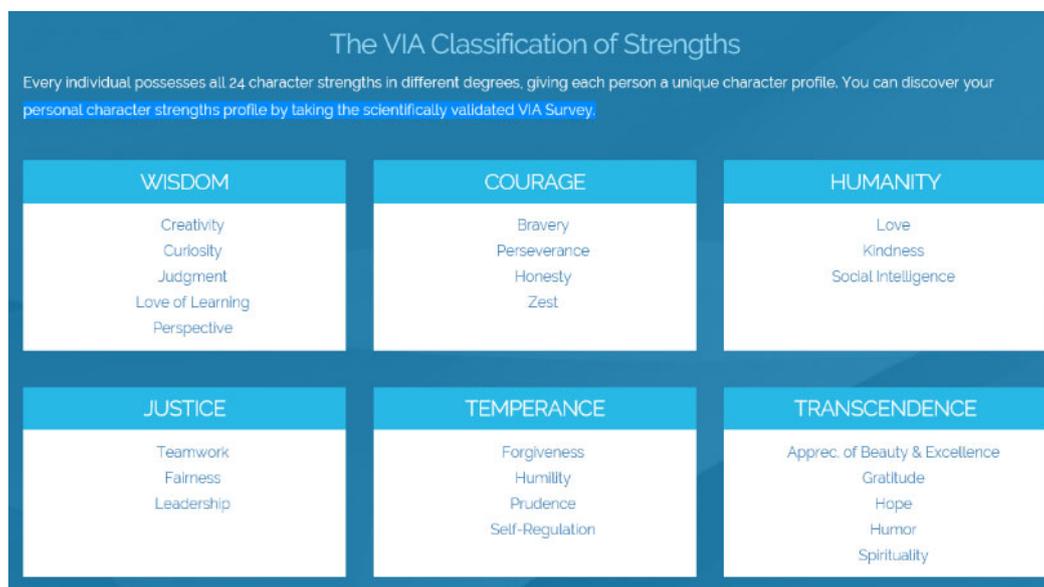
Strategy: Develop Mindfulness

Mindfulness is a form of self-awareness where you purposely pay attention to the present moment.
Mindfulness activities allow you to pay attention to your thoughts and feelings and to be aware of your surroundings at that time.

Strategy: Active student voice

Active student voice in the business of the school is encouraged and demonstrated through a progressive Student Council, Student Leaders and Student Forums that promote the individual and collective success of our students.

D. Case Management

The Deputy Principals will manage their student allocations and make ongoing assessment a feature of their work. They will work with their team to develop strong case management strictures and implement programs to support students. At Universal Support Level this will include performance and incident review. Escalation to the next level of support will be the decision of the DP.

E. Restorative Response

Strategy: Repair and Rebuild

A restorative chat provides the student and teacher with an opportunity to review the behaviours and effects of these on the learning, relationship and learning outcomes. The aim

of the conversation is to repair and rebuild the relationship. Students engage in a sequence of steps:

- Fess Up: admit to the behaviours which caused damage.
- Face Up: Accept that the behaviour had consequences to learning and the relationship
- Fix Up: Work together and agree on a set of actions which will repair the damage
- Finish: Ensure that all stakeholders agree that the matter has concluded and can move on.

Strategy: Social skill development

At Cairns State School, explicit teaching of positive behaviour is actively embedded within classroom curriculum programs. A developmentally appropriate program is implemented with a strong focus on building and maintaining positive relationships, social emotional learning, anti-bullying, anti-harassment and child protection.

Strategy: Supportive classroom practice

A range of restorative classroom practices and a whole school approach to working with students to resolve problems and address behavioural concerns. Restorative classrooms are characterised by high levels of support, explicit teaching and modelling as well as clear expectations that align to our School Values.

Conversations and interventions focus on fair process, responsibility and accountability, and the repair of relationships that may have been damaged. The focus is on the incident and those affected, not the punishment of the offender.

Strategy: Leadership development

All students have the opportunity to nominate for various leadership positions including School Captains and Vice Captains, School Prefects, Indigenous Prefects, House Captains, Student Council and Year Level Leader through a process of self-nomination, staff short-listing and student voting.

Strategy: Acknowledgement of positive behaviours

At Cairns State High School we support and encourage a wide range of strategies to recognise and promote the positive behaviours of students. We use and encourage strategies that will meet the needs of individuals, small groups, whole classes, and the whole school to celebrate their achievements. These can include:

- Ready to Learn emails
- Positive postcards
- Verbal / Non-verbal praise and encouragement
- Assigning class/ year level responsibilities and goal-setting
- Whole school acknowledgement of success and achievement
- Public acknowledgement of student success and achievements
- Phone calls & postcards to parents and recognition through newsletter
- Deadly Achievers Family celebration and awards night (since 2016)
- Annual School Awards night

Strategy: Record
Teachers will enter factual information about student behaviour on One School.

Strategy: Report
One School records can be referred to other staff for further action if necessary.

Strategy: Parent/Carer engagement
Parent engagement is critical in resolving disruptions or inappropriate behaviours. This may take the form of:

- Phone call home
- Email/Letter/Early Intervention note

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- Interview
- Restorative Conference
- Stakeholder meeting to develop an Individual Behaviour plan.

Parents/Carers are encouraged to make early contact with appropriate staff members to discus and resolve concerns.

Focused Teaching

Focused teaching occurs around a specific setting, issue, student or group of students.

A. High Expectations

Strategy: Mentoring

Students may elect to include a peer mentor in a plan to support improvement.

B. High Standards

Strategy: Clear articulation of expected standards.

Students participate in a conference which clearly articulates the target behaviours and the standard expected.

C. Positive Education

Strategy: Classroom consequences

A range of logical consequences may be agreed on to fix the inappropriate behaviour(s).

Strategy: Catching students being good

Teachers take opportunities to motivate students to behave positively using a range of recognition and reward systems. Applied often for small improvements, students are effectively 'caught being good' and receive attention from the teacher for positive rather than inappropriate behaviours.

Strategy: Buddy classroom

Supervising a student at all times is a legal responsibility. A buddy classroom is a procedure used by a classroom teacher on occasions when a student needs time out or an issue cannot be managed effectively on the spot so they need to be sent to a different space for a part of a lesson until the issue can be resolved. It is not a long term alternative, rather it is for relieving pressure situations. It can be an

- Informal arrangement between two teachers working next door to each other OR
- HOD coordinated with faculty.

This kind of arrangement is an alternative to sending a student exhibiting persistent inappropriate behaviours in a lesson to the DP or HOD, who may or may not be available at that specific time.

D. Case Management

The Deputy Principals will manage their student allocations and make ongoing assessment a feature of their work. They will work with their team to develop strong case management strictures and implement programs to support students. At Universal Support Level

- Performance and incident review
- Assessment of student need
- Assignment to case manager
- Development of response with student and parent/carer
- Monitoring and support
- Review and gradual release

Strategy: Student review meeting

Staff may gather to review the reports and actions taken by multiple staff to determine the effectiveness of support to date and plan next steps. Students may be involved in meeting with the Head of Department, Year Coordinator or Head of School to review performance and make a plan for the next stage. Parents/Carers may also be involved in this process.

Strategy: Monitoring cards

Monitoring cards may be issued to assist a student in owning their behaviour. Monitoring cards are an opportunity for students to reflect on their actions, receive feedback, reflect and

develop strategies to assist them to improve their behaviour/s and repair relationships that may have been damaged. They may be used to monitor broad categories of behaviour or specific behaviours tailored to the student.

Strategy: Individual Behaviour Agreement

To formalise agreements from the restorative chat, the school has developed an Individual Behaviour Agreement for use as an additional support to students working to improve behaviour performance.

Strategy: Discipline Improvement Plan

A Discipline Improvement Plan is a written agreement that sets out strategies and steps to improve a student's behaviour. A Discipline Improvement Plan can take any form: there are no specific requirements; it can be used to respond to a range of behaviours; it can impose a greater scope of conditions; it can be amended or removed at any time; and it can be applied at any time.

Non-compliance with the conditions of a Discipline Improvement Plan by the student is not a ground for suspension, exclusion or cancellation of enrolment; however, the original behaviour which the disciplinary consequence was applied may be.

E. Restorative Response

Strategy: Restorative chat/conference

Students engage in a restorative chat to reflect on behaviours and the effects on others. The aim of the conversation is to repair and rebuild the relationship. Students engage in a sequence of steps:
- Fess Up: admit to the behaviours which caused damage.
- Face Up: Accept that the behaviour had consequences to learning and the relationship
- Fix Up: Work together and agree on a set of actions which will repair the damage
- Finish: Ensure that all stakeholders agree that the matter has concluded and can move on.

Strategy: Student conference

Student and teacher may engage in a more formal restorative chat to resolve the inappropriate behaviours.

Strategy: Record and report

Inappropriate behaviours are recorded on One School and may be referred to other staff for further action.

Strategy: Parent/Carer engagement

Parent engagement is critical in resolving disruptions or inappropriate behaviours. This may take the form of:
- Interview
- Restorative Conference
- Stakeholder meeting to develop an Individual Behaviour plan.

Intensive Teaching

Students identified as needing Intensive Behaviour Support are those students who have had targeted support through the above strategies and are still at risk of significant educational underachievement due to their inappropriate behaviour/s. Intermediate or Major behaviour issues are dealt with by the teacher with support from HODs and Admin as well as staff from the Flexible Learning Centre. Other support is obtained through accessing our Support Network and outside agencies when necessary.

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Heads of Department

The main focus of the position of the Head of Department is to ensure the quality delivery of curriculum programs and to encourage student engagement and participation. In addition to Teacher Responsibilities as listed previously, other responsibility for the Head of Department include:
- Support of teachers in classroom management
- Support of teachers in the area of Art and Science of Teaching.
- Repeated (more than 3 offences in term) failure of students to bring required equipment / books
- Student failure to complete assessment
- Organise Buddy classroom system
- Cheating, plagiarism
- Vandalism of an Intermediate level in designated blocks
- Supervision of After School Detentions

Administration General

(Principal, Deputy Principals Heads of Senior/Junior Secondary and Principal)
- Investigate strategies to engage at risk students
- Communicate with school staff and external agencies including Flexible Learning Centre, Vocational Partnerships Group, CHOICE to ensure that a Case Manager is allocated and that a supportive process in put in place
- Cancellations and Exclusion for all year levels in negotiation with DO
- General monitoring of student progress and relevant referrals
- Supervision of After School Detentions

Deputy Principal Head of Senior/Junior Secondary

- Investigate strategies to engage at risk students
- Communicate with school staff and external agencies including Flexible Learning Centre, Vocational Partnerships Group, CHOICE to ensure that a Case Manager is allocated and that a supportive process in put in place
- Suspensions for allocated year level
- Prepare documentation for Principal for students recommended for exclusion
- Return to school interviews for allocated year levels
- General student monitoring of student progress and relevant referrals
- Year level Behaviour Cards
- Supervision of After School Detentions
- Provide support and guidance for Head of Departments Student Services in relation to at risk students.
- Development and maintenance of Playground Duty and Bus Duty Rosters
- Investigations associated with significant breaches of the Responsible Behaviour Plan

A. High Expectation

Clear and concise expectations articulated at each stage of this plan.

B. High Standards

Element: Detention

Principals have flexibility to exercise their discretion as to when to apply detention, and for how long, taking into consideration the behaviour and the age of the student. The Safe, supportive and disciplined school environment procedure enables Principals to determine the school's processes relating to detention.

Teachers can require a student to attend a lunchtime detention for 30 minutes of their long break.

If a detention is to be applied after-hours, the principal will arrange for a teacher to supervise the detention. The principal or teacher will consult with the student's parents about a suitable day and time for the detention to be completed, within any parameters set by the school.

C. Positive Education

Strategy: Alternative plan

An alternative plan for the student aiming to support them in improving behaviour through intensive social skilling and other targeted learning objectives is developed using a range of elements.

Element: Work Experience

Work experience in or outside the school setting may be used as an element of an alternate program.

Element: Modified timetable

Students may have their school timetable modified to provide them with access to essential curriculum. Often used to reduce access to situations of risk such as unstructured playground during break, or the stress of maintaining performance for an extended time caused by attending a full day. This is implemented in negotiation with parents/carers and the Head of School.

Element: Intensive access to student support services and tailored programs

Administration staff assists in the coordination of a Case Management approach involving specialist services. A collaborative consultation process is facilitated, involving the appropriate teacher/s, the student, parents/carers and relevant school support personnel such as the Guidance Officer, Youth Support Coordinator, Community Education Counsellor. As a team, the group is focussed on identifying significant factors associated with the occurrence of specific behaviours. Inter-agency groups are used to coordinate services to meet the needs of the student identified with persistent or challenging behaviours. Agencies may include: Child and Youth Mental Health, Disability Services Queensland, Department of Communities and Queensland Police Service.

D. Case Management

Strategy: Student review meeting

Stakeholders meet to clearly identify behaviours, possible options and response. Stakeholders may include the teachers, members of the support services team, Head of School parent/carer and student.

Strategy: Frequent data cycles and collection

Student performance is assessed regularly with information collected on progress of specific behaviours.

Strategy: Parent engagement

Ongoing reporting and feedback during the period of intensive support is essential for success.

E. Restorative Response

Strategy: Restorative conference

A full restorative conference to deal with serious behaviours involves all stakeholders in an effort to repair and restore the relationships.

Strategy: Community Service Interventions

Community Service Interventions take place outside of school hours. They are an optional strategy which present an opportunity for schools to develop meaningful and proportionate consequences for inappropriate behaviour.

Schools may collaborate with community organisations such as local councils or charity groups to identify appropriate challenging and constructive tasks to implement. Community

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Service Interventions involve students performing work or service in the local community with a host organisation or under the supervision of a school staff member.

For Community Service Interventions where the student is under the direct supervision of a school-based staff member, the principal will: conduct a risk assessment; develop a risk management plan; ensure activities occur either on school grounds or as part of a school activity; arrange appropriate supervision of the participating student by a school-based employee; and obtain written consent from the student's parent prior to their participation.

Community Service Interventions with a host organisation may be undertaken by students aged 14 years and over. The principal follows the requirements of the Work Experience Placements for School Students procedure.

Refusing to attend a Community Service Intervention is not a grounds for suspension of exclusion, but the original behaviour for which the Community Service Intervention was given, may be.

Disciplinary Consequences

Minor Inappropriate Behaviours
This category refers to in class / Connect class / Playground behaviour incidents of a minor nature as listed in the Table of Consequences. These are dealt with by the teacher who witnesses/intervenes in the incident.

Category	Behaviour Incident Type	Possible consequences may include but not be limited to:	Possible support actions/referrals
Harassment	Teasing, jokes or isolation Inappropriate gestures directed at student Verbal harassment of student: Inappropriate language directed at student.	Teacher warning	Contact parent Year Coordinator HOD Guidance Officer Admin
Defiance	Refusing a teacher direction.	Restorative chat	
Disruptive - Classroom or playground	Calling out/Shouting Rudeness/Back chatting Inappropriate language not aimed at a student Dangerous behaviour in playground Running, chasing or kicking ball around buildings	Teacher supervised detention	
IT misconduct	Playing game during class time Inappropriate web surfing during class time		
Late to class	Lateness to class	Admin referral	
Non-Compliant with routine	Failure to bring laptop, textbook, calculator, subject specific equipment, pens/pencils, writing pads, Failure to report to teacher supervised lunchtime detention Drawing offensive pictures / drawings / jokes, notes to friends Failure to sit in seating plan Failure to sit in alphabetical order on parades	Buddy class Suspension of IT access	
Cheating	Junior student cheating during exam (minor looking at another student's work) Junior student brining in small amounts of unauthorised notes into exam.	Resolution of cheating discussed with HOD	
Behaviours involving object	Spit Balls PGD/Classroom Dangerous projectiles: Wasps Throwing food, rubbish/paper, sticks & littering in general		
Behaviours prejudicial to the good order and management of the school.	Theft Minor: Pencil, pens, eraser etc. Minor damage of Property: Minor Graffiti in textbook on desk Minor damage of school property (scratch/minor dent Minor damage to other person's property Meeting outsiders at the fence Inviting outsiders into the school grounds – 1st offence	Logical consequence: Picking up papers for PGD teacher.	
Physical misconduct	Pushing & shoving/Rough Play Playing Contact sports without teacher supervision	Replacement of lost, stolen or damaged items	
Prohibited items Possession of banned items	Mobile Phones/Electronic music devices in class time Mobile Phones/Electronic music devices at breaks and between lessons Aerosol Sprays, Lighters, Laser Pointers Chewing gum Skate Boards, Scooters Computer Games/ gambling materials		
Refusal to participate in program of instruction	Failure to complete homework Failure to complete/participate in set task Deliberate resistance to complete task Failure to complete assessment or draft	Removal from playground	
Threats to others	Conversation between students that involves threats but is not serious in nature. Inappropriate humour that involves threats to person, friends, family. Threats made on sporting field/class that do not involve threats of fighting. E.g. Run at me I'll smash you.		
Verbal misconduct	Incidental use of inappropriate language. Inappropriate use of language in formal setting. Call out, whistling in a formal setting.	Confiscation	

These will all be classified as Major Incidents only
Substance use, possession or supply involving illicit substances or legal substances including tobacco.
Shielding or looking out or protecting others involved in use of substances.

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Major Inappropriate Behaviours
This category involves behaviour incidents that result in referral to Admin either by the teacher / HOD for repeated offences or major incidents as outlined in the Table of Consequences.

Category	Behaviour Incident Type	Possible consequences may include but not be limited to:	Possible support actions/referrals
Defiance/Threats to adults	Walking off on a teacher (depending on context) Verbal or physical threats to staff Gross disobedience Using social media to insult, belittle or disrespect a member of staff Repeated refusal to follow teacher directions	Student interview/ warning Parent Contact/ Interview Take Home, Cool Down Restorative Chat/Conference Restitution Managed Attendance Buddy class Behaviour Card Behaviour Plan/Contract Lunchtime detention Afterschool supervised detention Playground withdrawal Saturday detention Community service intervention SDA: 1-10, 11-20, Exclusion, Cancellation	Contact Parents Counselling by teacher Counselling by Year Co Counselling by Form Teacher Student Support Services: Counselling, Mentoring Guidance Officer Chaplain SYHBN CEC Behaviour Support Clontarf Diamond Spirit Referral to other agencies PLC/OLC TAFE Project Booyah VPG Anglicare Full Time work Schooling QPS Exemption from Compulsory Referral to Regional Engagement Team
Disruptive	Continued incidents of disruptive behaviours in class or the playground. One off major incident involving inappropriate language or unsafe behaviours.		
IT misconduct	Inappropriate material on school student's laptop (Pornography, racist/sexist or other inappropriate) Inappropriate material on student drives (Pornography, racist/sexist or other inappropriate) Inappropriate material on student portable hard drive or USB(Pornography, racist/sexist or other inappropriate) Stealing teacher password Cyberbullying of students, staff or community members. Hacking of Cairns High system Stealing electronic assessment items and/or teacher resources		
Late to class	Continued/Major offences of lateness to class		
Non-Compliant with routine	Out of bounds Giving false name / refusing to give a name / not carrying an id card		
Assessment misbehaviour	Copying of school exam paper/assessment piece Distribution of school assessment Senior student cheating on exam Plagiarism on assignment Major cheating on a junior exam Disruption during an Exam		
Behaviours involving object	Throwing water bombs Throwing rocks or sticks at students or in a reckless manner Threatening student with object Letting off Stink Bomb Inappropriate use of object in a degrading or sexual manner Assaulting teacher with and object		
Other behaviours prejudicial to the good order and management of the school.	Major Graffiti / Vandalism of school property & vegetation Out of school time - inappropriate behaviour in school uniform In school time – thieving, shop-lifting, trespassing etc., while truanting		
Physical misconduct	Physical assault of student Physical assault of staff		
Possess prohibited item	Continued Possession of banned items: Mobile Phones/Electronic music devices in class time Mobile Phones/Electronic music devices at breaks or between lessons Aerosol Sprays Lighters Possession of sharp instruments. Possession of fire arms, knives		
Prohibited items	Continued / major offences Chewing gum Skate Boards, Scooters Laser Pointers Computer Games/Playing/Trading Cards		
Refusal to participate in the program of instruction	Continued Refusal to complete homework Continued Refusal to complete / participate in set task Deliberate refusal to complete task Continued Refusal to complete assessment Continued Refusal to complete Draft Continued Failure to complete assessment in senior secondary		

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Misconduct involving substances: tobacco, other legal, any illegal.	Possession of Tobacco or Alcohol or other legal intoxicating substances Possession of Tobacco smoking implements like rolling papers Possession of Illicit drug taking devices/smoking implements like bongs, pipes, cone holders. Distribution of Tobacco or Alcohol or other legal intoxicating substances Possession and/or distribution of Illicit Drugs or other chemicals (e.g. Marijuana, Ecstasy, Ice, etc) Use of Illicit Drugs or other chemicals (e.g. Marijuana, Ecstasy, Ice, etc)		
Third minor referral	Students who have been referred to Head of department for the third time for repeated minor behaviour issues.		
Threats to others	Verbal or physical threats to students Verbal or physical threats to students online or using social media Verbal or physical threats to students using phone		
Truancy Skip class	Off school campus without permission during lunch break Off campus without permission during individual class Skipping individual class, but staying on campus Off campus without parental permission for whole day Off campus with parental permission for whole day Failure to follow school arrival/departure procedures (not signing in, no late/leave passes) Continued Truancy		
Verbal Written Visual Online misconduct	Swearing at staff member Administrator Suspension Swearing at member of public Swearing loudly in inappropriate settings e.g. formal parade, parade, excursion/public place, interview etc Yelling/raised voice at teacher that does not involve swearing Yelling/raised voice at member of the public that does not involve swearing **Comments/representations that are insulting or represent vilification, accusations or vexatious complaints, real or implied.** **Filming and/or publishing images/video of staff or students without consent.** **Abuse or disrespect using a carrier service, app or social media site.** **Inappropriate behaviours that are recorded and/or published.**		
Other	Any offence not specifically covered which is outside the school's values and accepted behaviour		

Specific Truancy Responses

TRUANCY (Frequency)	Responsible Officer	Possible action	Referrals to:
1 Lesson or Form class/parade	Class Teacher or Form Teacher	Restorative Process Catch up on work/time missed – lunchtime detention with teacher.	Head of Department if non-compliant
2-3 Lessons from one class	Head of Department	Restorative Process Catch up on work missed Issue after school detentions – ensure parent is notified of detention and reason for this.	HOD to contact parent and inform them of ASD and follow up that ASD is completed within 3 days of being issued. Refer to Deputy Principal if non-compliant
Whole day or more than 1 day	Deputy Principal	Restorative Process After School Detention 1 for each lesson missed to a maximum of 3 per day	After School Detentions must be completed within 3 days of being issued Remind student and contact parent Referral to Principal for Saturday morning detentions
Failure to attend After school detentions	Principal	Restorative Process Saturday Morning Detentions	Further action as per RBP for students

*Engagement Officer will monitor truancy and inform class teachers, form teachers and HODs of truancy issues as well as chronic truancy referrals to DPs.
*Class teachers and Form teachers are responsible, however in the first instance to monitor class attendance and speak to students about absences if they suspect these are unauthorised (truancy)

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Specific Uniform Responses

Category	Behaviour Incident Type	Possible consequences may include but not be limited to:	Possible support actions/referrals
High Standard and Expectations	**Wearing of uniform:** Rolling up short shirt sleeves Incorrect combination formal uniform **Items of uniform:** Incorrect shoes (Canvas, Boots, Mesh) Incorrect socks (Black, multi coloured, not visible) Incorrect shirt or shorts Incorrect hat/Failure to have correct hat Wearing shirt under school shirt **Inappropriate** jewellery: Wearing of bracelets, Anklets, heavy chain necklaces, leather necklaces, beaded necklaces, large pendants (over 3cm in diameter). Wearing of stretchers/spacers earrings Wearing of more than 2 earrings per ear Wearing of more than 1 facial piercing Wearing of more than one ring **Make Up:** Wearing of make-up (Lipstick, mascara, eye shadow, foundation) **Hair:** Wearing of multi coloured hair accessories Dying hair bright or fluorescent colours	Form Teacher Classroom/PGD Teacher Referral to student services for uniform slip Warning(s) Teacher/HOD supervised detention Student Services Admin Referral Sent to Textbook hire to change Confiscation	Contact parent Year Coordinator HOD Guidance Officer Admin
Ongoing non-compliance or refusal is considered a major inappropriate behaviour			

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School Policies

In this section, provide copies of any specific school discipline policies designed to ensure all staff work consistently to create and maintain a supportive and safe learning environment. At a minimum, each school has a policy on each of the following:

- Temporary removal of student property
- Use of mobile phones and other devices by student
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff, students and visitors.

Students:
- must not bring property onto school grounds or other settings used by the school (e.g. camp, or sporting venues) that:
  - is prohibited by the school:
    - Mobile Phones (Between 8:40am and 3pm), ear buds, smart watches
    - Electronic music devices and amplification devices
    - Aerosol Sprays
    - Red foods and drinks such as energy drinks, slushies, fast foods purchased outside school
    - Lighters, cigarettes, matches and e-cigarettes
    - Laser Pointers
    - Chewing gum, bubble gum
    - Skate Boards and scooters
    - Inappropriate stickers and badges
    - Cutters/ Stanley knives /pen knives
    - Weapons (objects that could harm or threaten another person)
    - Inappropriate computer games/Copying computer games
    - Alcohol/drugs/pornography
    - Sexist or racist materials
    - Cigarettes / lighters / matches / tobacco
    - Gambling materials
  - is illegal (e.g. drugs such as cannabis, ecstasy, or amphetamines and equipment)
  - puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms) o does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
  - does not maintain and foster mutual respect (e.g. printed materials with offensive language or extremist propaganda).
- Collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

State school staff may in certain circumstances remove student property without the consent of parents or students. The limits on state school staff searching bags and accessing information from temporarily removed student property, such as mobile phones is detailed in Education Department policy: Temporary removal of student property by school staff procedure

Parents/carers may collect the removed property as soon as the end of the school day.

Student property may be seized by the police.

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Use of mobile phones and other devices by students

Rationale

This policy has been developed to:

- support students to develop safe, responsible and respectful mobile phone practices;
- reduce the impact that inappropriate phone usage has on class learning, the development of resilience as well as administration and teaching time; and
- support students to manage their relationship with technology and develop long term healthy lifestyle habits; including developing the capacity to engage in developmentally appropriate and healthy activities during school lunch breaks that do not involve technology.

Scope

Personal Electronic Devices include, but are not limited to, mobile hand-held devices, mobile telephones, smart watches, ipods and music players.
In this policy, they are collectively referred to as 'mobile phones'.

Student Responsibilities

All Students (Year 7 - Year 12)

- At all times, students must follow the ICT Acceptable Use Policy;
- Students may own and use a mobile phone outside school hours while parent/carer(s) monitor its responsible use;
- Students may use mobile phones on the journey to and from school and are encouraged to use them responsibly;
- Students are encouraged to leave mobile phones at home;
- Students who bring a phone to school must switch it off and either hand it in at Student Services for safe keeping to be collected at the end of the day, or store it in their school bag;
- Students may access their mobile phones before 8:40am and after 3:00pm every school day. All other times are *mobile phone free.*
- Electronic devices cannot be taken into formal assessment situations;
- Use of electronic devices on excursions, camps and extended trips will be specified for the particular activity.

Students in Year 11 and 12 (Seniors)

The policy recognises that older students may have a range of responsibilities. As they transition towards adulthood they are more likely to be working, managing complex arrangements, and using a range of learning tools independently. Therefore they:

- may use a mobile phone in learning, for a specific task, for a specific time under teacher supervision at the explicit direction of a teacher. The device should not be accessed for recreational use (music, social media, etc). Photos, videos or audio recordings are to be taken only with permission of all parties and with the agreement of the presiding teacher.
- access their mobile phones at lunchtime on the top floor of R Block only. Students in Year 12 may also access their mobile phones at lunchtime in the Memorial. The 'white tables' by the canteen are *mobile phone free* as are all other areas of the school from 8:40am-3pm daily.
- use mobile phones appropriately in designated zones and maintain these areas in excellent condition.
- model the storage requirement and actively support the *mobile phone free* learning environment in class and all other playground areas and times including flexible study time.

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Parent/Carer responsibilities

Inappropriate use of mobile phones outside this policy

- Parents/carers accept responsibility for supervision and development of responsible use of mobile phones by their children.
- Resources are available to parents/carers and students should they encounter issues with mobile phones.

Communication

- Parents/carers should support the policy by sending messages to mobile phones outside the *mobile phone free* period.
- For non-urgent issues, parents/carers send their child an email to the school email account.
- The school communicates via text message to parents/carers should there be an emergency requiring evacuation or lock down.
- Parents/carers can expect to be contacted should their child require serious medical attention.
- Parents/carers contact student services in the case of an emergency requiring that a student be notified.

Staff responsibilities

All staff at Cairns State High School:

- model the appropriate use of mobile phones at school;
- use mobile phones to fulfil duties e.g. notify emergency services, report safety issues to administration, manage class rolls, notify parents – particularly when not able to access their laptop devices.
- monitor the mobile phone free zones and times consistently;
- employ class routines to assist achieve an interruption free environment e.g. designating space in the classrooms for students to place their bags;
- provide explicit instruction about the use of mobile phones in a senior learning context when applicable;

Individual exemptions

Individual students with documented and verified needs will work with the relevant Deputy Principal, the Head of the Centre for Diverse Learners or the Guidance Officer to consider the specific needs of the individual student, develop and enact a plan.

Security

Cairns State High School cannot take responsibility for the loss, damage or theft of any electronic device that is brought to school.

Consequences of Misuse

- Students who misuse devices according to this policy will be subject to the Responsible Behaviour and Wellbeing plan;
- Staff have the right to confiscate as delegated by the Principal or instruct a student to hand in the device to Student Services.
- Refusal by students to co-operate will result in a referral to Administration and may result in suspension from school.
- Parents or caregivers are normally required to collect the device from the office unless there are extenuating circumstances which, are determined by the Deputy Principal.
- Serious or repeated misuse will be treated as wilful or persistent disobedience and could lead to suspension from school.
- All personal technology devices must be used at all times within the law.

Preventing and responding to bullying

Introduction

This policy is part of the behaviour management policy but addresses specifically the issues of bullying and harassment. The aim at Cairns State High School is to create a supportive school environment in which students feel safe.

Our policy includes a proactive approach which empowers students to think about their actions and help students to make positive life choices in areas such as drugs and alcohol, sexual health and bullying and harassment.

Reflective thinking is a key part of the bullying management strategy at Cairns State High School. Students are challenged to reflect on their positive and negative behaviour through a series of questions comparing published rules with an individual's behaviour. They learn how to be responsible for themselves.

Significant parts of our approach include:

- The use of a questioning process which assists students to develop an understanding of why they engage in behaviours which disrupt learning or impact on other student's welfare.

- Assisting the student in reorganising their thinking so that they are able to act pro-socially.

- Teaching students to recognise that learning to cooperate with others, respecting the rights of others and making effective plans to achieve those goals are social skills at the core of responsible thinking.

- Recognition that students having problems with behaviour should be treated in the same way as those having difficulty with curriculum content.

The following Anti-Bullying policy applies to all members of the school community which includes students, teaching and non-teaching staff, parents/caregivers and visitors to the school.

What is Bullying?

*Bullying is a systematic and **repeated** abuse of power. In general bullying is for the purpose of dominating or hurting someone and involves unfair action by the perpetrator(s) and an **imbalance of power** occurs when the target cannot provide an adequate defence and feels oppressed and humiliated.*

Bullying is when someone (or a group of people) with more power than you repeatedly and intentionally uses negative words and/or actions against you, which causes you distress and risks your wellbeing.

Bullying can take many forms. The *National Centre Against Bullying* identifies five types of bullying:

1. **Physical bullying**: This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

2. **Verbal bullying**: Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse. This is the most common form of bullying.

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3. **Social (covert) bullying**: Indirect actions, such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

4. **Psychological bullying**: For example, threatening, manipulating or stalking someone.

5. **Cyber bullying**: This is a method of bullying using technology, such as email, mobile phones, chat rooms and social networking sites to bully verbally, socially or psychologically.

What is not bullying?

It is important to be clear which behaviours are NOT bullying. The *National Centre Against Bullying* acknowledges that while the following behaviours are often upsetting to those involved, they do NOT constitute bullying:

- social bantering with minor insults and jokes
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

While these behaviours would not be considered bullying because they do not involve deliberate and repeated harm and a power imbalance, they need to be addressed in the same way as other inappropriate student behaviours.

School Responsibilities with regards to Bullying

- Promote a positive school culture where bullying is not tolerated and cannot flourish
- Provide access to the Anti-Bullying Policy and School Responsible Behaviour Plan to all members of the school community via student diary, school website, hard copies (available on request)
- Clarify roles of school staff including Form Teachers, Year Level Coordinators, Subject Teachers and Heads of Department, School Support Staff including Guidance Officer, Chaplain, School Nurse, School Based Police Officer, Youth Support Coordinator, Community Education Counsellor and Attendance and Engagement Officer
- Program specific activities in subject classes, across year levels and for the whole school community which promote values associated with anti-bullying
- Provide support and guidance to targets of bullying
- Provide intervention with individuals who bully others

School Response to Cyberbullying

STOP cyberbullying

Students are asked to consider the following questions:
- Are you currently receiving text messages, emails, msn messages, or reading blogs about you that were menacing, harassing or caused offence to you?
- Do you have a print out of the messages?
- Has this happened more than once?

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- Do you know EXACTLY who this person is, and know where they go to school?
- Would you like these messages to stop?

If the answer is yes to each of these questions then students are asked to see their Year Level Deputy Principal.

Tips to manage Cyberbullying

- Tell the Year Level Deputy Principal about the Cyberbullying.
- Ignore or block the Cyberbully.
- Printout and save messages and record the dates and times you got the messages.
- Use the report function within the App.
- Review your privacy settings.

Teacher Responsibilities with regards to Bullying

- Model anti-bullying attitudes and behaviour.
- Encourage the teaching of tolerance, respect and valuing of difference and diversity through Key Learning
  Areas and Pastoral Care program

- Listen to and respond to reports of bullying.
- Provide support and refer as needed.
- Implement the school code of conduct and anti-bullying policy.

Student Responsibilities with regards to Bullying

- Show respect for all members of the school community.
- Become an active bystander and support targets of bullying by:
  o speaking up and letting the person doing the bullying know that what they are doing is bullying
  o refuse to join in with the bullying and walk away
  o help the student who is being bullied to ask for help
  o Encourage appropriate and modified behaviour of the bully if they are your friend
- Attempt to resolve bullying by being direct and assertive.
- Understand the roles of people involved in bullying:
  o **Target**: The student who is the target of anti-social behaviour. They can be passive or provocative.
  o **Ring Leader:** students who through their social power can direct bullying activity.
  o **Associates:** students who actively join in the bullying (sometimes because they are afraid of the ring-leader).
  o **Reinforcers:** students who give positive feedback to the student doing the bullying, for example through comments, by smiling or laughing.
  o **Outsiders/Bystanders:** students remain silent or watch and therefore appear to condone the bullying behaviour or who want to keep themselves safe by not drawing attention to themselves out of fear of the bully.
  o **Defenders:** students who try to intervene to stop the bullying or comfort students who experience bullying.
- Record evidence and report bullying.

Parent Responsibilities with regards to Bullying

- Support the values of tolerance and respect in the home.
- Encourage children to exercise these values in all contexts including at school.

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- Monitor your child and note changes in:
  - loss of confidence, fearfulness or anxiety
  - changes in eating or sleeping habits
  - health problems, vague headaches or stomach aches
  - unhappiness, tearfulness or mood swings, sudden temper tantrums
  - reluctance to go to school, changes in academic performance
  - lack of friends
  - missing belongings or torn clothing
  - sudden changes in communication patterns
- Encourage their child to record evidence of bullying and report it.
- Provide support and encourage their child to seek help.
- Work with the school to resolve bullying issues.

Response to Bullying

School Responses	Teacher Responses	Student Responses	Parent Responses
Provide a range of curriculum materials across the HRE program to promote respect, resilience and an anti-bullying culture. Review anti-bullying policy and procedures in response to need and feedback. Provide support to members of the school community who have been bullied. Work collaboratively with parents to respond to specific incidents of serious bullying.	Teachers will make professional judgements and respond to bullying behaviours in line with this procedure. ***Step 1: The Bullying Test*** The teacher asks does the incident involve: ○ teasing or aggressive words or actions; ○ which are unprovoked; ○ are intended to hurt, harm or frighten; ○ and are repeated acts. ***Step 2: The Level Test*** - What level of seriousness is the bullying incident? (high/low) ***Step 3: The Response*** *Manage the incident by engaging in Reflective Thinking.* *Referral to Year Level Coordinator.* *Referral to Deputy Principal.*	If you are the Target of Bullying **YOU** need to: ○ tell the bully to stop; ○ record evidence of bullying; ○ report the issue to a teacher; ○ complete the bully incident report and give it to the teacher If you know someone who is the Target of bullying **YOU** need to: ○ care enough to do something by becoming an active bystander; ○ support the target of bullying; ○ complete the bully incident report.	If your child is the Target of bullying you need to: ○ support the school policy on bullying. ○ work with the school to support your child; If your child bullies another student you need to: ○ tell them it is wrong and to stop; ○ make it clear you will not tolerate this behaviour; ○ increase supervision of your child's activities; ○ co-operate with the school in modifying your child's behaviour; ○ model appropriate behaviour at home; ○ know that the profile of bullies includes higher incidence of criminal convictions. If your child sees another child bullied by another student you need to tell them: ○ it is wrong and not to support the bully; ○ to support a person who is bullied; ○ to become an active bystander; ○ to report it.

School Anti-Bullying Procedures

Teachers will respond to all reports of bullying. Different responses may be appropriate depending on the nature and degree of bullying. The bullying test will be used initially to determine if the incident is primarily bullying and then the bullying level to determine course of action.

***Step 1: The Bullying Test* - teacher asks does the incident involve:**

✓ Repeated behaviour?
✓ Causes harm or intended to hurt?
and
✓ There is an imbalance of power?

If the answer is **YES** to each of the above, then it is **bullying**.

Step 2: The Level Test

What level of seriousness is the bullying incident (high/low)? Teachers will decide if the incident is a low or high level incident using the following guidelines.

Low level
- Target is not typically teased or harassed and/or
- Bully is not a repeat offender and/or
- Bulling behaviour appears less harmful.

High level
- The target is often harassed and/or
- They bully often engages in such behaviour and/or
- Bullying behaviour is causing significant distress or harm.

Step 3: The Response
If the incident is low level the teacher will:
- **S**pell it out - what this behaviour is (bullying) and what's wrong with it.
- **S**ignal - what will happen next time (i.e.: indicate consequences)
- **S**upport - the bullied student by engaging in Reflective Thinking with the bully and support the target of bullying.
- **R**ecord – complete a **One School** report

If the incident is high level the teacher will:
- **R**eport - complete a One School incident report.
- **R**efer - bully and/or target to the Year Level Coordinator for follow up.

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What do you do if you are bullied?

Bullying Behaviour	What should you do if this is happening?	Possible Consequences
Level 1: Low level (including Cyber Bullying) bullying.	• Complete the Bullying Test • Tell the people who are bullying you that you don't like it and to stop. • If you see an act of bullying tell the people to stop	• Person stops bullying behaviour.
Level 2: Low level bullying that makes you feel uncomfortable or angry (including Cyber Bullying).	• Complete the Bullying Test • Tell the people bullying you to stop. If it continues, tell them again in the company of a friend or senior student to stop. • Record evidence of bullying – where, when, who, what. • Complete a bullying report form and report the incident to a teacher	• Incident is officially recorded. This may impact behaviour management level. • Information is gathered by the teacher • Teacher engages in Reflective Thinking with bully • Teacher engages with the Target and may refer to Support Team for follow up • Parent of the bully are notified
Level 3: Ongoing bullying that has previously been reported	• Record evidence of bullying • Complete bullying report form • Report the bullying to your Year Level Coordinator	• Engage in Reflective Thinking during your lunch break • School consequences as per the school's Responsible Behaviour Plan.
Level 4: Bullying involving physical violence or verbal harassment of an extreme or extended nature. (including Cyber-Bullying)	• Report incident to your Year Level Deputy Principal immediately	• School consequences as per the school's Responsible Behaviour Plan.

Where can I get more information about bullying?

- ***Act Smart Be Safe:*** a gateway for parents/carers, students, teachers and the community to access information to help improve youth safety. http://education.qld.gov.au/actsmartbesafe/
- ***Alannah and Madeline Foundation***: a national charity protecting children from violence and its devastating effects. http://www.amf.org.au/AboutUs/
- ***Bullying. No way!:*** an online resource providing information for parents/carers, students and educators. http://www.bullyingnoway.com.au/who/default.shtml
- ***KidsMatter***: a school based framework that aims to improve the mental health and wellbeing of children. http://www.kidsmatter.edu.au/
- ***ReachOut:*** an online resource that assists young people by providing information to improve understanding of the issues that relate to mental health and wellbeing. Reach Out also has information on how young people can get the best help from services, as well as opportunities to connect with other young people. http://au.reachout.com
- ***National Centre Against Bullying***: a peak body working to advise and inform the Australian community on the issue of childhood bullying and the creation of safe schools and communities, including the issue of cyber safety. http://www.ncab.org.au/

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Bullying Report

Name of Person report the incident: _____ Date: _____

Step One: Bullying Test

Is this repeated behaviour?	
Has the behaviour caused harm or was it intended to hurt?	
Is there an imbalance of power?	

Step Two: Type of Bullying

Physical Bullying: This is when a person (or group of people) uses actions to bully. Examples include: hitting, poking, tripping and pushing.	
Psychological Bullying: For example, threatening, manipulating or stalking someone.	
Social (covert) Bullying: Indirect actions, e.g. lying about someone, spreading rumours, playing nasty jokes.	
Cyber-Bullying: This is a method of bullying using technology. Threats, rumours, blogs, nasty comments and even 'liking' the comments of others is cyber-bullying.	
Verbal Bullying: Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.	

Step Three: Describe

What has been happening and/or what the person has been doing.

Who has been involved?

Where did it take place? (Tick one and relevant give details)

☐ In class   Subject: _____   Teacher: _____

☐ Out of class Location: _____

When did it happen? What time(s)? For how long?

What evidence do you have (if any)? Attach letters, photos, screen captures, text messages etc. if possible.

Has anyone seen the bullying?

What have you done about it already?

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Appropriate use of social media

The school acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use.

It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media.

Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
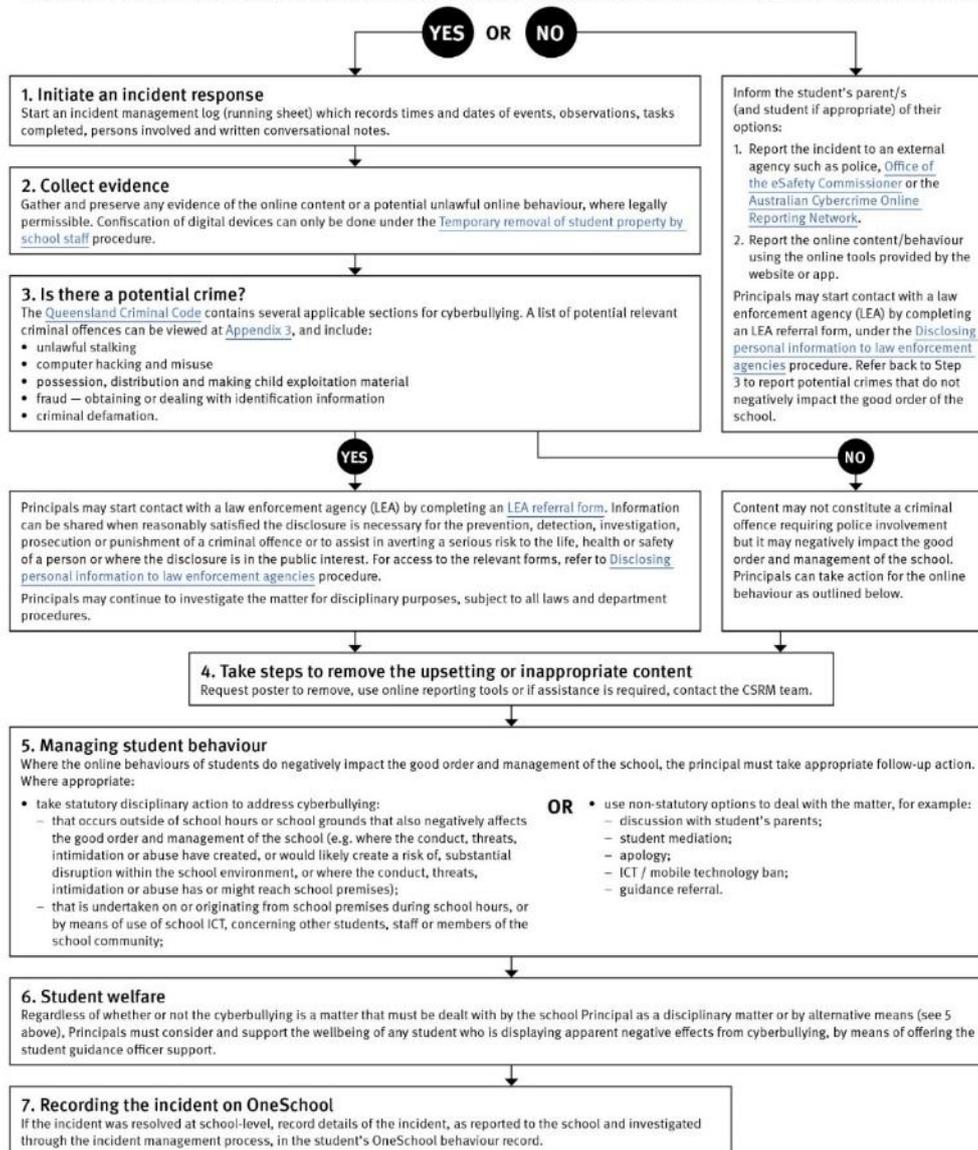
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

Help
Refer to the Online incident management guidelines for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident negatively impact the good order and management of the school?

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:
- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR
- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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Restrictive Practices

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

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

2. 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.

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

Debrief: At an appropriate time when there is low risk of re-escalation, 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 identify acceptable decision options for future situations.