CORINDA STATE HIGH SCHOOL
RESPONSIBLE BEHAVIOUR PLAN
FOR STUDENTS (REVIEWED MAY 2015)

(CRICOS Number 00608A)
Provider: Department of Education and Training

46 Pratten Street
CORINDA 4075
Phone: 07 3379 0222
Fax: 07 3379 6958
Email: info@corindashs.eq.edu.au
Website: www.corindashs.eq.edu.au

Exceed Your Expectations
Corinda State High School

Exceeding Your Expectations

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

(CRICOS Number 00608A)
Provider: Department of Education, Training and the Arts

46 Pratten Street
CORINDA 4075

Phone: 07 3379 0222
Fax: 07 3379 6958
Email: info@corindashs.eq.edu.au
Website: www.corindashs.eq.edu.au
Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose

Corinda State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

The aim of this policy is to define the principles and framework for the supportive school environment, within Corinda State High School, to ensure that our School Wide Positive Behaviour expectations are reflected in all that we do.

Purpose Statement:
Corinda State High School develops young people who can participate in a dynamic society, take responsibility, engage in life-long learning and contribute to the stewardship of the earth.

Vision:
Corinda State High School exceed your expectations

Values:
We value:
- Personal excellence
- Curiosity
- Inclusivity
- Self-worth & resilience
- An orderly learning environment

Beliefs About Learning:
- Learning is a student’s fundamental right
- Learners need to experience enjoyment and success
- Learners need to be challenged
- Learning takes place in a supportive and safe environment
- Teachers are professionals and ongoing learners
- We learn using our diverse gifts and talents
- We learn for the future.
2. Consultation and data review

Corinda State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through community meetings held during 2012.

A review of the following important data sets for this school relating to attendance, unexplained absences, cancellations, suspensions and exclusions, behaviour incidents including bullying and cyber bullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in December 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

All areas of Corinda State High School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Corinda State High School to create and maintain a positive and productive learning environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

At Corinda State High School it is expected that all members of the school community will actively participate in the creation of a supportive learning environment that encourages positive self-worth, personal responsibility and self-respect and which reflects a common set of rules to teach and promote our high standards:

- **COURTESY**
  - Respect and Consideration ~ *Appropriate Social Conduct*
- **COOPERATION**
  - Working Together ~ *Sharing for Mutual Benefit*
- **COMMITMENT**
  - Engaging in an Agreement ~ *A Promise*

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

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

**Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Corinda State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School Wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.
These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by form and SLP teachers
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
Corinda State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- A regular feature section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Wide Positive Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Corinda State High School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Implementation of the Student Success Strategy with each student having ‘one-caring’ adult while in secondary school. This process allows for early identification of individual needs of targeted students in order to develop personalised interventions. An important aspect of this program is involving students, parents/carers, staff and community agencies as participants in the process of building success into students’ schooling. This strategy also responds to students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 1) [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students]
  - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

Reinforcing expected school behaviour
At Corinda State High School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Corinda State High School 3C Tags

![3C Tags Image]

Staff members can issue ‘tags’ each day to students they observe following the Corinda 3C’s in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘tag’ a student following the rules they can choose to give them a ‘Tag’ for Courtesy, Cooperation or Commitment. When students are tagged they then drop the tag in the appropriate box located at their Year Coordinators staffroom.
Each fortnight on year level assemblies the year coordinator brings the box of ‘tags’ submitted for the previous fortnight and draws out five tags and announces the winning student and staff member who issued the tag. These students and are issued with a voucher that can be redeemed at the tuckshop and bus lines. One the last day of each term the Year 8 and 9 tags and Year 10, 11 and 12 tags for that term are placed in two large boxes and one tag is drawn at a special Junior Secondary and Senior Secondary assembly. Staff prizes are support by the schools Staff Social Club. The winning student and staff member then receives a more significant prize. This draw encourages students to be regularly tagged throughout the term as the more tags they have in the box the greater their chances of winner are.

**Responding to unacceptable behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act in order to meet the positive behaviour expectations of the 3C’s (Commitment, Cooperation, Courtesy). This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

**Targeted behaviour support: Student Success Strategy**

Corinda State High School’s Student Success Strategy is a whole school approach within our school to identify the needs of targeted students in order to develop personalised interventions and demonstrate their impact. This includes ensuring that all students have ‘one caring adult’ with whom each student has a connection.

At Corinda State High School we have a range of resources to support student learning and it is important that these resources are used effectively across the school for all students’ benefit.

Two of our values – Personal Excellence and Self Worth and Resilience are reflected throughout the processes in this strategy to improve student learning outcomes and to build foundations for all students to achieve success in their secondary education. An important aspect of this program is involving students, parents/carers, staff and community agencies as participants in the process of building success into students’ schooling. Our school vision, “To Exceed Your Expectations” underpins our rationale for supporting students in our school. It is our aim that we provide the building blocks for all students to achieve Personal Excellence.
**Classroom Teachers**

Classroom Strategies

Individual Classroom Plan

**Head of Department**

Emergency

Child Protection

High Level Behaviour

**Inform Parents Email Form Teacher**

*Form Teacher* receives and collates information. Faculty HODs email form teacher when they have started work with a student. When a form teacher has more than ONE notification from a HOD they email the Year Coordinator triggering case management.

**Year Coordinator** tables students being Case Managed at SIR (Student In Review) and maintains “register” eg Corinda OnePortal Spreadsheet – in-school support and intervention. Liaises with Form Teacher and manages intervention.

**Junior School / Senior School HOD** oversee process for intervention with year Level Coordinators and determine referral for intensive intervention.

**Junior School / Senior School HOD** consider data and implement intensive intervention. Liaises with Form Teacher and implements actions. Provides regular reports back to Student in Review (SIR) on progress.

**Recommendation for Exclusion/ Alternate Schooling options**
Students identified through the SIR progress (Students in Review) attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

The Student Success Strategy is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after referral through the Students in Review process, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**Intensive behaviour support:**
Corinda State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff.

The final phase in the Student Success Strategy involves the intervention of Junior Secondary HOD/Senior School HOD who coordinates an intensive case management process. This includes the involvement of Guidance and Support staff and outside agencies for intensive support, and makes recommendations to the Administration for correctional behaviour or specialised intervention programs.

The assigned case manager during this phase:

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection, feedback and individual reflection with the student
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
- works with the School Administration to achieve continuity and consistency with the aim of building success with the student.
5. Consequences for unacceptable behaviour

Corinda State High School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

All minor and major behaviour incidents are recorded on OneSchool.

Minor and major behaviours
When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:
- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

**Minor** problem behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences:
- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:
  1. asks student to name expected school behaviour
  2. states and explains expected school behaviour if necessary
  3. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

**Major** behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration. A report of the student’s behaviour is recorded on OneSchool.
### Definition of consequences*

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Description and Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time out</td>
<td>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</td>
</tr>
<tr>
<td>Detention</td>
<td>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</td>
</tr>
<tr>
<td>Temporary Removal of Property</td>
<td>A principal or staff member of Corinda State High School has the power to temporarily remove property from a student, as per the procedure <a href="#">Temporary Removal of Student Property by School Staff</a>.</td>
</tr>
<tr>
<td>Conduct / Offence</td>
<td>Conduct of a student includes an omission to perform an act by the student. Conduct may be a ground for exclusion even if the conduct does not happen on school premises or during school hours. An offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland.</td>
</tr>
</tbody>
</table>

### School Disciplinary Absences (SDA)

<table>
<thead>
<tr>
<th>Absence Type</th>
<th>Description</th>
</tr>
</thead>
</table>
| Suspension                   | A principal may suspend a student from school after considering whether behaviour constitutes one or more of the following grounds under s282 of the Education (General Provisions) Act:  
  - disobedience  
  - misbehaviour  
  - conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school  
  - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school  
  - the student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school.  |
| Discipline Improvement Plan  | A Discipline Improvement Plan is a written agreement that sets out strategies and steps to improve a student’s behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school. |
| Community Service Interventions | A Community Service Intervention is a disciplinary option available to principals, with the consent of the student and their parent, to address inappropriate student behaviour. The student performs work or activities in their local community or school with a host organisation or under the supervision of a schools staff member. |
| Proposed exclusion or recommended exclusion | A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded after considering whether behaviour constitutes one or more of the following grounds under s282 of the Education (General Provisions) Act:  
  - disobedience  
  - misbehaviour  
  - conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school  
  - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school  
  - the student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school.  |
| Cancellation of enrolment    | The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school. |

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.*
<table>
<thead>
<tr>
<th>Inappropriate Behaviour</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abusive Language / Gestures / Extreme Rudeness (In class)</td>
<td>Towards another student (Out of Class)</td>
</tr>
<tr>
<td>- Withdrawal from class</td>
<td>- Report to Administration</td>
</tr>
<tr>
<td>- Conflict resolution process (GO, Admin, skilled staff)</td>
<td>- Conflict resolution process (GO, Admin, skilled staff)</td>
</tr>
<tr>
<td>- Suspension 1 – 20 days</td>
<td>- Suspension 1 – 20 days</td>
</tr>
<tr>
<td>- Community Service Intervention</td>
<td>- Community Service Intervention</td>
</tr>
<tr>
<td>- Recommendation for exclusion</td>
<td>- Recommendation for exclusion</td>
</tr>
<tr>
<td>Towards a Staff Member / Member of Public</td>
<td></td>
</tr>
<tr>
<td>- Conflict resolution process (Admin)</td>
<td></td>
</tr>
<tr>
<td>- Suspension 1-20 days</td>
<td></td>
</tr>
<tr>
<td>- Community Service Intervention</td>
<td></td>
</tr>
<tr>
<td>- Recommendation for exclusion</td>
<td></td>
</tr>
<tr>
<td>Refusal to follow a reasonable direction / school rules</td>
<td>- Withdrawn from class or playground</td>
</tr>
<tr>
<td>- Detention – 3 afternoons</td>
<td>- Suspension 1 – 20 days</td>
</tr>
<tr>
<td>- Recommendation for exclusion</td>
<td></td>
</tr>
<tr>
<td>Bringing the school into disrepute (including travelling to and from school, representing the school, while truanting or supposed to be at school)</td>
<td>- Discipline Improvement Plan</td>
</tr>
<tr>
<td>- Suspension 1 – 20 days</td>
<td>- Recommendation for exclusion</td>
</tr>
<tr>
<td>Persistent Interference with the Learning of Others / Self</td>
<td>- Removal from class prior to student / teacher / Admin interview</td>
</tr>
<tr>
<td>Inciting others to behave inappropriately</td>
<td>- Arrange with HOD for alternative temporary class placement with a teacher of another class in the same department</td>
</tr>
<tr>
<td>- Monitoring sheet and / or homework detention / lesson makeup</td>
<td>- Parent / student / teacher interview</td>
</tr>
<tr>
<td>- Individual classroom plan</td>
<td>- In-school suspension 1-5 days / guidance support</td>
</tr>
<tr>
<td>- Suspension 1-20 days</td>
<td>- Suspension 1-20 days</td>
</tr>
<tr>
<td>- Removal of privilege for school representation</td>
<td>- Community Service Intervention</td>
</tr>
<tr>
<td>- Imposition of Discipline Improvement Plan</td>
<td>- Recommendation for exclusion</td>
</tr>
<tr>
<td>Truancy / Excessive unauthorised absenteeism</td>
<td>- Contact parents – absentee letters</td>
</tr>
<tr>
<td>- Detention to make up for lost work under Teacher / Admin / HOD supervision</td>
<td>- Suspension 1-20 days</td>
</tr>
<tr>
<td>- Individual Support Plan</td>
<td>- Under 15 years - meeting with Admin and Year Coordinator to formulate attendance plan. Counselling with Support staff</td>
</tr>
<tr>
<td>- Over 15 years of age – early warning of cancellation of enrolment</td>
<td>- Over 15 years of age - cancellation of enrolment</td>
</tr>
<tr>
<td>- Over 15 years of age - cancellation of enrolment</td>
<td>- Under 15 years - meeting with Admin and Year Coordinator to formulate attendance plan. Counselling with Support staff</td>
</tr>
<tr>
<td>- Requirement to attend special programs outside school hours</td>
<td>- Removal of privilege for school representation</td>
</tr>
<tr>
<td>- Imposition of Discipline Improvement Plan</td>
<td>- Community Service Intervention</td>
</tr>
<tr>
<td>- Recommendation for exclusion</td>
<td>- Recommendation for exclusion</td>
</tr>
<tr>
<td>Failure to meet school requirements – incomplete assessment, attendance / lateness issues, resource issues, ongoing behaviour issues, refusal to engage in program of instruction</td>
<td>- Removal from school extra curricular programs such as dances, Senior Ball, camps, social activities.</td>
</tr>
<tr>
<td>- Removal of privilege for school representation</td>
<td>- Requirement to attend special programs outside school hours</td>
</tr>
<tr>
<td>- Student Support Plan</td>
<td>- Imposition of Discipline Improvement Plan</td>
</tr>
<tr>
<td>- Cancellation of enrolment</td>
<td>- Recommendation for exclusion</td>
</tr>
<tr>
<td>Inappropriate Behaviour</td>
<td>Possible Consequences</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Unauthorised lateness</td>
<td>▪ Class make-up time</td>
</tr>
<tr>
<td></td>
<td>▪ Lunchtime detention</td>
</tr>
<tr>
<td></td>
<td>▪ Homework detention</td>
</tr>
<tr>
<td></td>
<td>▪ After school detention</td>
</tr>
<tr>
<td></td>
<td>▪ Loss of privilege for school representation</td>
</tr>
<tr>
<td>Unsafe Behaviour (eg. throwing stones, climbing, water bombs, playing games, arson,</td>
<td>▪ Withdrawn from playground</td>
</tr>
<tr>
<td>using prohibited items such as aerosol cans, glue, foodstuff etc)</td>
<td>▪ Withdrawal from situation</td>
</tr>
<tr>
<td></td>
<td>▪ Withdrawal from subject (if Workplace Health &amp; Safety risk)</td>
</tr>
<tr>
<td></td>
<td>▪ Afternoon detentions</td>
</tr>
<tr>
<td></td>
<td>▪ Conflict resolution process (if appropriate)</td>
</tr>
<tr>
<td></td>
<td>▪ Suspension 1 – 20 days</td>
</tr>
<tr>
<td></td>
<td>▪ Community Service Intervention</td>
</tr>
<tr>
<td></td>
<td>▪ Recommendation for exclusion (especially unprovoked causing harm to another person,</td>
</tr>
<tr>
<td></td>
<td>towards staff member)</td>
</tr>
<tr>
<td>Physical Assault Videoing Assault &amp; / or Uploading to Internet / distribution</td>
<td>▪ Suspension 1 – 20 days (depending on seriousness, student record and nature of assault)</td>
</tr>
<tr>
<td></td>
<td>▪ Antiviolence / bullying program on return from suspension</td>
</tr>
<tr>
<td></td>
<td>▪ Referral to support programs (eg STIP) if 10 – 20 day suspension</td>
</tr>
<tr>
<td></td>
<td>▪ Imposition of Discipline Improvement Plan</td>
</tr>
<tr>
<td></td>
<td>▪ Community Service Intervention</td>
</tr>
<tr>
<td></td>
<td>▪ Recommendation for exclusion</td>
</tr>
<tr>
<td>Bullying / Harassment</td>
<td>▪ Conflict resolution process (Admin, GO)</td>
</tr>
<tr>
<td></td>
<td>▪ Anger management program</td>
</tr>
<tr>
<td></td>
<td>▪ Anti-bullying program</td>
</tr>
<tr>
<td></td>
<td>▪ Mediation</td>
</tr>
<tr>
<td></td>
<td>▪ Suspension 1 – 20 days</td>
</tr>
<tr>
<td></td>
<td>▪ Imposition of Discipline Improvement Plan</td>
</tr>
<tr>
<td></td>
<td>▪ Community Service Intervention</td>
</tr>
<tr>
<td></td>
<td>▪ Recommendation for exclusion</td>
</tr>
<tr>
<td>Inciting Physical Assault e-bullying</td>
<td>▪ Conflict resolution process (Admin, GO)</td>
</tr>
<tr>
<td></td>
<td>▪ Discipline Improvement Plan</td>
</tr>
<tr>
<td></td>
<td>▪ Suspension 1 – 20 days</td>
</tr>
<tr>
<td></td>
<td>▪ Imposition of Discipline Improvement Plan</td>
</tr>
<tr>
<td></td>
<td>▪ Community Service Intervention</td>
</tr>
<tr>
<td></td>
<td>▪ Recommendation for exclusion</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>▪ Student complaint documented by Referral Officer Sexual Harassment and referred to</td>
</tr>
<tr>
<td></td>
<td>Administration</td>
</tr>
<tr>
<td></td>
<td>▪ Writing out policy and attending session with Guidance Officer</td>
</tr>
<tr>
<td></td>
<td>▪ Suspension 1 – 20 days</td>
</tr>
<tr>
<td></td>
<td>▪ Imposition of Discipline Improvement Plan</td>
</tr>
<tr>
<td></td>
<td>▪ Community Service Intervention</td>
</tr>
<tr>
<td></td>
<td>▪ Recommendation for exclusion</td>
</tr>
<tr>
<td>Unacceptable moral behaviour involving self, others, or offensive material (pornographic,</td>
<td>▪ Contact police if appropriate</td>
</tr>
<tr>
<td>debasing, or degrading)</td>
<td>▪ Suspension 1-20 days</td>
</tr>
<tr>
<td></td>
<td>▪ Imposition of Discipline Improvement Plan</td>
</tr>
<tr>
<td></td>
<td>▪ Recommendation for exclusion</td>
</tr>
<tr>
<td>Unlawful behaviour</td>
<td>▪ Contact police if appropriate</td>
</tr>
<tr>
<td></td>
<td>▪ Suspension 1-20 days</td>
</tr>
<tr>
<td></td>
<td>▪ Recommendation for exclusion</td>
</tr>
<tr>
<td>Theft / Possession of stolen property</td>
<td>▪ Restitution</td>
</tr>
<tr>
<td></td>
<td>▪ Confiscation of stolen property</td>
</tr>
<tr>
<td></td>
<td>▪ Loss of privileges (eg school representation)</td>
</tr>
<tr>
<td></td>
<td>▪ Letter of apology</td>
</tr>
<tr>
<td></td>
<td>▪ Suspension 1 – 20 days</td>
</tr>
<tr>
<td></td>
<td>▪ Community Service Intervention</td>
</tr>
<tr>
<td></td>
<td>▪ Recommendation for exclusion</td>
</tr>
<tr>
<td>Inappropriate Behaviour</td>
<td>Possible Consequences</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Graffiti / Vandalism                                                                     | • Payment for damage and / or community service  
• Removal / restitution / replacement of item  
• Removal of graffiti and / or community service / afternoon detention  
• Suspension 1 – 20 days (repeat offenders)  
• Community Service Intervention                                                            |
| Inappropriate use of Electronic Media                                                   | • Confiscation of device / s  
• Suspension of school internet access and network privileges  
• Regular monitoring & storage of device on daily basis  
• Suspension 1 – 20 days  
• Community Service Intervention  
• Recommendation for exclusion                                                             |
| Trading or Supplying harmful/illicit substances, Bringing illegal substances to school  | • Contact police  
• Imposition of Discipline Improvement Plan  
• Recommendation for exclusion                                                             |
| Possession / use of harmful/illicit substances (eg alcohol, drugs) or concealed weapons | • Contact police if appropriate  
• Imposition of Discipline Improvement Plan  
• Community Service Intervention  
• Recommendation for exclusion                                                             |
| Sharing of illegal substances / prohibited items (glue, paint)  
Bystander behaviour in relation to the above                                              |                                                                                                                                                       |
| Uniform Policy: Refusal to follow a reasonable direction / school rules                   | • Unable to participate in practical classes where WH & S risk  
• Redressing students into correct uniform where possible  
• Class make-up time  
• Writing out Uniform Policy  
• Homework detention  
• Confiscation of jewellery  
• Removal from playground at break time  
• Unable to participate in excursion or school representation  
• 3 afternoon detentions  
• daily monitoring                                                                                                                                 |
| Smoking                                                                                 | • Home detention (health brochures)  
• Referral to School Based Youth Health Nurse  
• Loss of privileges (eg school representation)  
• Community Service Intervention  
• Suspension 1 – 20 days                                                                                                                                 |
| Possession of cigarettes, lighters etc  
Acting as a “spotter” for smokers                                                        |                                                                                                                                                       |
| Persistent and repeated refusal to cooperate/comply with school code of behaviour or    | • Discipline Improvement Plan  
• Community Service Intervention  
• Recommendation for Exclusion                                                             |
| follow instructions / compromising good order management of school                       |                                                                                                                                                       |
| Purposeful endangering the safety of other staff, students and/or self                   | • Discipline Improvement Plan  
• Recommendation for exclusion                                                              |
| Refusal to cooperate with investigation, dishonesty, withholding information crucial to  | • Discipline Improvement Plan  
• Suspensions Day 1 – 20 days                                                                                                                      |
| an investigation.                                                                        |                                                                                                                                                       |
| Loitering/Suspicious Behaviour                                                           | • Community Service  
• School Representation  
• Discipline Improvement Plan  
• Community Service Intervention  
• Suspension 1 – 20 days  
• Recommendation for exclusion                                                             |
| Bringing the School into Disrepute (includes Coles, Gully, Train Station Parks)         |                                                                                                                                                       |
| Bringing weapons including knives and any other item that could be considered a weapon to school (Appendix 3) | • Discipline Improvement Plan  
• Community Service Intervention  
• Suspension 1-20 days  
• Recommendation for exclusion                                                             |
### Inappropriate Behaviour

<table>
<thead>
<tr>
<th>Inappropriate Behaviour</th>
<th>Possible Consequences</th>
</tr>
</thead>
</table>
| Behaviour outside of school which has an adverse effect on the good order and management of the school (eg electronic media) | ▪ Suspension 1-20 days          
▪ Recommendation for exclusion            |
| Behaviour outside of school which brings the school into disrepute, is unlawful or poses an unacceptable risk to the safety and wellbeing of staff and/or students | ▪ Suspension 1-20 days          
▪ Recommendation for exclusion            |
| Student is convicted of an offence                                                     | ▪ Recommendation for exclusion            |

**Please Note:** This is not an exhaustive list and in some circumstances other behaviours and consequences will be decided at the discretion of the Principal or delegated officer. Students who are suspended for inappropriate behaviour automatically lose the privilege for school representation for the term and will be reviewed at the end of the term.

### Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

▪ articulate the relevant expected school behaviour
▪ explain how their behaviour differs from expected school behaviour,
▪ describe the likely consequences if the problem behaviour continues; and
▪ identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

### Ensuring consistent responses to inappropriate or unacceptable behaviour

At Corinda State High School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student’s behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

▪ in the event of a serious, one-off behaviour incident or
▪ after consideration has been given to all other responses.
6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

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

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

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

Reinforcement and Correction Strategies

- If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity.

- If the student continues with the unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.

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

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Corinda State High School’s staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only
considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

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

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

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- School Incident Report – Completed on OneSchool
- Student Record of Incident (as per process for Natural Justice).

7. The network of student support

Students at Corinda State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports.

The SIR (Students in Review) team’s (Junior and Senior Secondary) meets regularly and their tasks include overseeing referrals appointing case managers, identification of student issues, specialised support and programs.

List below is the range of school support, relevant personnel and outside agencies that offer support to our students:

<table>
<thead>
<tr>
<th>SUPPORT TYPE</th>
<th>SCHOOL SUPPORT PERSONNEL</th>
<th>OUTSIDE AGENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Emotional</td>
<td>Guidance Officers&lt;br&gt; School Health Nurse&lt;br&gt; Youth Support Worker&lt;br&gt; Reconnect Worker&lt;br&gt; Year Coordinator&lt;br&gt; School Chaplain&lt;br&gt; Form Teacher&lt;br&gt; Community Education Counsellor</td>
<td>Dept of Child Safety&lt;br&gt; Child &amp; Youth Mental Health&lt;br&gt; Queensland Health&lt;br&gt; Disability Services Queensland&lt;br&gt; Inala Youth Services&lt;br&gt; Reconnect – Inala&lt;br&gt; Pregnant and Parent Student Support</td>
</tr>
<tr>
<td>Curriculum Support</td>
<td>Classroom Teacher&lt;br&gt; Year Coordinator&lt;br&gt; Academic Coaches (Senior Secondary)&lt;br&gt; Guidance Officers&lt;br&gt; Senior Schooling HODs&lt;br&gt; Learning Support Teacher&lt;br&gt; Special Education Teacher / HOSES&lt;br&gt; Teacher Aide&lt;br&gt; Pathways / Transition Officer</td>
<td>Inala Youth Support Agency&lt;br&gt; Bremer TAFE&lt;br&gt; Other Training Providers</td>
</tr>
<tr>
<td>Targeted Behaviour Support</td>
<td>Behaviour Intervention Centre&lt;br&gt; Guidance Officers&lt;br&gt; Head of Department</td>
<td>Inala Police / Juvenile Aid Bureau&lt;br&gt; Police Liaison Officers&lt;br&gt; Behaviour Support Services</td>
</tr>
</tbody>
</table>
8. Consideration of individual circumstances

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

Corinda 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 information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.
9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

School Policies – (refer to school website: www.corindashs.eq.edu.au)

- Bullying & Harassment Policy
- Computer, Network And Internet Acceptable Use Policy And Rules
- Uniform Policy
- Assessment Policy
- Plagiarism Policy
- Drug Education Policy
- School Representation Policy
- Attendance Policy

11. Some related resources

- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

Endorsement

February 2014
Reviewed May 2015
Adapting to an Agile World
This policy reflects Corinda State High School’s commitment to educational best-practice. It is critical to give learners the opportunity to engage with society appropriately. This is demonstrative of the school’s vision of “Exceeds Your Expectations”.

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

Students who have a personal technology device confiscated more than once will be required to submit their device each morning to the administration where it will be safely stored until the end of the day.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight at all times, unless the student has permission from the supervising teacher at the time.

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

We uphold the value of trust and the right to privacy at Corinda State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged
fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS.

Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

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

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

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

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

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

*Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*
Appendix 2: Procedures for preventing and responding to incidents of bullying (including cyberbullying)

CORINDA STATE HIGH SCHOOL

PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING (INCLUDING CYBERBULLYING)

Purpose

1. Corinda State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Corinda State High School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Corinda State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Corinda State High School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

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

7. The anti-bullying procedures at Corinda State High School are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 3 school rules namely Courtesy, Cooperation and Commitment and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
   - Not to respond to messages but keep them to report to parents and/or teachers immediately
   - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Corinda State High School will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school-wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

11. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

13. Corinda State High School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Corinda State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

15. Corinda State High School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3: Working together to keep Corinda State High School safe

CORINDA STATE HIGH SCHOOL

WORKING TOGETHER TO KEEP
CORINDA STATE HIGH SCHOOL SAFE

We can work together to keep knives out of school. At Corinda State High School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knives are banned?

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

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

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences either a 1 – 20 day suspension or recommendation for exclusion from school.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Corinda State High School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the designated year level Deputy Principal.