

Responsible Behaviour Plan for Students of Sandgate District State High School



based on *The Code of School Behaviour*



1.0 PURPOSE

Sandgate District 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.

2.0 CONSULTATION AND DATA REVIEW

Sandgate District State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution, meetings and discussion held during February 2011. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009 – 2012 also informed the development process.

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

3.0 LEARNING AND BEHAVIOUR STATEMENT

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone. This assists in creating and maintaining a positive and productive learning and teaching environment at Sandgate District State High School. In addition, ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

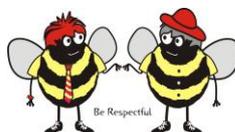
3.1 School Vision

Sandgate District State High School **expands horizons** for students by enabling them to reach their potential in a safe, supportive and disciplined learning community, where inclusive and engaging curriculum and respectful relationships between staff and students form a foundation for effective learning and teaching.

3.2 School Values

Our school community has identified the “3 B’s” as our school values to teach and promote our high standards of responsible behaviour. The “3 B’s” are:

- Be respectful
- Be work ready
- Be your best.



3.3 Safe, Supportive and Disciplined School Environment

A safe, supportive and disciplined environment assists students to achieve the vision and values of the school.

A supportive learning environment is one where:

- All members of the school community feel safe and are valued;
- Social and academic learning outcomes are maximised for all, through quality learning and teaching practices, a balanced relevant and engaging curriculum, supportive and collaboratively developed programs and processes;
- Student achievement/success/effort is acknowledged and celebrated;
- Non-violent, non-coercive and non-discriminatory language and practices are modelled and reinforced by all members of the school community;
- Students are encouraged to take responsibility for their own behaviour by appropriate referrals to support personnel e.g. Guidance Officer, I Believe in Support (IBIS) Team, Year Level Coordinators (YLC), Chaplain, SBYN, SBPO;
- Teaching staff are supported and respected as professionals;
- The achievement/successes of all staff are appropriately acknowledged;
- Parents/caregivers feel welcome as productive partners in the education process.

Effective discipline occurs when:

- All members of the school community actively value and respect the rights of others within the community;
- The school has high standards for personal achievement and behaviour;
- All members of the school community accept responsibility for their own actions;
- Students realise that appropriate behavioural choices lead to positive outcomes and high self esteem and accept that inappropriate choices will result in the application of logical consequences.

4.0 PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

Sandgate District State High School is committed to promoting positive student behaviour and supports students from the following perspectives:

- Universal behaviour support;
- Targeted behaviour support;
- Intensive behaviour support.

4.1 Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Sandgate District 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 values. 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:

- Explicit teaching of expected behaviour in designated lessons and in general curriculum lessons;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities;
- A clear and documented Enrolment Agreement signed by parent/caregiver, student and the enrolling officer confirming a commitment to the schools three values and the agreed standards of conduct and behaviour;
- Comprehensive induction programs in the Sandgate District State High Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff;
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings;
- Active engagement in learning by students;
- A clear process of support and referral from Class Teacher to Head of Department to Deputy Principal. This support is supplemented by Year Level Coordinators and the Guidance Officer;
- Development of specific policies to address:
 - The use of Personal Electronic Devices at School (See Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (See 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).



SCHOOL WIDE EXPECTATIONS TEACHING MATRIX

	Whole School	Learning Spaces	School Grounds and Amenities	Transitions	Off-Campus
Be Work Ready	<ul style="list-style-type: none"> Follow dress code Take responsibility for your own belongings Hand work and forms in within the required timeframe 	<ul style="list-style-type: none"> Have lesson appropriate equipment Follow procedures of subject Follow workplace health and safety regulations 	<ul style="list-style-type: none"> Follow regulations of specific areas Use toilets during breaks Be sun-safe 	<ul style="list-style-type: none"> Respond to bell immediately Be punctual Be ready for class Line up in the appropriate locations 	<ul style="list-style-type: none"> Wear your uniform with pride Have all necessary equipment Follow sun-safe practices
Be Respectful	<ul style="list-style-type: none"> Respect other's right to learn Respect other people's space Be accepting of difference Use polite and positive language (good manners) Follow directions Treat property with care Use technology appropriately 	<ul style="list-style-type: none"> Follow instructions of teachers Respect the opinions of others Share learning space and resources Use facilities and equipment with care Show good sportsmanship Leave classroom in tidy condition Remain in the learning place unless otherwise directed 	<ul style="list-style-type: none"> Respect the privacy of others Respect the natural and built environments Stay in designated areas Be hygienic 	<ul style="list-style-type: none"> Move promptly and quietly Follow instructions of all school staff immediately Keep left on pathways and stairs Be patient and tolerant of others Respect other people's space 	<ul style="list-style-type: none"> Respect the property of others Interact politely with members of the community Speak quietly and respectfully Abide by road and transport rules Participate fairly and safely Use equipment for its intended purpose
Be Your Best	<ul style="list-style-type: none"> Manage own behaviour Always put in your best effort Be honest Participate Be resilient Accept difference Make safe choices 	<ul style="list-style-type: none"> Take responsibility for your learning Participate in and contribute to class activities Be an active part of a supportive learning environment Seek assistance early 	<ul style="list-style-type: none"> Maintain a clean and safe environment Report any damage or problems to nearest staff member 	<ul style="list-style-type: none"> Arrive on time Be calm 	<ul style="list-style-type: none"> Follow directions Stay with the group

4.1.1 Work Ready (See Appendix 4)

To encourage responsibility, respect and common identity, all students at Sandgate District State High School are expected to be “Work Ready”. Being “Work Ready” means that all students:

- **Attend** school and all scheduled classes;
- Comply with the school **Dress Code (Appendix 5)**;
- **Have the** correct books and equipment for class, which includes their Student Organiser.

At Sandgate we believe it is imperative to set high standards around “work readiness”. If students are “work ready”, they are able to participate in the curriculum, get their learning done and attain their academic potential. “Work Readiness” also means developing school identity and a sense of community through the wearing of correct school uniform.

Students are encouraged by Year level Coordinators and members of the administration to use the ‘Working it Out’ process with their parents’ support to assist them in complying with the Work Ready Policy.

4.1.2 Reinforcing Expected Behaviour

At Sandgate District State High School, key messages regarding appropriate behaviour is communicated and reinforced, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed (See Appendix 6 Rewards System Flow Chart). 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.

4.1.3 Responding to Unacceptable Behaviour

Students come to school to learn. Behaviour support represents an important opportunity for students to learn how to get along with others and take responsibility for their own behaviour.

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 to think of how they might be able to act more respectfully, enable them to be work ready, or act in a manner allowing them to be their best. 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.

4.1.4 Responsible Thinking Classroom (RTC) See Appendix 7

Students who interfere with the rights of others to participate in learning are encouraged by their teachers to reflect on their behaviour in the **Responsible Thinking Classroom (RTC)** with the support of the RTC Supervisor, Head of Department, YLC or member of administration. The Responsible Thinking Process (RTP) is one of the strategies used by the classroom teachers at Sandgate District State High School. RTP is a behaviour management strategy developed by Edward Ford (*Discipline for Home and School Fundamentals*) based on Perceptual Control Theory (PCT).

PCT explains how people act to control their perceptions in ways that are consistent with their standards, values and priorities.

At Sandgate, RTP is used to assist students to develop a sense of responsibility for their own actions, and to respect the rights of everyone around them. A questioning process is used to encourage students to think about classroom rules, and how their action in the classroom might affect others. Six questions will be asked of students who disrupt the learning of others in the classroom. They are:

1. What are you doing?
2. What are the rules?
3. What happens when you break the rules?
4. Is this what you want to happen?
5. What do you want to do now?
6. What will happen if you disrupt again?

If students answer the questions and settle down, but later begin to disrupt again, questions 1 and 3 are repeated, to allow the student to again acknowledge that the consequence of disrupting the learning of others is going to the Responsible Thinking Classroom (RTC).

The last question is 'where do you need to go now?' The student goes to the RTC for some quiet reflection time and to work on a plan that allows him or her to return to class.

Early contact by email with parents of students referred to the RTC ensures that most students (approx 66%) have cause to reflect on their behaviour in the RTC only once.

Students with three or more referrals to the RTC from one subject area are referred to the relevant HOD; three or more referrals across subject areas are referred to the relevant Year Level Coordinator, who will place students on a Behaviour Card to monitor student behaviour and provide parents and students with instant and daily feedback from teachers.

4.2 Targeted Behaviour Support

Each year a small number of students at Sandgate District State High School are identified through our data as needing extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

The school's Targeted Behaviour Program 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 identified for targeted behaviour response 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 student's program through academic support, adult mentoring or intensive social skills training.

Students whose behaviour does not improve after participation in the Targeted Behaviour Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

4.2.1 Proactive Programs

Special proactive programs are developed and implemented either across year levels or with students in the Targeted Behaviour Program. These programs include:

- Brainstorm Production Programs
- Young Men and Women's Groups

Participants in these programs are identified by members of administration, Guidance Officer, Year Level Coordinators, Chaplain, Community Education Counsellor, I Believe In Support team, and the school based Police Officer and Youth Nurse in consultation with parents/caregivers.

4.3 Intensive Behaviour Support

Students who have had targeted support and are still at risk of significant educational under-achievement due to their inappropriate behaviours are identified by Year Level Coordinators, Guidance Officer, CEC, I Believe In Support team, school based Health Nurse, Chaplains, school based Police Officer and members of the Administration team. Attendance records, administration detention records, RTC records and One School data such as Behaviour Profiles and School Disciplinary Absences are all taken into consideration when, in consultation with parents/caregivers and relevant support personnel, an individual behaviour plan is drawn up. Behaviour Support Services may be contacted to provide on-site support for students. Students may also be able to access required support from off-site programs such as L.A.S.E.R. and Girls Going Great, and programs/courses recommended by the Youth Support Co-ordinator.

5.0 CONSEQUENCES FOR UNACCEPTABLE BEHAVIOURS

Sandgate District State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour so that relationships within the school community remain harmonious. Sandgate District State High School uses the One School behaviour recording process to document all minor and major problem behaviour (See Appendix 8). The recording of three minor unacceptable behaviours constitutes a major unacceptable behaviour. When applying consequences, individual circumstances and the needs and rights of the school community are taken into account. Student disciplinary absences (suspension, cancellation of enrolment, suspension with a recommendation for exclusion) will be used only after consideration has been given to all other responses.

5.1 Minor and Major behaviours

When responding to problem behaviour, a staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens;
- **Major** problem behaviour is referred directly to the Year Level Coordinator, Head of Department or school Administration team.

Minor 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 problem 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 problem 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 procedure. The staff member takes the student aside and:
 1. Names the behaviour that student is displaying,
 2. Asks student to name expected school behaviour,
 3. States and explains expected school behaviour if necessary
 4. Gives positive verbal acknowledgement for expected school behaviour.
- Use of the Responsible Thinking Process.

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 YLC, HOD or relevant Deputy Principal or Principal) because of their seriousness. The referral process will be followed for all major behaviour issues. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the One School referral and sends the student to the appropriate person according to the referral process.

Major problem behaviours may result in the following consequences:

- Level One: Parent contact, alternate lunchtime activities, administration lunchtime detention, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Targeted Behaviour Program;

AND/OR

- Level Two: Parent contact, referral to Guidance Officer, use of Intensive Behaviour Support processes, suspension from school;
- Level Three: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs may receive a proposal for exclusion from school.

The following table outlines examples of major and minor problem behaviours:

	AREA	MINOR	MAJOR
Be Respectful	Property	<ul style="list-style-type: none"> Lack of respect for the environment Petty theft 	<ul style="list-style-type: none"> Stealing/Major theft
	Physical Contact/Safety	<ul style="list-style-type: none"> Minor physical contact (pushing/shoving) Incorrect use of equipment 	<ul style="list-style-type: none"> Serious physical aggression Fighting Possession or selling of drugs inc. tobacco or alcohol Being in the company of those with illicit substances
	Language	<ul style="list-style-type: none"> Incidental swearing Disrespectful tone Calling out 	<ul style="list-style-type: none"> Offensive language Aggressive language Directed verbal abuse
	Follow Instructions	<ul style="list-style-type: none"> Low intensity failure to follow teacher directions Non-compliant/defiant Uncooperative Poor attitude 	<ul style="list-style-type: none"> Repeated and/or blatant disrespect Major defiance Gross insolence/non-compliance
Be Work Ready	Uniform	<ul style="list-style-type: none"> Not wearing uniform correctly (including shirt out for senior boys) No hat Excessive jewellery 	<ul style="list-style-type: none"> Incorrect uniform without Principal authorisation Consistently wearing excessive jewellery Make Up
	Work Ready	<ul style="list-style-type: none"> Lack of equipment for lesson (inc, incorrect clothing) Failure to complete work within set time frames Late to class/absent without authorisation 	<ul style="list-style-type: none"> Consistently fails to have necessary equipment and/or clothing to participate adequately Persistently fails to complete set tasks within set time frames Persistently late or absent from class without authorisation.
Be Your Best	Classroom	<ul style="list-style-type: none"> Chewing Gum Eating/Drinking in class Minor vandalism/graffiti Disruption of class 	<ul style="list-style-type: none"> Major/Wilful damage of property Major/repeated disruption of class
	Being in the right place	<ul style="list-style-type: none"> Not being in the correct place at the right time 	<ul style="list-style-type: none"> Leaving class without permission Leaving school grounds without authorisation
	Rubbish	<ul style="list-style-type: none"> Littering 	
	Mobile Phone/Personal Technology Devices	<ul style="list-style-type: none"> Failure to follow published procedure related to mobile phones, i-pods, MP3's and other electronic devices. Failure to follow published procedure for correct use of Education Queensland's ICT. 	<ul style="list-style-type: none"> Repeated failure to follow published procedure related to mobile phones, i-pods, MP3's and other electronic devices. Repeated failure to follow published procedure for correct use of Education Queensland's ICT.
	Other	<ul style="list-style-type: none"> Minor bullying/harassment 	<ul style="list-style-type: none"> Continued and/or major bullying/harassment (inc. sexual and/or racial) Bringing the school into disrepute through inappropriate behaviour travelling to or from school and/or on public transport.

5.2 Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem 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 a problem 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.

5.3 Ensuring consistent responses to problem behaviour

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

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6.0 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 problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

6.1 Basic defusing strategies

Avoid escalating the problem behaviour

- Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger 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 problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Follow through

- If the student starts displaying 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

- 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.

6.2 Physical Intervention

Staff may make legitimate 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 Sandgate District State High School's duty of care to protect students and staff from foreseeable risks of injury is met. 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.

6.2.1 Record keeping

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

- ▶ Incident report (Appendix 9)
- ▶ Health and Safety incident record
<http://www.qed.qld.gov.au/strategic/eppr/health/hlspr005/smsdataentryform07-1.pdf>
- ▶ Debriefing report (for student and staff) (Appendix 10)

7.0 THE NETWORK OF STUDENT SUPPORT

Most students are ably supported by teachers, in their various roles as classroom teachers, access teacher, sports coaches and coordinators of extra curricular activities such as school musicals and debating. Highly visible and responsive leadership by the Principal and Deputy Principals also provides students with support. Parents are encouraged to take an active interest in their child's education and be involved in the life of the school.

Students who require extra curriculum support may seek help from Heads of Department (English, Maths, Social Sciences, Performing Arts, Human Movements, Manual Arts & Hospitality, Information Technology, Senior Schooling/Business, Visual Arts & Middle Schooling, School Strategic Priorities/Languages). The IBIS team of teachers provides additional assistance to students with learning difficulties, while the Special Education Program (SEP) ensures the needs of students with disabilities are met.

Students in Years 8 and 9 are supported by two Year Level Coordinators as well as the Middle Schooling HOD and the Year 8 and 9 Deputy Principals. Student leaders are encouraged to work with students in Years 8 and 9 to assist them to settle into the school. Years 10, 11 and 12 students receive support from Year Level Coordinators, Year Level Deputy Principals, and the Senior Schooling HOD.

The Guidance Officer assists students with subject choices, developing appropriate pathways through school to post school options and to resolve personal issues. Students with health, mental health and relationship issues are supported by the School Nurse. In addition, the Chaplain also provides support to these students, as well as addressing the spiritual needs of young people in the school. The school based Police Officer and Youth Nurse assist students through curriculum teaching, as well assisting students to deal with personal issues. Agencies outside the school used to provide a level of professional support not available at school are Education Queensland Behaviour Support Services and Queensland Health's Child & Youth Services. The Youth Support Coordinator (YSC) can assist student students to access alternative educational sites.

8.0 CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

Responses to unacceptable student behaviour should consider both the individual circumstances and actions of the student balanced against the needs and rights of the school community. Sandgate District State High School considers the individual circumstances of students when applying support and consequences by:

- Promoting a teaching/learning environment which is responsive to the diverse needs of its students;
- Establishing procedures for applying fair, equitable and transparent consequences for infringement of the *Responsible Behaviour Plan*, ranging from the least intrusive sanctions to the most stringent;
- Recognising and taking into account students' age, cultural background and their emotional state;
- Recognising the rights of all students to:
 - i. express their opinions in an appropriate manner and at the appropriate time;
 - ii. work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation and impairment;
- Involving of parents in early partnerships with the school to address behavioural issues.

9.0 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](#)

10.0 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](#)

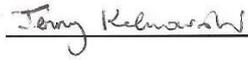
11.0 RELATED RESOURCES

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

Endorsement



Principal



P&C President or
Chair, School Council



Assistant Regional Director

Effective Date: 1 January 2013 – 31 December 2015



The Use of Personal Technology Devices* at 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.*

Personal Technology Devices Are Banned From Sandgate District State High School

Students must not bring valuable personal technology devices such as mobile phones, iPods, iPads, 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 by parents. Breaches of this prohibition may result in disciplinary consequences.

Confiscation of Personal Technology Devices by police

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

Recording voice and Images

Every member of the 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 Sandgate District 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 it is part of a planned learning activity or assessment task and takes place under teacher supervision.

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.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Students involved in:

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

may be subject to disciplinary consequences (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.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment. 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.

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 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.



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



Purpose

1. Sandgate District 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 Sandgate District 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 Sandgate District 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 Sandgate District 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 Sandgate District State High School are an addition to our already research-validated schoolwide 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 schoolwide 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 values 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.

Sandgate District 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 schoolwide 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 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. Sandgate District 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 Sandgate District 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. Sandgate District 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.
-



WORKING TOGETHER TO KEEP SANDGATE DISTRICT STATE HIGH SAFE



We can work together to keep knives out of school. At Sandgate District 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 knife 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.

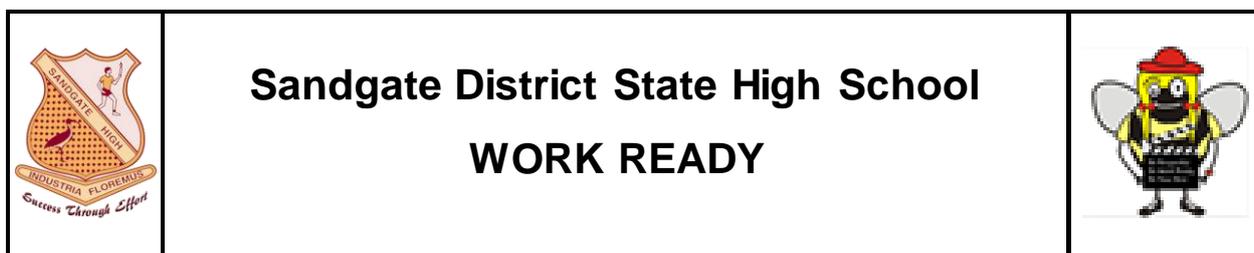
The Deputy/Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, Principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences such as suspension or exclusion.
- 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 Sandgate District 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 Principal.

WORK READY POLICY



To encourage responsibility, respect and common identity, all students at Sandgate District State High School are expected to be “Work Ready”. Being “Work Ready” means that all students:

- **Attend** school and all scheduled classes on time
- Comply with the school **Dress Code**
- Have the **correct books and equipment for class**, which includes their Student Organiser
- **Behave** and are focused on getting their learning done in class
- Students must carry their **I. D. Cards** at all times at school.

Students who are absent from school are expected to provide a reasonable excuse or medical certificate to explain their absence. Students who are late to school are expected to use their ID card to scan their attendance on arrival at school. Frequent absences or lateness will be followed up under the school’s Responsible Behaviour for Students.

Students not in correct uniform (see over) will be directed to correct it (for minor infringements) or will be sent to the office (for infringements that can not easily be addressed, or for disobedience). If necessary, parents will be contacted to work with the school to resolve issues that emerge with their child (particularly for repeat occurrences).

Students and parents are reminded that daily uniform passes are issued, (at the discretion of the Principal) to cover unforeseen uniform problems or exceptional circumstances. **Students are responsible** for obtaining a uniform pass prior to the commencement of the school day.

Confiscated items such as undershirts and incorrect jumpers may be collected from the office at 3:00pm each day. Confiscated jewellery may be collected from the office at the end of each school term. *Students refusing to hand over items will be referred directly to the Deputy Principal for disobedience.*

ALL students have the responsibility for ensuring they have the necessary equipment for class. Students who fail to arrive to class with the necessary equipment will be referred to the relevant Head of Department on the **second** occurrence.

Students are expected to behave at all times and be respectful of themselves, their class mates, teachers and property. Inappropriate behaviour will be dealt with under the school’s Responsible Behaviour Plan for Students.



Mrs Jeanette Gentle
Principal



DRESS CODE



A1.1 Rationale

The current uniform requirements have been endorsed by the P&C Association. In any review of the current policy, representatives of all sections of our school community are consulted – the students, the staff and the parents.

We believe that the wearing of the correct uniform promotes a sense of pride in each student for his or her school, as well as a sense of school pride. Uniform provides easy identification of students for supervision and security reasons, ensures workplace health and safety obligations are met, and is cost effective for parents. The wider community judges our school by the way in which our students present themselves on the way to and from school and at excursions or public appearances. The school enjoys a positive image in the wider community, and we wish to ensure that this continues by the ongoing wearing of the correct uniform by all students. Our students are fine young people who will benefit from the good name of the school.

A1.2 Variation to School Uniform

In general, no variation to the uniform is acceptable. If a student is unable to wear part of the uniform on any day, he or she should bring a note of explanation to the Principal. The Principal may issue a green uniform slip for the day where appropriate. Other incorrect items such as jumpers will be confiscated and students will be offered a school jumper to wear for the day. Students will be required to change or be withdrawn from class if, in the judgement of the school, their clothing or their wearing of it, is likely to cause offence to other students, teachers, parents, or is a safety or health risk. A member of the administration team will contact parents of students who are out of uniform more than occasionally to offer assistance and encourage compliance with the Dress Code.

All students are expected to wear formal uniform on a Monday (whole school assembly). Students may wear sports uniform on those days where they participate in sporting (or HPE) activities. On all other occasions, the formal uniform must be worn.

A1.3 GIRL'S UNIFORM

A1.3.1 Formal Uniform

BLOUSE:	Years 8, 9, 10: Maroon check over-blouse (Cesatrol No 3) with 7.5cm peplum Years 11, 12: champagne over-blouse (poly/cotton), 7.5cm peplum. No visible undershirts
SKIRT:	Maroon, triple pleats front and back, elasticised waist, <u>worn knee length</u>
TIE:	Maroon tie with gold stripes worn only by Years 11 and 12 students
SHOES:	Black leather lace-up shoes able to be polished. Mandatory to be worn in Manual arts, Science labs, kitchens because of WHS legislation. No boots, slip-ons, Mary-Janes, ballet, suede, canvas or high top basketball shoes
SOCKS/PANTIHOSE:	Plain white ankle length socks or opaque black tights. No sheer pantihose.
JUMPER:	Maroon fleecy long sleeved sweatshirt OR plain, maroon woollen jumper OR maroon, white and gold school tracksuit jacket

A1.3.2 Sport Uniform

SHORTS:	Maroon school sports shorts <u>with school logo</u> , worn knee length
SHIRT:	Maroon, white and gold striped school polo shirt
SOCKS:	Plain white, ankle length, no stripes/brand names ; OR school specific white ankle socks with Sandgate District State High School on them. Socks must be able to be seen above the shoe.

SHOES:	Plain, predominantly white or black lace-up sports shoes. No “skate” shoes, high top basketball, volleys, slip-ons or canvas shoes; no coloured laces
TRACKPANTS:	Maroon, fleecy lined, long enough to cover socks, no stripes or logos, worn only with jumper/tracksuit in Term 3 or on cold days only; OR maroon school tracksuit pants

A1.4 BOY'S UNIFORM

A1.4.1 Formal Uniform

SHIRT:	Years 8, 9, 10: grey school style with maroon and gold trim worn outside shorts. Years 11, 12: champagne short sleeved poly/cotton school shirt worn tucked into shorts.
SHORTS:	Grey King Gee type tab shorts (poly/viscose). No cargo shorts or rugger style shorts.
TROUSERS:	College grey (Koroton polyester).
TIE:	Maroon with gold stripes worn only by Year 11 and 12 students.
SHOES:	Black leather lace-up shoes able to be polished. Mandatory to be worn in Manual Arts, Science labs, kitchens because of WHS legislation. No boots, slip-ons, suede, canvas or high top basketball shoes, and no coloured laces.
SOCKS:	Grey, ankle length – no brand names. No black socks.
JUMPER:	Maroon fleecy long sleeved sweatshirt OR plain maroon woollen jumper OR maroon, white and gold school tracksuit jacket.

A1.4.2 Sport Uniform

SHORTS::	Maroon sports shorts, <u>with school logo</u> , worn knee length.
SHIRT:	Maroon white and gold striped school polo shirt.
SOCKS:	Plain white, ankle length, no stripes/brand names or school specific white ankle socks with Sandgate District State High School on them. Socks must be able to be seen above the shoe.
SHOES:	Plain, predominantly white or black lace-up shoes. No “skate” shoes, high top basketball, volleys, slip-ons or canvas shoes, and no coloured laces.
TRACKPANTS:	Maroon, fleecy lined, long enough to cover socks, no stripes or logos, worn only with jumper/tracksuit in Term 3 or on cold days only, OR maroon school tracksuit pants.

A1.5 OTHER

SENIOR JERSEY:	Worn only by Year 12 students.
HEADWEAR:	In the interest of sun safety, a cap or hat should be worn outdoors in a manner which shields the face. Hats in school colours are sold in the school uniform shop and the wearing of these is mandatory in Year 8 in 2011 for outdoors, outdoor sport and physical education. No beanies, scarves and bandannas. All students who cycle to and from school must wear a protective helmet which is done up.
JEWELLERY:	All students may wear a watch, one plain ring, and two pairs of plain studs / sleepers per ear and no plugs). No body piercing, apart from two pairs of studs or sleepers in ears. Bracelets, bangles, visible necklaces, wristbands are not permitted.
GENERAL APPEARANCE:	All students are to be clean, neat and well presented at all times. No make-up, coloured nails or coloured nail polish. Tattoos must be covered. We promote an employable image for our students, and therefore, conservative hair colour and styles only are permitted.



SANDGATE DSHS SWPBS - REWARDS SYSTEM 2012

TIER 1

THE TEACHER AND THE CLASSROOM

- Teachers own rewards – stickers/positive language/tuckshop rewards
 - Language of acknowledgement (ESCM)
 - Acknowledge through **Academy** roll marking
- Use **One School** for acknowledging special behaviour and that which is not in the class room.

TIER 2

THE Year Level Coordinator

- Weekly rewards issued through Year level parades. These names will be collated from Academy and One School referrals
- YLC to issue own rewards for behaviour they deem appropriate specific to their year level (eg return of slips promptly)
 - Acknowledge through One School

TIER 3

Deputy Principal/Principal

- Term rewards (Hoyts Vouchers) 1/year level. Collated from One School referrals
 - Semester rewards excursion. Collated from One School
- Rewards postcards to be sent home as One School acknowledgement received.
 - Rewards to be issued by DP at their discretion for their own year level.



Sandgate District State High School RTC POLICIES & PROCEDURES



Responsible Thinking Process (RTP)

The Responsible Thinking Process (RTP) is one of the strategies used by the classroom teachers at Sandgate District State High School. RTP is a behaviour management strategy developed by Edward Ford (*Discipline for Home and School Fundamentals*) based on Perceptual Control Theory, (PCT).

PCT explains how people act to control their perceptions in ways that are consistent with their standards, values and priorities.

At Sandgate, RTP is used to teach students to develop a sense of responsibility for their own actions, and to respect the rights of everyone around them. A questioning process is used to encourage students to think about classroom rules, and how the student's actions in the classroom might affect others. Six questions will be asked of students who disrupt the learning of others in the classroom. They are:

1. What are you doing?
2. What are the rules?
3. What happens when you break the rules?
4. Is this what you want to happen?
5. What do you want to do now?
6. What will happen if you disrupt again?

If students answer the questions and settle down, but later begin to disrupt again, questions 1 and 3 are asked again, to allow the student to again acknowledge that the consequence of disrupting the learning of others is going to the Responsible Thinking Classroom (RTC).

The last question is "where do you need to go now?" The student goes to the RTC for some quiet reflection time and to work on a plan that allows him or her to return to class.

Early contact by email with parents of students referred to the RTC ensures that most students (approx 66%) have cause to reflect on their behaviour in the RTC only once.

Responsible Thinking Classroom (RTC)

Students sit in carrels to encourage silent reflection on their behaviour and choices. Bags and other belongings are left just inside the door. Students will need a pen to complete a plan.

There is a strict no talking policy in the RTC. Students who disrupt in the RTC are referred to the relevant Year Level Deputy and may be suspended.

On arrival at the RTC, students are signed in by the RTC Supervisor, who also tells them where to sit. Parents are emailed as soon as students arrive in the RTC. Students are required to complete a plan, using one of the available pro-formas, for their return to the classroom.

Students are encouraged to write in sentences and to take care with spelling, punctuation and general expression when completing plans. Plans will not be signed by the Supervisor unless they are completed in a satisfactory manner.

Students take completed plans in their own time to the classroom teacher for discussion. Teachers should cooperate with this process by seeing the student, or arranging a specific alternative time. Students are not to take plans to the teacher during class time. Should a student attempt to do this, he or she must be sent back to the RTC. Once the teacher has signed the plan, the student returns it to the RTC and attends the next class in that subject as usual.

If the class teacher is unable to accept the student's plan, he or she must work with the student by explaining what changes to the plan are required. These must be completed on the spot. Uncooperative students should be referred to the Head of Department, not returned to the RTC.

Heads of Department will be advised when students return to the RTC for the third time because they have not taken their plan to their teacher.

HOD's, YLC's, and DP's visit the RTC frequently to observe and encourage students.

Students who choose to go to the RTC more than twice from the same class during one term will be referred to the relevant Head of Department.

Students who choose to go to the RTC three times during one term will be referred to the relevant YLC and placed on a Behaviour Card for one week.

Students who choose to go to the RTC four times during one term, or who choose to go to the RTC while on a Behaviour Card, will be referred to the relevant YLC, Deputy Principal or the HOD Middle Schooling and may be suspended.

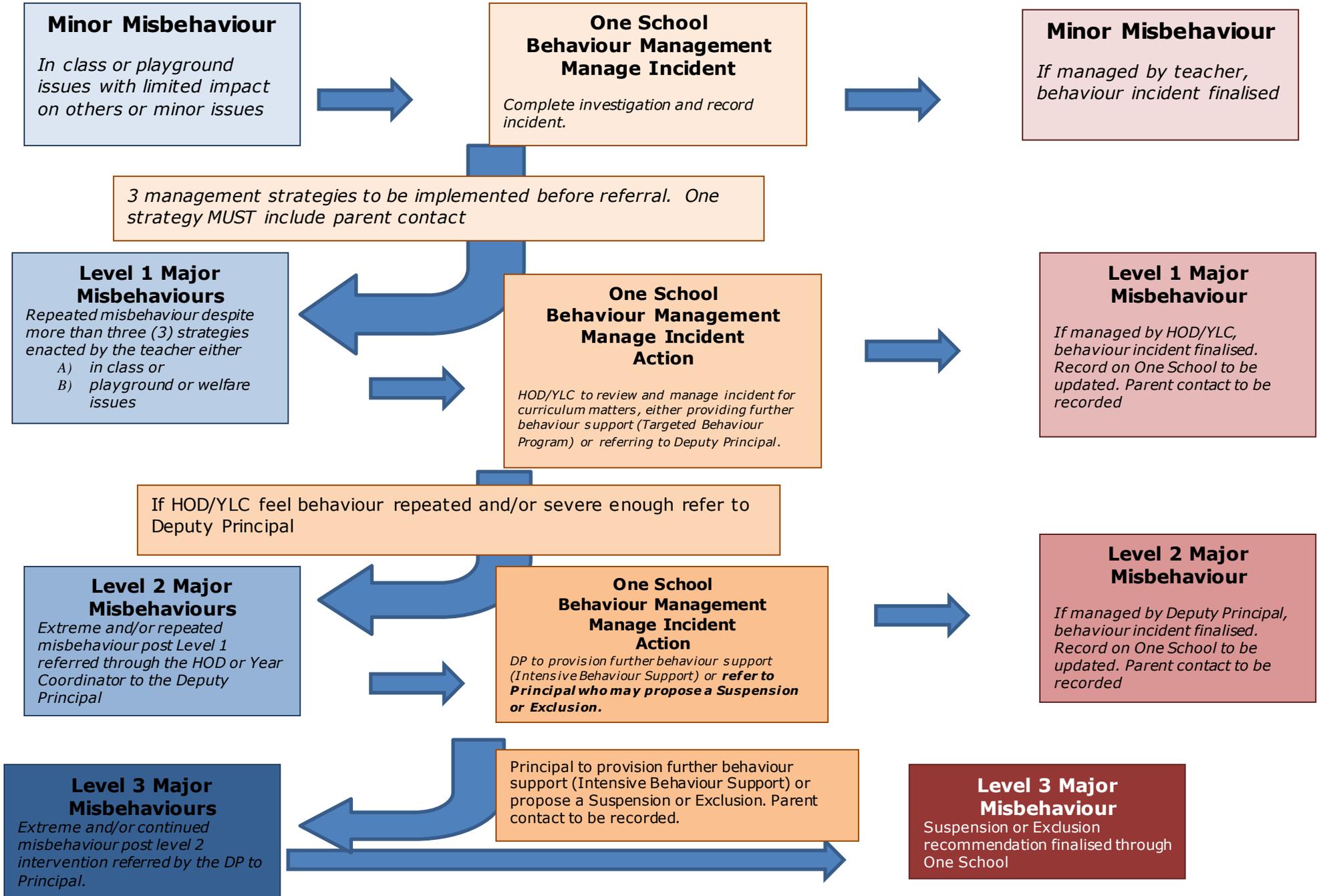
Students whose behaviour choices over a period of time indicate that strategies other than RTP may be required to assist them to refrain from disturbing the learning of others may also be suspended, and for longer periods of time to enable them to attend alternative programs.



Sandgate District State High School Behaviour Management Process

The One School Process (see One School Application Guide- Behaviour Support Sections 14- 38)

Student Incident	Behaviour Incident Finalised By:	Behaviour Support Strategies Available	When Referred, Behaviour Incident Managed By:
<p>Minor Misbehaviours In class or playground issues with limited impact on others or minor issues</p>	Teacher	<p><i>Confiscation, Counselling, Detention, Extra Tasks, Late Assignment Tasks, Letter Home, Litter Duty, Make Up Time, Natural Consequences, Parent Interview, Parent Phone Call, Reprimand and Warning, Restorative Justice, Seating Plan Changed, Mediation Between Students, Use of the Responsible Thinking Process.</i> Support Plan includes the following teacher actions; Enact at least 3 strategies, record incident on One School, contact parents and record contact on one school.</p>	
<p>Level 1 Major Misbehaviours Repeated misbehaviour despite more than three (3) strategies enacted by the teacher either A) in class or B) playground or welfare issues</p>	<p>A) Referral to HOD by teacher. For in class and curriculum issues</p>	<p><i>Confiscation, Counselling, Detention, Extra Tasks, Guidance Officer Referral, Late Assignment Tasks, Letter Home, Litter Duty, Loss of Privileges, Make Up Time, Mediation, Natural Consequences, Parent Interview, Parent Phone Call, Performance Intervention, Reprimand and Warning, Restorative Justice, Seating Plan Changed, Withdrawal, Use of the Responsible Thinking Process, Targeted Behaviour Programs.</i> Support Plan includes additional detail to One School Record.</p>	HOD to review and manage incident for curriculum matters, either providing further behaviour support or referring.
	<p>B) Referral to Year Coordinator by teacher. For playground and welfare issues</p>	<p><i>Attendance Sheet, Behaviour Sheet, Confiscation, Counselling, Detention, Guidance Officer Referral, HOD Referral, Letter Home, Litter Duty, Loss of Privileges, Mediation, Natural Consequences, Parent Interview, Parent Phone Call, Performance Checks, Reprimand and Warning, Restorative Justice, Withdrawal, Targeted Behaviour Programs.</i> Support Plan includes additional detail to One School Record.</p>	Year Coordinator to review and manage incident for playground or welfare issues, either providing further behaviour support or referring to DP.
<p>Level 2 Major Misbehaviours Extreme and/or repeated misbehaviour post Level 1 referred through the HOD or Year Coordinator to the Deputy Principal.</p>	Referral to Deputy Principal by HOD or Year Coordinator	<p><i>Attendance Sheet, Behaviour Sheet, Confiscation, Counselling, Detention, Guidance Officer Referral, HOD Referral, Letter Home, Loss of Privileges, Mediation, Natural Consequences, Parent Interview, Parent Phone Call, Performance Checks, Performance Intervention, Mediation, Restorative Justice, Withdrawal, Intensive Behaviour Support strategies.</i></p>	<p>Provision of further behaviour support or referral to Principal which may include suspension or exclusion.</p> <p>Management includes additional detail to One School Record.</p>
<p>Level 3 Major Misbehaviours Extreme and/or continued misbehaviour post level 2 intervention referred by the DP to Principal.</p>	Referral to Principal by DP	<p><i>Confiscation, Counselling, Guidance Officer Referral, HOD Referral, Year Coordinator Referral, Deputy Referral, Parent Interview, Parent Phone Call, Mediation, Restorative Justice, Intensive Behaviour Support strategies.</i></p>	<p>May be Suspended or Proposal to exclude.</p> <p>Management includes additional detail to One School Record.</p>



Appendix 9
CRITICAL INCIDENT REPORT

Name: _____ Date: _____

Person completing form: _____

Name problem behaviour		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where were staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident (e.g. damage, injury to self / others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident (e.g. was angry because I asked him/her to stop teasing).		

DEBRIEFING REPORT

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff:

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of escalation?

Questions for student:

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

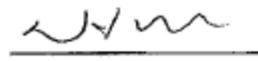
Endorsement



Principal



P&C President or
Chair, School Council



Assistant Regional Director

Effective Date: 1 January 2013 – 31 December 2015