

Coolum

State High School

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

2017



Care Respect Excellence

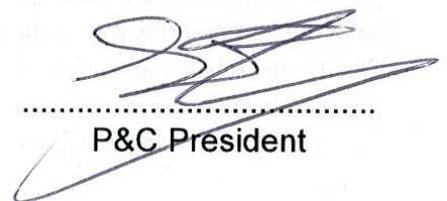


Principal
Dr Robyn Burton-Rice

29/03/17



School Council Chair



P&C President

1. Purpose

Coolum 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 learning and wellbeing.

At Coolum State High School we are dedicated to every student succeeding in a culture of unconditional care, respect and excellence. We are committed to excellence in **Teaching and Learning, Relationships and Wellbeing, Community and Individual Development**.

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. Consultation and data review

Coolum State High has developed this plan in collaboration with our school community, Heads of Department, Student Managers, teachers, students and the Coolum State High School's P&C Association which has been part of the consultation process. Data sets such as attendance, unexplained absences, suspensions and exclusions as well as behaviour incidents are used to inform policy and practice. The Relationships and Wellbeing strategy team lead this review process.

Our goal is to develop our school values of **Care, Respect and Excellence** by increasing student responsibility and developing classroom and leadership strategies which promote the reduction of conflict, student harassment and disengagement: to build tangible strategies and a common language for discussing behaviour in our school. The Plan is endorsed by the Principal and President of the P&C Association.

3. Learning and behaviour statement

Everyone everywhere has a right to live together in a safe and supportive environment. Staff and the community at Coolum State High School have set as a priority, the development and implementation of a consistent process for the management of student behaviour. We believe that:

- Behaviour is purposeful
- We can change our own behaviour
- Rules and high expectations are important to protect the rights of the individual
- Each individual must accept responsibility and be accountable for their own behaviour
- Learning is our core business and is best achieved in a safe and supportive environment

As a school community we value:

- Quality Teaching and Learning
- Relationships and Wellbeing
- Community
- Individual Development and Success

At Coolum State High School, through Restorative Practices, we seek to enhance relationships among students, and between students, teachers, and parents, so as to accept responsibility. The Restorative Practices philosophy provides students with the opportunity to develop self-discipline and positive behaviours in a safe and supportive environment.

The fundamental concept of Restorative Practices highlights that misconduct is a violation of people and relationships which creates obligations and liabilities requiring healing and setting right. Restorative Practice promote individual and community values around participation, respect, honesty, humility, interconnectedness, accountability, empowerment and hope.

Our aims in utilising Restorative Practices are to:

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

We do this by:

- having high expectations and insisting upon high standards of behaviour, and
- providing high levels of support and care for individuals.

Our school community perceives this approach as being 'firm, but fair'. Being 'firm, but fair' involves:

- Clearly articulating and reinforcing expectations
- Adhering to fair process in dealing with all cases of conflict and wrong-doing, and
- Recognising that wrong-doing primarily causes harm to relationships, and that this harm must be repaired in order to move forward.

Coolum State High School is committed to providing quality learning opportunities that enable all students to achieve within a safe, supportive and disciplined learning environment. Staff members are to maintain high standards of ethical behaviour as established by the *Department of Education's Code of Conduct*. All members of the school community are to abide by the *Code of School Behaviour* in accordance with the following standards. All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner which recognises and respects the rights of others.

Students are expected to:

- Participate actively in the school's education program/s.
- Take responsibility for their own behaviour and learning.
- Demonstrate respect for themselves, other members of the school community and the school environment.
- Behave in a manner that respects the rights of others, including the right to learn.
- Cooperate with staff and others in authority.

Parents/Carers are expected to:

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

Schools are expected to:

- Provide safe and supportive learning environments.
- Provide inclusive and engaging curriculum and teaching.
- Initiate and maintain constructive communication and relationships with students and parents/carers.
- Promote the skills of responsible self-management.

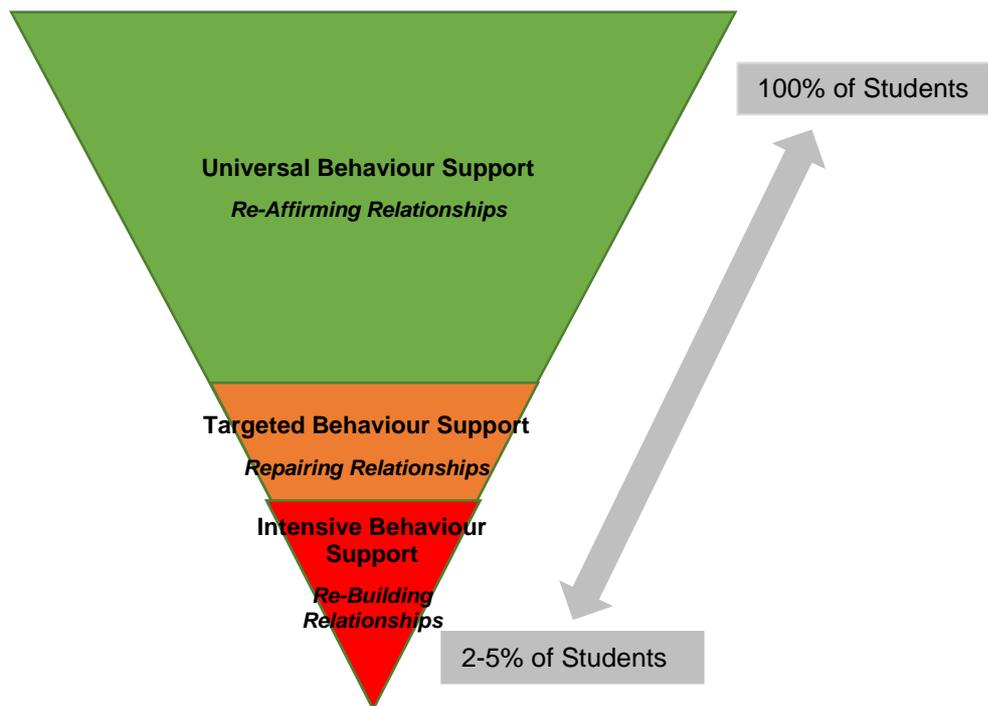
School Administration Team is expected to:

- Play a strong leadership role in implementing and communicating the Code and Responsible Behaviour Plan for Students in the school community.
- Ensure consistency and fairness in implementing the school's Responsible Behaviour Plan for Students.
- Communicate high expectations for individual achievement and behaviour.
- Review and monitor the effectiveness of school practices and their impact on student learning.
- Support staff in ensuring compliance with the Code and Responsible Behaviour Plan for Students and facilitate professional development to improve the skills of staff to promote responsible behaviour.

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

Typically a school tends to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However, about 10% to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2% to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

Coolum State High School's Responsible Behaviour Plan reflects the hierarchy of proactive to reactive processes illustrated by Morrison's (2004) model as cited in Blood and Thorsborne "Embedding Restorative Practice in Schools". The following illustration has been adapted to align with Education Queensland's Code of Behaviour and focuses on promoting positive relationships with all members of the school community.



The following practices move from proactive to reactive, along a continuum of responses. Movement from one end of the continuum to the other involves widening the circle of care around the participant. The emphasis is on early intervention through building a strong base in the early years and an integrated approach to behaviour often being a component of learning and social issues.

Universal behaviour support

At Coolum State High School we highlight the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating high behavioural expectations is a strategy directed towards all students designed to prevent inappropriate behaviour and provides a framework for responding to unacceptable behaviour.

Coolum State High School promotes positive relationships across the school through providing:

- Quality teaching and learning through The Art and Science of Teaching (ASOT) model
- Relevant and engaging curriculum
- Supportive programs and procedures
- Positive relationships - Relational Pedagogy (Restorative Practices)

Some strategies may include:

Classroom culture

- Class meetings and circle time
- Connect before Recorrect conversations – Connect, Care, Values, Belief
- Restorative response to behaviours - restorative chat provides the teacher with an opportunity to review the behaviours and the impact on the learning environment and student/teacher/peer relationship. The aim of the conversation is to repair and rebuild the relationship
- Use of Essential Skills Classroom Management (least to most intrusive strategies)
- Explicit teaching/modelling of whole school behaviour expectations – **Care, Respect, Excellence** (Matrix)

Year level Student Management Structure

All students are allocated a year level home-group aligned with a House (Binyama, Carcoola, Warringa, Yuroka) and home group teacher who remains the same throughout their schooling. Home-group occurs for the first 10 minutes of each day allowing time for daily connection and belonging to whole school routines and procedures. The school's student management process includes a home group teacher and clearly articulated program supported by the Head of Year, Deputy Principal and Student Services team (HOD, GO, Chaplain, Youth Coordinator, School Nurse)

Student Leadership

All students have the opportunity to nominate for various Junior Secondary and Senior Secondary leadership positions. These include School Captain, School Indigenous Leader, House Captains, Student Council Representatives, Junior Secondary Captains and House/Home Group Leaders. All students are invited to participate in Student Council activities throughout the year.

Social and Emotional Wellbeing Programs

Learning Curve – Junior Secondary students use a 'student diary' which outlines a weekly wellbeing focus for home group and all curriculum classes. Senior Secondary students, with their home group teacher, can access online resources. The program encourages students to become self-aware, develop self-control, become motivated, and be successful in managing relationships.

- **Living** – promoting social emotional growth.
- **Learning** - teaching how to learn.
- **Thinking** - teaching how to think creatively and critically.

Junior Secondary – Wellbeing Turbo Days aim to develop students social and emotional and decision making skills to assist them in making positive and safe choices. Focus areas may include;

- Bullying and Harassment
- Social Media and Cyber-safety
- Restorative skills/behaviours
- Resilience
- Character Strengths Education

Acknowledgement of positive behaviours

Staff use a wide range of strategies to recognise and promote the positive behaviours of students as individuals, in small groups and whole classes or teams. This may include;

- Verbal/non-verbal praise and encouragement
- Celebration of success and achievement in Year level, House/Sport or Whole School parades
- Public acknowledgement of success and achievement in school newsletters, local news articles
- Phone calls, e-mails and postcards to parents
- Year level Reward activities/excursions
- School Awards night

Special Events/Activities

Our school conducts a wide range of events and year level activities designed to engage students appropriately to meet the needs of the particular phase of schooling and the individuals and groups of students involved. Specific events/activities which may engage students include; year level and Leadership days/camps, extra and co-curricula school sport, Drama/Musical performances, academic/curriculum focus excursions, cultural trips, subject celebrations, Career Education days, Senior School Retreat, Parent Information sessions and Indigenous celebrations.

Record and Report

Staff will enter factual information about student behaviour on One School. One School records may be referred for further action as necessary. Parent engagement is critical in promoting positive behaviours, resolving disruptions or inappropriate behaviours. This may include;

- Phone call / email contact home
- Early intervention interview
- Relational conversation – Connect, Care, Values, Belief

All parent/carers are encouraged to make contact with relevant staff to discuss and resolve concerns.

Our whole school's expectations and processes for promoting and managing responsible behaviour are communicated through:

- Year level/Whole school assemblies by the Principal, Deputy Principals, Heads of Years and Heads of Department
- Year level Home-groups
- Classroom teachers plan and proactively integrate behaviour management into the delivery of their curriculum and pedagogy

Responding to unacceptable behaviour

Re-directing low-level (minor) and infrequent problem behaviour

Staff at Coolum State High apply a preventative approach to re-direction and make appropriate use of:

- Relational conversations – CONNECT before RECORRECT (Connect, Care, Values, Belief)
- *Least to most intrusive* redirection strategies based on the Essential Skills for Classroom Management (ESCM); Establish Expectations, Give clear instructions (What? Why? How?), Waiting and scanning, Acknowledge Positive Behaviours, Body Language and Descriptive Encouragement.

Re-directing low-level (minor) problem behaviour

Staff at Coolum State High apply a preventative approach to re-direction and make appropriate use of:

- Relational conversation – CONNECT before RECORRECT (Connect, Care, Values, Belief)
- Redirect student to Whole school Behaviour Expectations – Care, Respect, Excellence
- *Least to most intrusive* redirection strategies based on the Essential Skills for Classroom Management (ESCM); Selective attending, Redirect to learning, Warning/Choice given, Follow through.
- RETHINK PROCESS is used by class teachers and Student Services staff to educate students about their behaviour choices and the impact on others and the learning environment

Refer to Appendix 1 - Coolum State High School - Classroom Behaviour Management Process

Refer to Appendix 2 - Coolum State High School – Relational Conversation – CONNECT before RECORRECT

Refer to Appendix 3 - Coolum State High School – Restorative Chat

Refer to Appendix 4 - Coolum State High School – Essential Skills for Classroom Management

COOLUM STATE HIGH SCHOOL

Whole School Behaviour Expectations Matrix

	Whole school	Classroom	School Grounds/Break times	To and from school / Off Campus
Care - look after yourself, others and the environment	<ul style="list-style-type: none"> Maintain an environment that is safe and clean Keep dangerous, illegal or banned items out of school Be on time for school / class Use facilities / resources appropriately Look after people and property and report issues Resolve conflicts without verbal or physical aggression Use electronic devices responsibly (avoid social media during school time) and report inappropriate use 	<ul style="list-style-type: none"> Be organised and prepared to learn (equipment, materials) Make safe choices Look after personal items, school equipment and facilities Consider and accept each others differences Be responsible for your behaviour and actions 	<ul style="list-style-type: none"> Care for all school property Put all rubbish in the bins. Stay within school boundaries Store belongings neatly and safely Be 'sun safe' – wear a hat. Keep your hands, feet and objects to yourself. Report injuries/incidents/damage to staff Avoid using electronic devices during break times 	<ul style="list-style-type: none"> Show consideration for all public property Follow safe travel and transport procedures (buses, cars, bikes, skateboards and scooters) Be responsible when using electronic devices Walk, carry bikes/scooters/skateboards out of school Wait, board and exit buses in a calm and ordered way Follow sign in / sign out procedures
Respect - be mindful of everyone's feelings, wishes and rights	<ul style="list-style-type: none"> Speak respectfully to all members of the school community including visitors Promptly follow staff directions and requests Wear your school uniform correctly Report vandalism, graffiti or damage of school property Be on time and on task Respect the personal space of others Use appropriate language at all times Be accountable for your behaviour 	<ul style="list-style-type: none"> Use appropriate language at all times Cooperate with each other Allow others to learn, express their opinion and be heard Dress appropriately by wearing full school uniform Follow reasonable instructions promptly Use electronic devices as instructed by your teacher (phones off and out of sight) 	<ul style="list-style-type: none"> Promptly follow staff directions and requests Return lunch time sports equipment on time Follow canteen procedures Use toilets appropriately All ball games to take place in designated areas only 	<ul style="list-style-type: none"> Represent the school with pride Respect community members and their property Use good manners and speak politely Follow bus Code of Conduct Use appropriate language at all times Demonstrate sportsmanship at all times
Excellence - be the best you can be in all you do	<ul style="list-style-type: none"> Have high expectations for yourself and others Be a positive role model Do more than what is asked Participate in extra / co-curricular activities Represent the school with pride Be honest and take responsibility for your words and actions 	<ul style="list-style-type: none"> Set clear goals and strive to be the best you can be Actively participate in all class tasks Celebrate academic, sporting & cultural success Take pride in your work Learn from past experiences 	<ul style="list-style-type: none"> Be actively involved in school life Be a problem solver, not problem maker Be a good sport Encourage others to dispose of litter correctly 	<ul style="list-style-type: none"> Behave in a manner which upholds and promotes the school's reputation Be actively involved in school and community events Celebrate your successes and those of your peers Be self managed at all times Wear your uniform correctly with pride

Targeted behaviour support

Targeted behaviour support occurs when minor low-level unacceptable behaviour becomes persistently consistent following teacher interventions or conflict has occurred which has harmed others. Intervention addresses the harm which has affected individuals within the school community. A third party may be required to facilitate the restoration process between parties. This may include teachers, school staff, students, parents and community members. Targeted behaviour support is team based where strategies are developed to minimise the occurrence of student behaviours.

Some strategies may include;

Teacher interventions

- Use of Essential Skills of Classroom Management to explicitly teach expected behaviours
- A range of logical consequences may be used to manage the inappropriate behaviours
- Opportunities 'catching student being good' to motivate student to behave positively using recognition and reward strategies

Rethink Process

To assist staff to maintain an environment where teachers *can teach* and students *can learn* without persistent minor distractions/disruptions to learning. Students are cross-classed to C Block (Student Service HUB) where they reflect on their behaviour and the impact on others. The aim is to repair and rebuild the relationship. Students must engage in a process of;

- **Fess Up**; admit to behaviours which caused damage
- **Face Up**; accept that the behaviour had consequences to learning and the relationship
- **Fix Up**; agree on a set of actions which will repair the damage
- **Finish**; ensure that everyone has agreed that the matter is concluded and can move on.

Student must participate in a re-entry restorative chat with teacher before returning to class. Faculty HOD / HOY may need to facilitate this re-entry process.

Refer to Appendix 5 – Coolum State High School – Rethink Process

Monitoring Cards

Monitoring cards may be issued to assist a student in owning their behaviour. Monitoring cards are an opportunity for students to reflect on their actions, receive feedback, reflect and develop strategies to assist them to improve their behaviour/s and repair relationships that may have been damaged. They may be used to monitor broad categories of behaviour or specific behaviours tailored to the student.

White Card; Students may be placed on a monitoring card by a Head of Department for a period of time. White cards are subject specific which assists students and the HOD to monitor ongoing minor behaviours which have not improved with teacher intervention alone.

Green Card; Students may be placed on a monitoring card by a Head of Year for a period of time. Green cards are completed for all subjects which assists students and the HOY to monitor ongoing minor behaviours which have not improved across multiple areas with teacher intervention alone.

Yellow Card; Students are placed on a yellow card as part of the return from suspension process. Yellow cards support students' positive re-engagement into all school activities and informs further actions as required. Yellow cards are monitored by HOY and Deputy Principal.

Support Programs

Support programs have been developed and implemented to help students who are 'at risk' of disengaging from their education or with their peers. The programs have a wide range of aims and strategies that target particular groups of students with similar concerns, areas of interest and goals. Students are selected from a range of data (for example; attendance, behaviour database, class reports, teacher/admin referral data) and parent permission is gained. Examples of programs that have been delivered at Coolum State High are:

- Community Mentoring
- Indigenous Mentoring
- No Limits
- Girls Talk Program
- Social Skills (Anti-Bullying, Self Esteem)
- Rock and Water
- Drumbeat

A team approach to supporting students on targeted support programs also includes the Chaplain, School Nurse, Student Services HOD, Guidance Officer, SAT Officer, Indigenous Coordinator, and Youth Support Coordinator as well as external agencies.

Intensive behaviour support

Coolum 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 need comprehensive systems of support. This process is used when the student is disengaged with school and/or peers and are still at risk of significant educational underachievement for many different reasons.

This is delivered through the Student Services (HOD Student Services, Deputy Principal, Guidance Officer, Youth Support Coordinator, Regional Behaviour consultant) Team as a result of ongoing referral and incidents with a student. All decisions are made in consultation with the student, their family and the relevant support staff.

- **Student review meeting** - Stakeholders meet to clearly identify behaviours, possible options and response. Stakeholders may include the teachers, members of the student support services team, Head of Year, Deputy Principal, parent/carer and student.
- **Frequent data cycles and collection** - Student performance is assessed regularly with information collected on progress of specific behaviours.
- **Parent engagement** - Ongoing reporting and feedback during the period of intensive support is essential for success.
- **Restorative conference** - A full restorative conference to deal with serious behaviours involves all stakeholders in an effort to repair and restore the relationships.
- **Alternative plan** - An alternative plan for the student aiming to support them in improving behaviour through intensive social skilling and other targeted learning objectives is developed using a range of elements.
 - **Work Experience** - Work experience in or outside the school setting may be used as an element of an alternate program.
 - **Modified timetable** - Students may have their school timetable modified to provide them with access to essential curriculum. Often used to reduce access to situations of risk such as unstructured playground during break, or the stress of maintaining performance for an extended time caused by attending a full day. This is implemented in negotiation with parents/carers and the Deputy Principal.
- **Individual Behaviour Discipline Improvement Plan** - are designed to meet and support the needs of the student to allow them to meet the expectations of the school's code of behaviour. Plans are developed at Coolum State High align with the standards suggested by Regional Behaviour Support Staff and focus on maintaining a supportive school environment for the identified student. Mandatory information contained within the plan.
- **Intensive access to student support services and tailored programs** – Student Services staff / Deputy Principal assists in the coordination of a Case Management approach involving specialist services. A collaborative consultation process is facilitated, involving the appropriate teacher/s, the student, parents/carers and relevant school support personnel such as the Guidance Officer, Youth Support Coordinator and external agencies. As a team, the group is focused on identifying significant factors associated with the occurrence of specific behaviours. Inter-agency groups are used to coordinate services to meet the needs of the student identified with persistent or challenging behaviours. Agencies may include: Child and Youth Mental Health, Disability Services Queensland, Department of Communities and Queensland Police Service.
- **Community Conferences** - are used when a significant incident has occurred. It is generally facilitated by the school Student Services support staff and it involves the school administration, members of the community, the victims, the offenders and their support people.

5. Consequences for unacceptable behaviour

Coolum State High makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis using **Essential Skills for Classroom Management (ESCM)** and **Restorative Practices**. 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.

Coolum State High's Responsible Behaviour Plan aims to promote the ability of all students to take responsibility for their own behaviour and the consequences of their actions (be accountable). The plan has a two step response to providing appropriate consequences for misbehaviour.

- initial implementation of consequences linked to the concept of natural justice;
- secondly focuses on the importance of repairing relationships through Restorative Practices.

This relational approach allows for effective management of student behaviour within a supportive school environment and is further supported by the maintenance of comprehensive student records, effective communication with parents/guardians and student access to support services and personnel as required.

Minor and major behaviours

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

- **Minor** inappropriate behaviour is handled by staff members at the time it happens.
- **Persistent minor** inappropriate **behaviour** is managed by Heads of Year/Heads of Department and Deputy Principal
- **Major** inappropriate behaviour is referred directly to the school Student Services HUB/HOY/Deputy Principal.

Minor behaviours are those that:

- are minor breaches of the school rules/expectations;
- 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;
- do not require involvement of specialist support staff or Administration.

Minor inappropriate behaviours are **managed by the teacher** and may result in the following consequences:

- a minor consequence that is 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 procedure. The staff member takes the student aside and:
 - ✓ initiates a 'relational conversation'
 - ✓ names the behaviour that the student is displaying;
 - ✓ asks the student to name expected school behaviour;
 - ✓ states and explains expected school behaviour if necessary; and
 - ✓ gives positive verbal acknowledgement for expected school behaviour.

Persistent minor inappropriate behaviours are **managed by Heads of Department** and are those that:

- are part of a pattern of inappropriate behaviour, such as ongoing disruption in **curriculum class** which continues in spite of in class strategies and parent contact by the class teacher

Persistent minor inappropriate behaviours are **managed by Heads of Year / HOD Student Services** and are those that:

- are part of a pattern of inappropriate behaviour that occur in the **playground or are non-class behaviours**
- are part of a pattern of inappropriate behaviour, such as ongoing disruption in curriculum class which occurs across **more than 2 subjects**

Persistent minor inappropriate behaviours may result in the following consequences:

- Time in Student Services HUB (Rethink Process), alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, afternoon detention

AND/OR

- Parent contact, referral to HOD, referral to HOD Student Services, referral to Intensive Behaviour Support personnel, suspension from school

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Student Services HUB/HOY/Deputy Principal.

Major behaviours result in an immediate referral to Student Services HUB / HOD / HOY / Deputy Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour.

Step 1 - Staff member contacts (phone, student, other staff) Student Services HUB / Faculty HOD / HOY (C Block) or Deputy Principal.

Step 2 - Staff member sends student or arranges escort of student to Student Services HUB / Faculty HOD / HOY (C Block).

School Disciplinary Absences

School Disciplinary Absences including suspensions (1-10 day and 11-20 day), proposal/recommendation to exclude are sanctioned options for addressing serious behaviour difficulties.

A student may be suspended on the following grounds:

- a) Disobedience
- b) Misbehaviour
- c) Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school
- d) Conduct that adversely affects, or is likely to affect, the good order and management of the school

Behaviour Categories for Suspension (1–10 days or 11–20 days)
Absences
Persistently disruptive behaviour adversely affecting others
Other conduct prejudicial to the good order of the school
Other serious conduct prejudicial to the good order of the school
Physical Misconduct: <ul style="list-style-type: none"> • Involving adults not involving an object • Involving adults involving an object • Involving students not involving an object • Involving students involving an object
Property Misconduct: <ul style="list-style-type: none"> • Involving own property • Involving other's property
Substance Misconduct: <ul style="list-style-type: none"> • Involving tobacco • Involving other legal substances • Involving an illicit substance
Refusal to participate in the program of instruction
Verbal or Non Verbal Misconduct: <ul style="list-style-type: none"> • Involving Adults • Involving Students

All students will also engage in a formal re-entry process upon returning from suspension, which aims to minimise recurrence e.g. unacceptable behaviour and involves development of a plan and commitment to acceptable behaviour. Parents are required to attend this re-entry meeting for the student's return to classes.

<p>Teacher manages the expectations of behaviour in the first instance. Incidents and intervention strategies (proactive/reactive) are recorded on OneSchool and parent contact is made. Referral to subject HOD and HOY is required.</p>	<p>Persistent minor behaviours are managed by;</p> <ul style="list-style-type: none"> • Faculty HOD if within subject <i>or</i> • Head of Year and HOD Student Services if across more than 2 subjects or playground <p>Incidents and intervention strategies (proactive/reactive) are recorded on OneSchool and parent contact is made. Referral to relevant staff is required.</p>	<p>HOY, Head of Department, Deputy Principal or the Principal manage serious issues of inappropriate behaviour.</p> <ul style="list-style-type: none"> • Parent contact will be made in all circumstances. • Individual circumstances are considered in each case. • Incidents and intervention strategies (proactive/reactive) are recorded on OneSchool. • Referral to relevant staff is required.
<p>Possible minor behaviours</p>	<p>Possible persistent minor behaviours</p>	<p>Possible major behaviours</p>
<ul style="list-style-type: none"> • Classroom disruption – off task, challenging directions/instructions, calling out • Inappropriate language (written/verbal) • Name calling, 'put-downs' to others • Not wearing correct uniform • Chewing gum and littering • Public displays of affection • Uncooperative behaviour • Refusing a reasonable request • Inappropriate use of a laptop, school computers, computer network and/or printers including mobile phones • Late to class, attending wrong class, out of bounds, leaving class without permission • Failure to bring the necessary books/equipment to class • Incomplete homework and classwork • Failure to complete assignments and assessment on time. • Bringing the school's good name into disrepute both at and outside of school • Unsafe behaviour that could cause an accident in class or playground (i.e. running around buildings) • Failure to follow workplace health and safety guidelines 	<p>Consistent pattern of failure to;</p> <ul style="list-style-type: none"> • bring necessary books/equipment to class • complete classwork/class activities/homework • submit assessment after parent contact made by teacher • comply or aggressive refusal to comply • wear correct school uniform • workplace health and safety guidelines <p>Repeated:</p> <ul style="list-style-type: none"> • non-compliance in class or playground • class disruption • harassment/bullying • lateness for class, truancy from school <ul style="list-style-type: none"> • Wilful disobedience to teacher instruction • Failure to assist in the provision of a safe and supportive school environment 	<ul style="list-style-type: none"> • Wilful disobedience to teacher instruction • Failure to assist in the provision of a safe and supportive school environment • Refusal to surrender IT devices after inappropriate use • Harassment/Bullying/ Cyber-bullying of a fellow student or member of staff • Verbal, sexual and/or physical abuse/fighting • Vandalism/graffiti: Damage to either school or personal property • Theft – stealing of school or personal property • Possession or supply of dangerous objects and/or substances • Dangerous behaviours, placing of self or others at serious risk) • Breaching the Senior Learning Management Plan • Breaching a Discipline Improvement Plan • Repeated truancy from school grounds • Trespass on private property • Repeated inappropriate use of IT devices • Being charged with an offence • Bringing the school into disrepute • Smoking (Includes possession of cigarettes, papers, lighter etc. Includes the act of smoking or being in the company of others smoking) • Possession, use and/or supply of illegal substances (alcohol, drugs) on school • Sexual activity on school premises

Possible Responses	Possible Responses	Possible Responses
<p>Will include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Relational conversation; Connect, Care, Values, Belief • Restorative Intervention (chat) <p>May also include, but are not limited to the following:</p> <ul style="list-style-type: none"> • School behaviour expectation reminder • Teacher intervention – logical consequences. • Rethink process • Parent contact • Referral to Faculty HOD • Student to make up time with the classroom teacher or HOD • Withdrawal from class or activities (time-out in room) • WHITE Behaviour monitoring card • Immediate resolution (ie chewing gum) • Relational conversation, Restorative Intervention (chat) • Confiscate items causing either class disruption or a risk to safety • Detention • Self reflection • Litter pick-up 	<p>Will include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Relational conversation; Connect, Care, Values, Belief • Restorative Intervention (chat) <p>May also include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Rethink Process • Referral to Head of Year, HOD • School behaviour expectation reminder • Teacher intervention – logical consequences • Parent contact • Student to make up time with the classroom teacher or HOD • Withdrawal from class or activities (time-out in room) • GREEN Behaviour monitoring card • Confiscate items causing either class disruption or a risk to safety • Lunchtime or afternoon detentions • Self reflection • Litter pick-up • 1-10 day suspension considered depending on seriousness of offence • 11-20 day suspension, exclusion or cancellation of enrolment considered for repeated offending or very serious incidents • Referral to GO and/or student support services 	<p>Will include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Relational conversation; Connect, Care, Values, Belief • Restorative Intervention (chat) <p>May also include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Immediate referral to a HOY, HOD, DP or Principal • Confiscation and/or surrender of items to the office • Lunchtime or afternoon detentions • Restorative intervention/conference • 1-10 day suspension considered depending on seriousness of offence • 11-20 day suspension, exclusion or cancellation of enrolment considered for repeated offending or very serious incidents • Referral to GO and/or student support services • Referral to external support agencies • Referral to police as considered necessary • Restitution of stolen or damaged goods to be negotiated <ul style="list-style-type: none"> • Persistent offending may result in exclusion from Coolum State High school

6. Emergency responses or critical incidents

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.

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.

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; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Coolum 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.

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 and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

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 achieve the desired result; and
- 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 processes can be found;

- <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online
- One School Behaviour records

7. Network of student support

Students at Coolum State High School are supported through a system of universal, targeted, and intensive behaviour support by:

- Parents
- P&C Executive
- Home group teachers
- Teachers
- Principal / Deputy Principals
- Heads of Department (Faculty)
- HOSES / Diverse Learning
- Head of Department (Student Services)
- Heads of Year (HOY)
- Guidance Officers
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- School Based Health Nurse
- Youth Support Coordinator

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Community Centre.

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.

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

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

receive adjustments appropriate to their learning and/or impairment needs.

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
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

Related policies and procedures

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

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

Principal

P&C President or
Chair, School Council

Date effective: from 2017 to 2019

Appendix 1

COOLUM STATE HIGH SCHOOL Behaviour Support Process

Restorative Practices, ESCM, ASOT, Positive class environment

MINOR - student/s disengaged/disruptive or distractive behaviours/harassment of others, non-compliance

TEACHER intervention
Minimal classroom disruptions – least to most intrusive

- Calling out, out of seat, silly noises, eating in class, lack of effort/application, time wasting, disrespect for property, no equipment, late to class, procrastination

Teacher actions/strategies

- Connect before Recorrect (relational chat)
- Redirect to whole school classroom expectations
- ESCM
- Logical classroom consequences – time out, relocate, detention, litter pick-up
- **Proactive Parent contact (e-mail, phone call), One-school entry, Referral to HOD and HOY**

RETHINK PROCESS

- Continuation of classroom distraction/disruption
- Sent to Student Services - C Block (Form A - Referral process)
- **Parent contact, One-school entry/referral to subject HOD and HOY**

PERSISTENT – persistent distraction/disruption to classrooms requiring support RETHINK PROCESS, no evidence of improvement despite consistent teacher intervention

Subject related – FACULTY HOD intervention (with teacher)

Consistently

- not doing homework
- no correct equipment/materials
- Failure to complete assessment items
- Dangerous behaviour in specialist area
- Lesson truancy
- Work refusal

HOD actions/strategies

- Restorative chat
- Class visit, teacher support (**White card**)
- Parent contact
- **One-school referral to HOY, Student Services HOD, DP, GO, Junior or Senior School HOD**

More than 2 subjects of concerns – HOY intervention

- Uniform issues, non-compliance
- Lesson truancy, attendance issues
- Home-group disruption
- Playground disruption/issues
- Wellbeing concerns

HOY actions/strategies

- Restorative chat
- Monitoring responsibilities of student (**Green Card**)
- Issues appropriate consequences with teacher
- Regular parent communication
- Feedback to relevant staff
- **One-school entry/referral to relevant staff**

MAJOR – unsafe, serious or gross inappropriate behaviour incident

HOY and HOD Student Services, DP intervention for:

- Violent, intimidating or threatening
- Pre-determined or persistent bullying
- Verbal abuse towards teacher
- Possession or use of alcohol/drugs/cigarettes
- Possession or use of weapon
- Theft, vandalism, indecent behaviour

HOY/HOD Student Services/DP action/strategies:

- **HOY/HOD 1-10 day suspension**
- **DP 11-20 day suspension**
- **Cancellation of Enrolment**
- **One-school entry/referral**
- **Restorative Conference**
- **Recommendation for Exclusion**

HOD/HOY unable to resolve

Student Services HUB/HOY's intervention

- Meet weekly with Junior/Senior HOD, DP's, GO, Principal to discuss/plan/action for 'at risk' students
- Gather data, recommend/report/action plan to staff

Student Services HUB

- Year level Behaviour support, monitoring

Guidance Officer

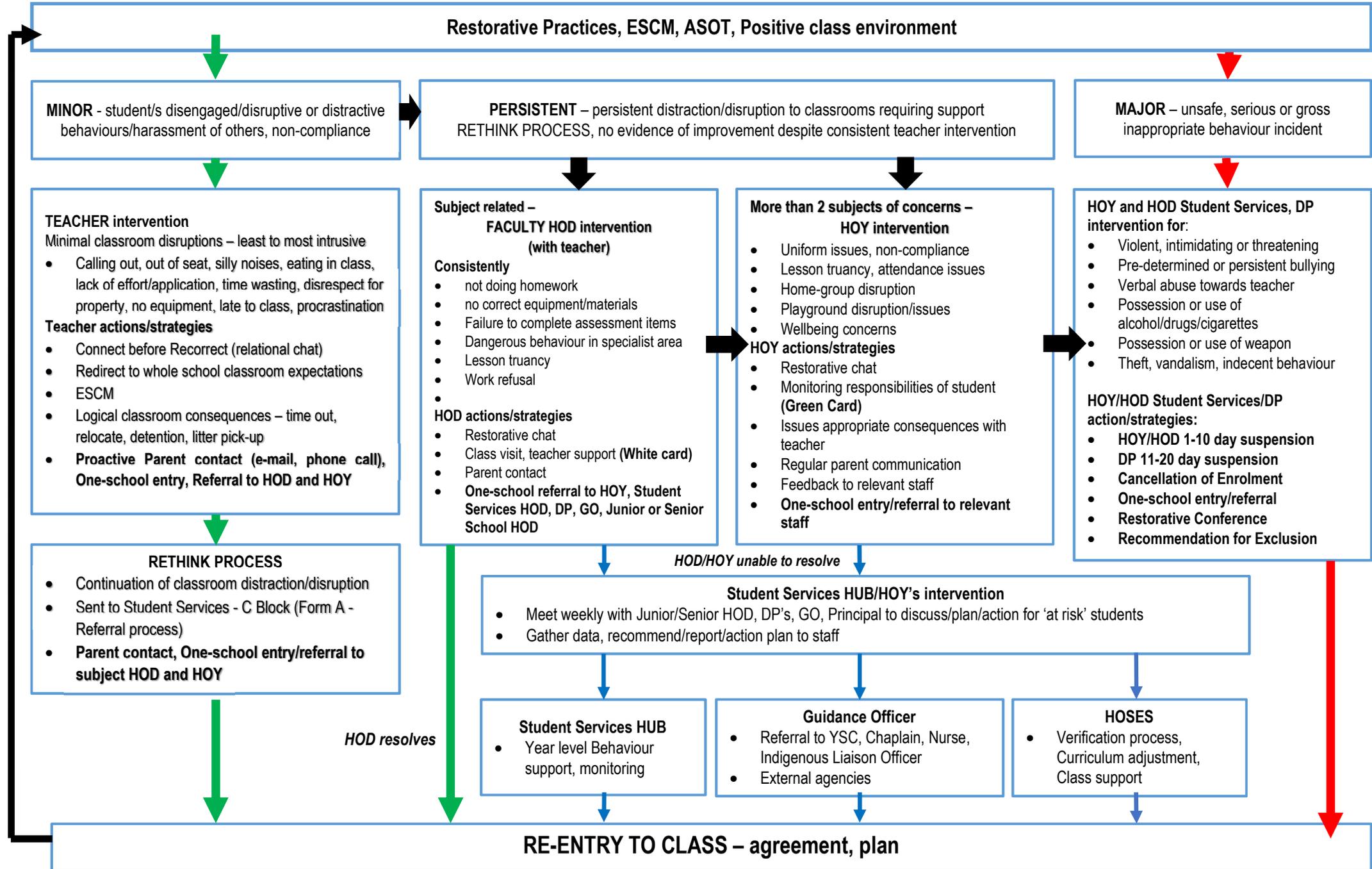
- Referral to YSC, Chaplain, Nurse, Indigenous Liaison Officer
- External agencies

HOSES

- Verification process, Curriculum adjustment, Class support

HOD resolves

RE-ENTRY TO CLASS – agreement, plan



Appendix 2

COOLUM STATE HIGH SCHOOL – RESTORATIVE PRACTICES FOCUS Every Lesson, Every Day

Low level minor classroom or playground issues which occurs with a single student. Aim to build on strengths of student to solve issue.

Relational Conversation..... CONNECTING BEFORE CORRECTING

CONNECT – “Hello, how are you today.... Can we talk about ...”

CARE – “I want you to be happy/safe.....”

VALUES – Refer to whole school values/expectations. “You know how important it is that we show/do.....”

BELIEF – “I know you can do it”

(adapted by Jude Moxon, NZ)

Restorative Chat

Managing difficulties or disruptions between student-teacher or 2 or more students. Build awareness of harm done. Develop a plan to fix issue. Follow-up. Slightly structured with simple questioning.

Wrongdoer...

What happened?

What were you thinking at the time?

What have you thought about since?

Who do you think has been affected by what you did? In what way?

What do you need to do to make things right?

How can we make sure this doesn't happen again?

What can I do to help you?

Victim

What did you think when it happened?

What have you thought about since?

How has it affected you?

What was the worst of it?

What's needed to make things right?

When stuck

Was it the wrong or right thing to do?

Was it fair or unfair?

What exactly are you sorry for?

www.thorsborne.com.au

Appendix 3

COOLUM STATE HIGH SCHOOL – RESTORATIVE CHAT

1. To the person who has done the harm:

- What happened?
- Who else was there/around when it happened?
- What were you thinking at the time?
- Who has been affected/upset/harmed by your actions?
- How do you think they have been affected?

2. To the person who has been affected:

- What was your reaction at the time of the incident?
- How do you feel about what happened?
- What did you think at the time?
- What have you thought about since?
- How has it upset/hurt/harmed you?
- What has been the worst or hardest thing for you?
- What is needed to make it right/to make you feel better?

3. To the person who has done the harm:

- Is there anything else you want to say?

4. To each person including any observers:

- What would you like to see happen to repair the harm?
- Is that okay? / Do you agree?
- Is that fair?
- Is this realistic and achievable?
- How can we make sure this doesn't happen again?
- Is there anything I can do to help?
- Is there anything else you would like to say?

5. Conclusion:

- Formally record the agreement.
- Congratulate the students for working it out.
- Arrange time to follow-up / meet again to see how things are going.

6. To each person

- Is there anything else you would like to say?

Appendix 4

Essential Skills Classroom Management – Whole School Expectations All Staff – Every Day in Every Class

	MicroSkills	What?	Why?
Establishing Expectations	To clearly articulate and demonstrate the boundaries of pro-social behavior.	It is important to have clear boundaries for social behaviour so that everyone is clear about what is, and is not, regarded as responsible and safe in a particular context.	Work out rules in a class meeting. Publish the rules. Keep the rules short, simple, observable and positive terms. Refer to the rules frequently. Model, model, model.
Instruction Giving	To give a clear direction about what to do.	Clear, short instructions help students understand what you expect them to do. Instructions help students organise what they are required to do.	Starting with a verb, and keeping them short, five words or less. Pause and scan the class. Phrase the instruction as a direction. Use "thanks" rather than "please". Give the instruction in a firm, calm and measured voice.
Waiting and Scanning	To wait for 5-10 seconds after you give an instruction.	It gives students time to process the direction. Avoids filling all the available time with excess talk which can inadvertently train the class to stop listening to your voice.	Stand still facing the group. Scan the group, chaining to descriptive encourager or a redirection.
Cueing with Parallel Acknowledgement	To acknowledge students' on-task behaviour with the intention of prompting another to follow suit.	It cues other students to match the behaviour that is being acknowledged. It is an alternative to a redirection, so can help you avoid nagging or becoming too directive.	Scan the class regularly. Acknowledge on task behaviour in close proximity to off task student, using a descriptive encourager using a voice loud enough for others to hear.
Body Language Encouraging	To intentionally use your body language to encourage students to remain on-task.	Takes no time to do. Promotes a positive tone in the classroom. 70-90% of communication is affected by our body language. Can promote on-task behaviour	Walk near and touch the work of students who are on-task. Smile and make eye contact. Make discrete nodding movements and finger signals. Read the body language being displayed by students

**Essential Skills Classroom Management – Whole school Expectations continued...
All staff - Every Day in Every Class**

<p align="center">Descriptive Encouraging</p>	<p>To encourage students to become more aware of their competence by commenting on their behaviour.</p>	<p>Describes the behaviour that will help students learn. It reinforces the rules. It promotes a positive, supportive learning environment. It focuses on strength, is self-esteem building and stimulates positive risk-taking. It strengthens your relationship with students.</p>	<p>Describe exactly what you see or hear that you want to see or hear more frequently, in other words, state the obvious. Use in a respectful and genuine fashion. Intentional use has the most training effect. Use privately to individual students and collectively to the group frequently. Send home positives. Use a description of reality ie describe the behaviour that you see.</p>
<p align="center">Selective Attending</p>	<p>To intentionally give minimal attention to off-task behaviour.</p>	<p>Avoids unintentionally reinforcing off-task or disruptive behaviour. Decreases the likelihood that this behaviour will be repeated. Gives you time to think of how to handle the student's behaviour in a way that is productive. Gives you time to attend to other students who are on-task. Sends a message to all students about your expectations. It is a deliberate process used within a discrete time-frame, it has a beginning and an end.</p>	<p>Do it when the student is choosing off-task behaviour that is not seriously disturbing to others. Keep the student who is of concern in peripheral eye range. Avoid turning your back, you may miss a training opportunity to use a descriptive encourager as the student starts to work. Stop this process when the student either: (1) starts work, give a body language encourager; or (2) begins to seriously disturb others, give a choice or follow through. Use 'vaseline eye' that is, slide your eyes away if you discover you're maintaining eye contact with a student who is off-task.</p>

**Essential Skills Classroom Management – Whole school Expectations continued...
All staff - Every Day in Every Class**

<p>Verbal & Non-Verbal Redirecting to the Learning</p>	<p>To redirect student behaviour using positive non- confrontational methods.</p>	<p>When given using the most appropriate way for any given situation, it will increase the likelihood of the student complying with the direction. When the most appropriate verbal or non- verbal strategy is used there is less chance of a confrontational situation occurring.</p>	<p>Make a decision before saying anything in relation to the behaviour you are observing ie should you selective attend? Choose an approach that will be least intrusive so should you need to there is an option to raise the level of redirection to a more intrusive one.</p>
<p>Giving a Choice</p>	<p>To respectfully confront the student who is disrupting others with the available choices and their natural consequences.</p>	<p>It provides the student, or group with information about your expectations and the likely consequences of the choice. It puts the responsibility for decision-making onto the student.</p>	<p>Do it when the student has remained, despite redirection, off-task and is disturbing other students. Do it when the student is overtly hostile to you and is challenging your management. Do it when you can't think of anything else to do. Do it as soon as it is clear to you that the student is escalating by saying Use a firm, calm and measured tone in close proximity to the student. Walk away straight afterwards and scan back intermittently. Avoid making a choice sound like a threat. This is an easy mistake to make. Remember the body language impact of tone of voice, proximity and facial expression.</p>
<p>Following Through</p>	<p>Resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment.</p>	<p>It clearly establishes that you mean what you say. It models assertive behaviour in the face of threat. It models morally courageous behaviour.</p>	<p>Fake confidence by working on your body language. Do what you said you would. Avoid letting what others may think erode your confidence. If you feel powerless to do anything, make an anecdotal note of what is happening in objective, descriptive language. Reassure the class, work on your self-control, and reflect on the event later.</p>

Appendix 5

COOLUM STATE HIGH SCHOOL – RETHINK PROCESS

Building quality relationships is a whole school responsibility and there may be times when you need support from a colleague. It is important to work with your colleagues to explore solutions to classroom management issues.

The aim of the **Rethink Process (Student Services HUB, C Block – C1)** is to assist teachers in creating a positive learning environment by reducing **repeated classroom disruptions/distractions**. The Rethink Process is a tool to support staff with addressing **persistent behaviours** which impact on the learning environment for teachers and students.

Rethink Process -

- This is a purposeful system that should be utilised as a supportive classroom behaviour management strategy **not** as a punishment.
- **Location – Student Services C Block (C1)** will be staffed to enable teachers to send students (cross-class) should appropriate strategies (Restorative Practices, Essential Skills Classroom Management) not be effective.

How -

- Teachers are to follow consistent classroom management process (attached) to allow students to respond to acknowledgement or correction practices
- Students are sent to Student Services HUB, C Block with **Form A – Student Services Cross Classing Referral** for part or remainder of the lesson should they reach MAJOR (persistent disruption or isolated gross inappropriate behaviour incident)
- The teacher/s in **Student Services HUB** receiving the student is required to greet the student, set them up in the classroom or rethink area, and ensure they stay the required amount of time, completing **Form B – Return to Class Agreement (Restorative Practices Process)**. They are not required to issue further consequences to the student unless behaviour continues.
- At the conclusion of the lesson or after a set amount of time, the Student Services teacher (HOY) is to complete notes on **Form A – C Block Cross Classing Referral** and place in folder.
- To return to class the student **MUST** return to class teacher before start of next lesson (before school, MT or Lunch)
- The classroom teacher needs to receive **Form B – Return to Class Agreement (Restorative Practices Process)** from the student and then restore (RP chat) the relationship with the student before the next lesson so that there are no 'carry overs' of behaviours (from either party).
- Classroom teacher is to issue a meaningful consequence for behaviour.
- Classroom teacher is to use **Form B** to record incident on Oneschool and make parent contact.
- Student does **NOT** re-enter class until **Form B – Return to Class Agreement (Restorative Practices Process)** has occurred. This may require assistance from classroom teacher, Faculty HOD or HOY

You will also be required to use the following documents -

- Classroom Behaviour Management – flow chart
- Rethink Process – poster for classroom
- Whole school behaviour expectations – Care Respect Excellence – posters for classroom
- Form A – C Block Cross Classing Referral

COOLUM STATE HIGH SCHOOL - CLASSROOM BEHAVIOUR MANAGEMENT
 Least to Most Intrusive All Staff – Every Day in Every Class

Establish Expectations CARE .. RESPECT .. EXCELLENCE Giving clear instructions (What? Why? How?) Waiting and scanning	ESCM 1 ASOT 6 ECSM 2 ECSM 3	PROACTIVE STRATEGIES ; relevant curriculum, focused planning, positive relationships, relational pedagogy, class meetings (circles), class awards, class discussion on issues, parent contacts, recognition on year level parades
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Catch 'em doing good

ON-TASK BEHAVIOURS
(acknowledgement)

Acknowledge Positive Behaviours Body Language Encouragement Descriptive Encouragement	ESCM 4 ESCM 5 ESCM 6	ASOT 7
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OFF-TASK BEHAVIOURS(correction)

MINOR 1 – <i>Relational conversation – CONNECT before RECORRECT</i> Connect – Care – Values –Belief <i>Identify</i> in/appropriate behaviour Redirect behaviour to classroom expectations, Teacher applies logical consequence	ASOT 8
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------

RETHINK PROCESS (C Block)

- 1- Complete Behaviour reflection/class re-entry form
- 2- **MUST** return **Form B** to class teacher and have RP chat prior to next lesson to re-enter class, **otherwise redirected back to C Block until complete.**

Restorative chat ASOT 8

Fess Up
 Face Up
 Fix Up
 Finish
 (Teacher/HOY/HOD facilitates)

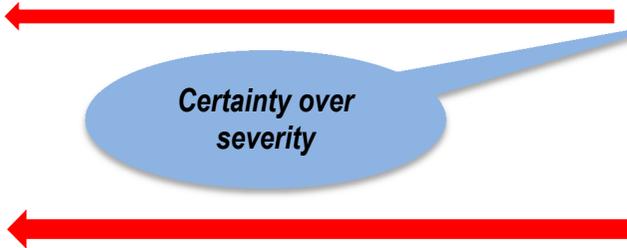
Selective Attending Redirect to Learning	ESCM 7 ESCM 8	ASOT 7
Warning Give Choice	ESCM 9	ASOT 7
Follow Through	ESCM 10	

MINOR 2 – continued classroom disruption/distraction <i>Identify</i> in/appropriate behaviour Redirect behaviour to classroom expectations Choice given – follow expectations or consequence is RETHINK PROCESS.....Name on board

MINOR 3 – no change in behaviour/persistent disruption or inappropriate MAJOR behaviour incident RETHINK PROCESS - send student to Student Services HUB (C Block) . Record behaviour incident on One School, refer to HOD and HOY, Parent Contact

REFUSAL to attend 'Student Services HUB (C Block)' Immediate contact with HOY/HOD/DP to manage RETHINK PROCESS

Certainty over severity



Appendix 6

'ACCEPTABLE USE' OF ELECTRONIC DEVICES

Statement of intent

This policy reflects the importance Coolum SHS places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. Bringing personal mobile phones 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, students must follow the school's 'Acceptable use' policy and are **used at their owners' risk**.

No liability will be accepted by the school in the event of loss, theft or damage to any device (eg. phone, laptop, ipad, tablet), and the school encourages families to arrange for personal insurance of such devices.

Acceptable use during class and assemblies

Students' mobile phones are to be **switched off and out of sight during classes or assemblies**, where these devices are not being used in a teacher directed activity to enhance learning.

Teachers will instruct students if any electronic devices (phone, laptop, ipad, tablet) are required for the lesson.

Acceptable use during break times, before and after school

Students may use mobile phones or other electronic devices during breaks. Use of speakers is not allowed during school hours. It is acceptable to use any electronic device appropriately before or after school.

Unacceptable use AT ALL TIMES

- Using in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- Mobile phone or electronic devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by school staff.
- Recording in class is not permitted unless express consent is provided by the class teacher
- Using 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.
- Using mobile phones or electronic devices to disseminate inappropriate material (through text messaging, display, internet uploading); OR knowingly being a subject of such recordings
- Sending text messages or images that contain obscene language/pictures and/or threats of violence may amount to bullying/harassment or even an offence. The school encourages the involvement of the Queensland Police Service where relevant.
 - Where the outside-school use of such devices affects or is likely to affect others' enrolled at school or the good order and management of the school, normal processes outlined in the Responsible Behaviour Plan will be followed.

Consequences for unacceptable use

Step 1- The use of mobile phones and electronic devices that contravene the school's 'Acceptable Use Policy' will lead to the student being sent to Student Services HUB and device being handed in for the day. Collection/return to occur at the end of the school day where the device is not required for further investigation.

Step 2 - If the device has been confiscated and handed in for a **second time** it will only be returned with the presence of a parent at the end of the school day.

Step 3 – The student will be considered to have directly disobeyed a member of staff (high level behaviour) and further possible consequences as outlined in the schools' Responsible Behaviour Plan.

Invasion of privacy through the recording of personal conversations or daily activities and/or the further distribution (e.g. via Multi Media Messaging Service, Bluetooth) of such material will result in disciplinary action and contravenes the *Invasion of Privacy Act 1971*;

- The sending of text messages or posting of statements to websites that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will be subject to disciplinary action and potentially police investigation; and
- 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 Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal. * *Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

Internet Use

Students who use the Internet at school must be responsible in the choice of material they access.

Sites which will not be accessed at this school are those that:

- display erotic, pornographic or sexually suggestive material.
- display violent material.
- display pictures or script that promotes racist actions or thoughts.
- display or instruct people in the use of harmful materials (eg. Drugs, weapons, explosives, etc)
- allow students to download viruses or materials containing viruses.

Inappropriate use of the Internet will incur serious consequences:

- Parents will be contacted.
- Students may be denied access to the Internet for a period as determined by school.
- Students may be placed on a behaviour contract for that class.
- A repeat offence may lead to a suspension.
- Students found deliberately putting viruses on or damaging school computers will be charged the costs incurred in cleaning and repairing the computers and may be suspended, with the possibility of exclusion depending on the seriousness of the offence.
- It is inappropriate to use any electronic device (eg. to up or download images of school personnel, students, facilities or activities, messaging/communicating/chatting to any electronic site/device) that can be perceived as portraying the school, facilities, individuals or activities in a negative light.

Appendix 7

School policy for preventing and responding to incidents of Bullying (including cyberbullying)

Purpose

Coolum State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined and 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.

There is no place for bullying in Coolum State High School. Those who are 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.

Bullying behaviours that will not be tolerated at Coolum 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.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Coolum 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.

Cyber bullying: This is a method of bullying using technology, such as email, mobile phones, chat rooms and social networking sites to bully verbally, socially or psychologically. What is not bullying? It is important to be clear which behaviours are NOT bullying. The National Centre Against Bullying acknowledges that while the following behaviours are often upsetting to those involved, they do NOT constitute bullying:

- social bantering with minor insults and jokes
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence. While these behaviours would not be considered bullying because they do not involve deliberate and repeated harm and a power imbalance, they need to be addressed in the same way as other inappropriate student behaviours.

Students are asked to consider the following questions:

- ✓ Are you currently receiving text messages, emails, msn messages, or reading blogs about you that were menacing, harassing or caused offence to you?
- ✓ Do you have a print out of the messages?
- ✓ Has this happened more than once?
- ✓ Do you know EXACTLY who this person is, and know where they go to school?
- ✓ Would you like these messages to stop? If the answer is yes to each of these questions then students are asked to see their HOY, HOD or Year Level Deputy Principal.

Tips to manage Cyberbullying

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

Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Coolum State High School are an addition to our 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

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 inappropriate behaviour, including preventing the subset of bullying behaviour
- All students know Coolum State High's values of **Care, Respect, Excellence** and have been taught the expected behaviours attached to each value 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.

School Anti-Bullying Procedures

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

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

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

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

Step 2: The Level Test - What level of seriousness is the bullying incident (high/low)? Teachers will decide if the incident is a low or high level incident using the following guidelines.

Low level

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

High level

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

Step 3: The Response

If the incident is low level the teacher will:

- ✓ Spell it out - what this behaviour is (bullying) and what's wrong with it.
- ✓ Signal - what will happen next time (i.e.: indicate consequences)
- ✓ Support - the bullied student by engaging in Reflective Thinking with the bully and support the target of bullying.
- ✓ Record – complete a One School report and refer to HOY.

If the incident is high level the teacher will:

- ✓ Report – contact HOD Student Services, HOY, or Deputy Principal and complete a One School incident report.
- ✓ Refer - bully and/or target to the HOD Student Services or HOY for follow up.

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 Coolum 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'.

Coolum State High School records inappropriate behaviour and 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 8

Appropriate use of Social Media

Coolum State High School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Coolum State High School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Coolum State High School will face disciplinary action for simply having an account on Facebook or other social media sites. It is inappropriate for students to request to be added to any staff members social media accounts, or have or request a personal contact details (eg. Non-EQ e-mail, personal phone numbers)

As is set out in the school policy for 'Preventing and responding to incidents of Bullying (including cyberbullying)' found at **Appendix 7**, it is unacceptable for students to bully, harass or victimise another person whether within Coolum State High School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Coolum State High School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Coolum State High School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

- Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.
- Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.
- Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.
- The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.
- Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Coolum State High School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

Consequences for unacceptable use

- If inappropriate online behaviour impacts on the good order and management of Coolum State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.
- Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.
- Coolum State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Coolum State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Coolum State High School expects its students to engage in positive online behaviours.