

# Crows Nest State School



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

# Crows Nest State School

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# EDUCATION QUEENSLAND'S VALUES AND PRINCIPLES

Education Queensland's Code of School Behaviour defines the following values and principles which are incorporated into our Responsible Behaviour Plan for Students.

## Values

- **Professionalism:** committing to the highest standards of accountability and performance
- **Respect:** treating all people with respect and dignity
- **Innovation and Creativity:** fostering safe environments that support innovative and creative practice
- **Diversity and Inclusiveness:** encouraging all students to participate in education and cultural activities
- **Excellence:** supporting the pursuit of excellence

## Principles

- Crows Nest State School expects high standards of personal achievement and behaviour.
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
- Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership.
- Partnerships with parents, the wider school community and other support agencies contribute to positive behaviour in schools.
- Staff expertise is valued and developed.
- Standards of expected school behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.

## Statement of Purpose

Our purpose is to maintain a safe, tolerant and disciplined learning environment, and to prepare our students to be active, reflective, life-long learners within the context of our local community, and in accordance with the Education (General Provisions) Act 1989, the departmental policy SM06 Managing Behaviour in a Supportive School Environment, and Section 5 of SM-16 the School Disciplinary Absences Policy, and the National Safe Schools Framework.

Our aim is to continue a tradition of excellence. This will be achieved through the provision of:

- A relevant and challenging curriculum
- Quality teaching and learning environment
- A socially-just environment
- Collaborative decision-making
- Responsible and accountable school leadership and management

## Rationale

Our Behaviour Management Plan provides a support system of relationships, expectations, rewards and consequences designed to:

- Promote effective learning
- Foster mutual respect among all individuals
- Encourage increasing responsibility in students
- Promote quality citizenship

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to, and receive, a quality education. The Principal will play a strong leadership role in implementing and communicating the Responsible Behaviour Plan for Students in the school community.

The Responsible Behaviour Plan for Students has been developed based on the following principles:

- Students have a right to learn in a safe, supportive and disciplined environment where they are given the opportunity to develop their talents, interests and ambitions;
- Parents can expect their children to be educated in a safe, supportive and disciplined environment which encourages care, courtesy and respect for the rights of all community members;
- Staff can expect that they will be able to work in a safe, respectful and cooperative environment.

## Aims:

- Outlines appropriate strategies for supporting acceptable behaviour.
- Outlines appropriate strategies for addressing misconduct.
- Provide information to parents to assist in discussing behaviour with their children and to offer necessary guidance and support.
- Provide staff with a framework for the consistent management of behaviour throughout the school. A complete commitment to the school's Behaviour Management Plan is expected.

## CODE OF CONDUCT

Our Responsible Behaviour Plan is designed to give students an understanding of the school community's expectations in relation to student behaviour. The plan is outlined below under the following core values:

- Cooperation
- Achievement
- Responsibility

This Responsible Behaviour Plan applies to all students while they are attending school and school related activities. Our Code of Behaviour promotes the democratic values of respect, equality and concern for the welfare, rights and dignity of all members of our school community. Procedures for upholding the plan are explained in the relevant section.

Core Value	Indicators
<p><b>Cooperation</b> - The school community will work with each other to provide a supportive, safe school environment and show courtesy and respect towards each other.</p>	<ul style="list-style-type: none"> <li>• Obedience</li> <li>• Punctuality</li> <li>• Trustworthiness</li> <li>• Reliability</li> <li>• Courtesy</li> <li>• Cooperation</li> <li>• Honesty</li> </ul>
<p><b>Achievement</b> – The school community will be committed to a school environment where learning is valued.</p>	<ul style="list-style-type: none"> <li>• Completes tasks, homework and assignments</li> <li>• Manages time effectively</li> <li>• Preparedness for class</li> <li>• Participates in class</li> </ul>
<p><b>Responsibility</b> – The school community will care about our school and exercise commonsense to provide a safe school environment.</p>	<ul style="list-style-type: none"> <li>• Cares for property</li> <li>• Shows initiative</li> <li>• Attends regularly</li> <li>• Wears uniform</li> <li>• Behaves safely</li> <li>• Treats others with respect</li> </ul>

## RIGHTS AND RESPONSIBILITIES

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

### Rights and responsibilities of students

Aim	Responsibilities	Rights
<b>Cooperation</b>	<b>To:</b> <ul style="list-style-type: none"> <li>• Cooperate and participate actively with others in all aspects of school life.</li> <li>• Treat themselves and members of the school community with respect and tolerance.</li> <li>• Communicate actively in the school's education program.</li> </ul>	<b>To:</b> <ul style="list-style-type: none"> <li>• Be treated with respect, courtesy, honesty, tolerance and consideration so that we feel valued and secure.</li> </ul>
<b>Achievement</b>	<ul style="list-style-type: none"> <li>• Take responsibility for their own behaviour and learning.</li> <li>• Work to the best of our ability and strive to meet challenges with the support of the school community.</li> <li>• Manage time effectively.</li> <li>• Complete all given work to the best of our ability.</li> <li>• Be prepared for class.</li> <li>• Participate in class appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect each other's capacity for learning.</li> <li>• Learn as much as we can without disruption.</li> <li>• Participate in curriculum activities.</li> <li>• Be proud members of the school community.</li> <li>• Fulfil our potential.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Behave and dress in a manner that will bring credit to our school.</li> <li>• Ensure that our actions and movement around the school promote a safe and secure environment for all.</li> <li>• Care for own property and that of others.</li> <li>• Attend regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Be and feel safe and secure.</li> <li>• Expect our property to be safe.</li> <li>• Work without unnecessary noise and disruption.</li> </ul>

**Rights and responsibilities of students**

Responsibilities – Students	Rights – Students
<ul style="list-style-type: none"> <li>▪ Learn to the best of our ability.</li> <li>▪ Show courtesy to everyone within the learning environment. This includes all staff, both teaching and non-teaching.</li> <li>▪ Follow reasonable instructions from teachers, and other adults.</li> <li>• Respect property, school equipment and the rights of peers, parents and teachers.</li> <li>• Respect others’ right to learn.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be treated fairly as an individual and have the opportunity to learn.</li> <li>▪ Have our opinions respected and our belongings left alone.</li> <li>▪ Enjoy school and feel safe at school.</li> <li>▪ Be treated with dignity.</li> </ul>

**Rights and responsibilities of parents**

Responsibilities – all parents & caregivers should:	Rights – all parents & caregivers have the right to:
<ul style="list-style-type: none"> <li>▪ Support staff and cooperate with the school.</li> <li>▪ Support policies that aim to provide opportunities for learning and ensure the best possible educational outcomes for students.</li> <li>▪ Be aware of the school’s processes of communication, and involve themselves constructively in these processes and relationships.</li> <li>▪ Provide a positive example for their children with regard to social values and behaviour.</li> <li>▪ Ensure that children attend school every day unless there is a valid reason for absence.</li> <li>▪ Show an active interest in their child’s schooling and progress.</li> <li>▪ Ensure that children wear the school uniform each day.</li> <li>▪ Contribute positively to behaviour and support plans that concern their child.</li> <li>▪ Actively promote the positive image of the school in the community.</li> <li>▪ Inform the school of any issues or concerns.</li> <li>▪ Support the school’s Responsible Behaviour Plan.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expect the school to provide the best possible education for their students.</li> <li>▪ Expect regular communication from the school regarding all facets of school life, which affect their students’ learning.</li> <li>▪ Expect your child to be treated fairly and respectfully.</li> <li>▪ Feel welcome in the school.</li> <li>▪ Have input into aspects of the operation of the school.</li> <li>▪ Attend P &amp; C meetings and other appropriate forums to support the school.</li> <li>▪ Be treated with dignity.</li> </ul>

**Rights and responsibilities of staff members**

Responsibilities – staff members	Rights – staff members
<ul style="list-style-type: none"> <li>▪ Educate all students to the best of their ability in a safe, supportive and disciplined learning environment.</li> <li>▪ Provide a teaching and learning program based on an inclusive and engaging curriculum.</li> <li>▪ Work with parents to ensure the best possible educational outcomes for students.</li> <li>▪ Be consistent and fair to students, peers and parents in implementing the school’s Responsible Behaviour Plan.</li> <li>▪ Model the behaviour standards and values students are expected to exhibit.</li> <li>▪ Uphold the policies and guidelines which govern their profession, including the Education Act (1989) and Regulations and any amendments thereto.</li> <li>▪ Model and teach the building of positive interpersonal relationships.</li> <li>▪ Use a range of proactive management strategies from supportive to responsive for dealing with unacceptable behaviour.</li> <li>▪ Use preventative strategies which recognise the importance of cognitive levels, future needs and learning styles of students when designing learning experiences.</li> <li>▪ Initiate and maintain constructive communication and relationships with students and parents.</li> <li>▪ Maintain high standards of ethical behaviour as established in Education Queensland’s Code of Conduct.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be treated with respect, courtesy and consideration by students, peers, administration and parents/caregivers.</li> <li>▪ Teach with minimal disruption.</li> <li>▪ Give reasonable instructions to students.</li> <li>▪ Receive cooperation from students, peers, administration and parents.</li> <li>▪ Participate in the management process.</li> <li>▪ Be treated with dignity.</li> </ul>

**PROCEDURES FOR UPHOLDING THE CODE OF BEHAVIOUR - ROLES & RESPONSIBILITIES**

Our procedures for managing unacceptable behaviour are fair, equitable, non-violent, non-coercive, inclusive, legal and safe. Suspension and exclusion are only considered when all other strategies have been exhausted or rejected except in the case of serious breaches of the Behaviour Code. Procedures for students with disabilities will be considered in the context in which the behaviour occurs and the developmental level of the student.

**Student**

- The student is responsible for his/her own behaviour.
- Good behaviour means making appropriate choices and taking responsibility for the consequences of those choices.

**Classroom Teacher**

- The classroom teacher is responsible for managing student behaviour in the classroom and, where necessary, the playground and on excursions and out-of-school activities.
- The classroom teacher will employ a range of strategies to manage non-serious offences and encourage appropriate behaviour.
- When teacher interventions are unsuccessful, secondary students will be referred to the HOD and primary students will be referred to the DP.
- The classroom teacher is responsible for completing “Behaviour Incidents” regarding poor behaviour for recording on the Oneschool.
- Teachers wanting to check action taken in regard to a particular student can speak directly to the HOD / DP or access Oneschool.
- Recognises and rewards students who achieve success in their schooling and who make appropriate behavioural choices. This includes the awarding of class certificates on assembly and the nomination of students for recognition of High and Outstanding Behaviour levels.
- Teachers are required to provide suitable work for students suspended.
- Completes Behaviour Incidents on Oneschool and posts detentions on School Intranet.
- Issues, forwards to DP and then keeps Primary “Thinking It Through” sheets in the student’s personal folio.
- Refers Behaviour Incidents to Principal/Deputy/HOD as necessary.

***Form Teacher***

- Monitors uniform and refers to Administration those students who are not correctly attired.
- Contacts parents when necessary.
- Encourages good manners and acceptable behaviour.
- Liaises with and refers to Guidance Officer, Head Of Department, Deputy Principal or Principal where there are concerns or issues.

***Head of Department (HOD)***

- Manages secondary classroom and playground offences.
- Proactively supports secondary teachers in classrooms, discussing behaviour with individual students or groups of students.
- If a secondary student does not respond to the attempts of the classroom teacher to resolve his/her behaviour issue, she/he will be referred to the HOD.
- Manages students referred by secondary classroom teachers.
- Places secondary students on Problematic or At Risk and makes recommendations regarding 1 – 5 day suspensions.
- Meets twice per Term (Middle and End of Term) at Behaviour Level meetings to review student behaviour generally and discusses the progress of individual students.
- The HOD assists the student to make better choices.
- When necessary, the HOD may place the student on an “Individual Student Report”.
- Refers students to the Guidance Officer where appropriate. (E.g. the behaviour is considered to be connected with the student’s personal situation)

***Deputy Principal (DP)***

- Manages students referred by primary classroom teachers.
- Proactively supports primary teachers in classrooms, discusses behaviour with individual students or groups of students.
- Places / reviews primary students on Problematic / At Risk and makes recommendations regarding 1 – 5 day suspensions.
- Manages primary classroom or playground offences.
- Meets twice per Term (Middle and End of Term) at Behaviour Level meetings to review student behaviour generally and discusses the progress of individual students
- Refers students to the Guidance Officer where appropriate. (E.g. the behaviour is considered to be connected with the primary student’s personal situation)

***Principal***

- May be involved in behaviour management when the HOD / DP is unavailable.
- Serious offences are immediately referred to the Principal
- Proactively supports all staff, discusses behaviour with individual students or groups of students in collaboration with HOD and DP.
- Makes decisions on all suspensions / exclusions in consultation with the HOD / DP.
- Refers students to the Guidance Officer where appropriate.

# MANAGEMENT OF STUDENT BEHAVIOUR

## The Behaviour Levels

A strong emphasis on the use of positive practices to support the student in making appropriate choices and accepting responsibility for his/her behaviour underpins this program. The focus of the program is on positively reinforcing behaviour through conduct levels. Students are made aware of reasons for consequences in levels and with counselling are encouraged to maintain and restore quality behaviour. **Any change in behaviour level, either through behaviour management meetings or by administrative decision will be notified to parents by letter. The letter will state the reasons for the change.** The Principal has the right to vary a student's behaviour level at any time provided evidence for the decision is available.

### Individual Behaviour Plans

Our school implements IBP's for those students who identify as indigenous, who have special needs, or who exhibit frequent disruptive behaviour. The IBP is a management and teaching process rather than a disciplinary process and will be arranged on an individual basis involving parents, school staff and the student (where appropriate). The plan is completely individualised in its aims, implementation and evaluation.

The behaviour management process at Crows Nest State School is built around five behaviour levels. The purpose of the levels is to:

- Provide students with a clear understanding of how they are progressing in relation to the school community's expectations.
- Enables students to be aware of the consequences, positive or negative, of their behaviour.
- Provide students with an incentive to behave in an appropriate manner.

Students will be assigned one of the following levels of behaviour. The descriptors used indicate the level of adherence to our school's expectations of behaviour.

- **OUTSTANDING**
- **HIGH STANDARD**
- **SATISFACTORY**
- **PROBLEMATIC**
- **AT RISK**

The structure of the levels is as follows:

**OUTSTANDING LEVEL:** Students on this level in the previous year will retain an Outstanding Behaviour Level. Outstanding Level Certificates are distributed each term to students who have attained Outstanding Level during the term. The Behaviour Matrix indicates the behaviours necessary to attain this level of behaviour.

Rewards apply to students who have been placed on Outstanding Level. The list is not exhaustive and may change from time to time. The intention of such rewards is to demonstrate the school community's support for, and appreciation of, outstanding behaviour. Disruption to normal class work must be minimal in carrying out these activities.

- Morning tea with Administration staff and parents
- Pool party
- Homework Pass
- Library Pass
- First option for Friday activities
- Photo in local Newspaper
- Certificate presented by local dignitary
- Film session

**HIGH LEVEL:** Students on this level in the previous year will retain a High Behaviour Level. Students who exhibit high standards of behaviour, and who consistently meet the following criteria attain this level. The Behaviour Matrix indicates the behaviours necessary to attain this level of behaviour.

Rewards apply to students who have been placed on High Level. The list is not exhaustive and may change from time to time. The intention of such rewards is to demonstrate the school community's support for, and appreciation of, high standards of behaviour. Disruption to normal class work must be minimal in carrying out these activities.

- Homework Pass
- Library Pass
- First option for Friday activities following Outstanding students

**SATISFACTORY LEVEL:** All new students, students on Satisfactory, Problematic or At Risk Level from the previous year, commence the school year on this level. Satisfactory Level indicates that a student is behaving satisfactorily. The Behaviour Matrices on pages 10 - 16 indicate the behaviours necessary to attain this level of behaviour.

Students who exhibit satisfactory standards of behaviour will have fewer than 3 Incident Reports recorded on the Conduct Database in a 12-week school period.

**PROBLEMATIC LEVEL:** This is the level to which a student is demoted for showing a lack of support for our school's expectation of conduct. The Behaviour Matrices on pages 10 – 16 indicate the behaviours necessary to be placed on this level of behaviour.

Students who are on Problematic level may have 3 – 6 Incident Reports recorded on Oneschool between behaviour level meetings.

Students who are on Problematic level will have to show reason to why they should hold responsibility such as School Captain, House Captain.

Students are placed on Problematic level for a prescribed period on the recommendations made by Classroom Teachers and Administration. The length of time a student is placed on Problematic Level is generally for one month (behaviour level period) and is dependent upon the seriousness of the misbehaviour. A student who does not make a reasonable attempt to improve his / her behaviour will be placed on At Risk Level.

***Early Promotion From Problematic Level***

A student may approach the Principal, Head of Department (Secondary) or Deputy Principal (Primary) and negotiate early promotion from Problematic Level on the basis of:

- Conscientious classroom behaviour supported by teacher evidence, and
- Involvement in a mutually agreed program of community service.

All staff who have contact with the student will be consulted prior to a decision being made.

**AT RISK LEVEL:** This is the level on which a student is placed for sustained unsatisfactory behaviour or serious misbehaviour. This level involves significant intervention by the school in attempting to modify the student's behaviour. The Behaviour Matrix indicates the behaviours necessary to attain this level of behaviour.

Students who are on At Risk Level may have 7 Incident Reports recorded on Oneschool between behaviour level meetings or commit a serious offence.

Students who are on At Risk Level are ineligible for positions of responsibility such as School Captain, House Captain.

Students are placed on At Risk level for a prescribed period on the recommendations made by Classroom Teachers and Administration. The length of time a student is placed on At Risk Level is generally for one month (behaviour level period) and is dependent upon the seriousness of the misbehaviour.

***A student placed on Problematic or At Risk level of behaviour cannot:***

- Represent the school
- Attend school social functions
- Attend non-assessable school excursions

## BEHAVIOUR MATRIX – LOWER PRIMARY

Crows Nest State School promotes positive behaviour, and encourages all students to strive for the highest levels of behaviour according to the following criteria.

In order for students to be on a High level of behaviour, they must also adhere to the Satisfactory behaviour descriptors as well as those that represent High behaviour. For a student to be on Outstanding, they must adhere to High and Satisfactory behaviour descriptors in addition to those for Outstanding behaviour.

### Outstanding

- Shows initiative
- Offers to help others

### High

- Completes work independently
- Looks after belongings
- Appropriate playground behaviour

### Satisfactory

- Works to the best of ability
- Follows instructions
- Takes turns and shares
- Follows class and school rules
- Uses good manners
- Uses 'High Five' strategies



## Unacceptable Behaviour – Lower Primary

In the event of behaviour being displayed that is unacceptable, students may be placed on either Problematic or At Risk according to the following descriptors.

### Problematic

- Often does not follow instructions.
- Often does not take turns and share things.
- Often does not follow class and school rules.
- Often does not use good manners
- Often does not work to ability.
- Is careless with belongings.
- Is often late for class during school time.
- Often does not play or behave safely.
- Often does not care for own, others and school property.
- Blames others or situations.
- Bullies and/or harasses others verbally or physically.
- Uses inappropriate language.

### At Risk

- Wilfully and continually refuses to follow instructions.
- Wilfully and continually does not take turns and share things.
- Wilfully and continually does not follow class and/ or school rules.
- Wilfully and continually does not use good manners.
- Refuses to complete set tasks.
- Rarely works to ability.
- Continues to do all above even with support and frequent reminders.

## BEHAVIOUR MATRIX – UPPER PRIMARY

Crows Nest State School promotes positive behaviour, and encourages all students to strive for the highest levels of behaviour according to the following criteria.

In order for students to be on a High level of behaviour, they must also adhere to the Satisfactory behaviour descriptors as well as those that represent High behaviour. For a student to be on Outstanding, they must adhere to High and Satisfactory behaviour descriptors in addition to those for Outstanding behaviour.

### Outstanding

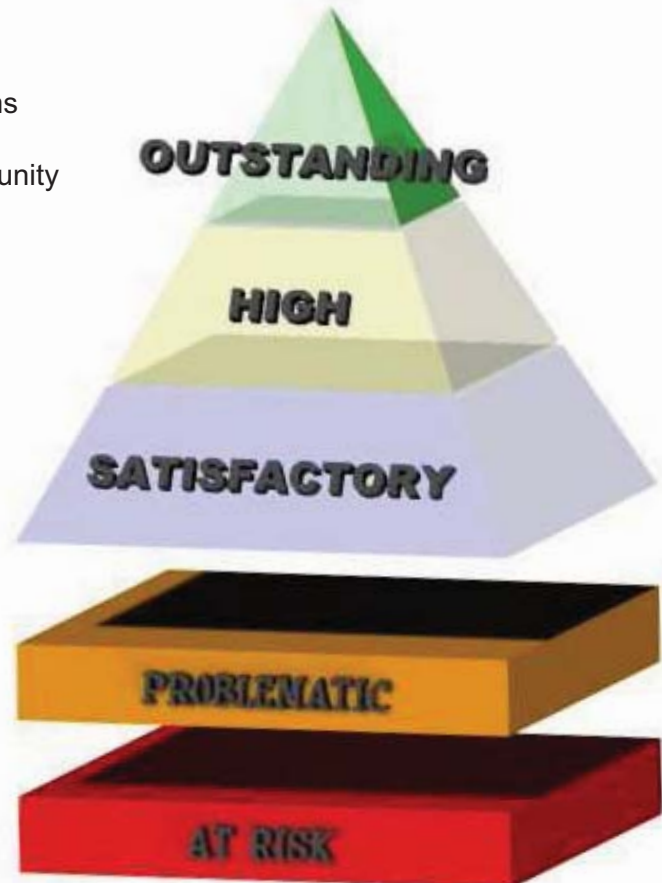
- Assists others to solve interpersonal problems
- Demonstrates initiative
- Displays an involvement in the school community

### High

- Self directed learner
- Manages time effectively
- Solves interpersonal problems appropriately, using “high Five’ and other strategies

### Satisfactory

- Trustworthy
- Shows Respect
- Punctual
- Follows instructions
- Works independently as appropriate
- Strives to do best in all activities
- Completes all homework and assignment tasks
- Brings equipment to class
- Wears full school uniform
- Cares for property



## Unacceptable Behaviour – Upper Primary

In the event of behaviour being displayed that is unacceptable, students may be placed on either Problematic or At Risk according to the following descriptors.

### Problematic

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ Interferes with the learning of others.</li> <li>▪ Shows a lack of consideration for others</li> <li>▪ Is defiant</li> <li>▪ Seldom follows instructions.</li> <li>▪ Seldom uses good manners.</li> <li>▪ Shows a lack of respect towards teachers and other adults.</li> <li>▪ Seldom honest.</li> <li>▪ Rarely completes set tasks, including homework and assignments</li> <li>▪ Inefficiently uses time in class.</li> <li>▪ Seldom brings equipment to classes.</li> <li>▪ Seldom works to ability.</li> <li>▪ Needs frequent teacher reminders to get / stay on task.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Often late.</li> <li>▪ Often dresses inappropriately.</li> <li>▪ Does not wear school uniform</li> <li>▪ Lacks respect for own / other people's property.</li> <li>▪ Often comes to class unprepared.</li> <li>▪ Bullies / harasses others.</li> <li>▪ Uses inappropriate language.</li> <li>▪ Seldom plays or behaves safely.</li> <li>▪ Displays inappropriate emotional responses.</li> <li>▪ Does not accept responsibility for own actions.</li> <li>▪ Is disruptive when moving around school.</li> </ul> |
|---|--|

### At Risk

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>▪ Often prevents others from learning.</li> <li>▪ Is often defiant.</li> <li>▪ Often shows a lack of respect to teachers and other adults.</li> <li>▪ Rarely follows instructions.</li> <li>▪ Rarely uses good manners.</li> <li>▪ Rarely shows consideration for others.</li> <li>▪ Unwilling to work in a group / team situation.</li> <li>▪ Unwilling to follow teacher directions.</li> <li>▪ Often dishonest.</li> <li>▪ Often makes little or no attempt to complete set tasks.</li> <li>▪ Refuses to complete set tasks / homework / assignments.</li> <li>▪ Rarely works to ability.</li> <li>▪ Rarely attempts to learn.</li> <li>▪ Rarely brings equipment to classes.</li> <li>▪ Rarely uses time in class efficiently.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Emotional responses affect the learning of self / others.</li> <li>▪ Is destructive of own / other people's property.</li> <li>▪ Uses equipment inappropriately.</li> <li>▪ Refuses to participate in program.</li> <li>▪ Refuses to accept responsibility for own behaviour.</li> <li>▪ Involved in physical violence / assault.</li> <li>▪ Uses obscene / offensive language.</li> <li>▪ Rarely dresses appropriately.</li> <li>▪ Supplies / possesses / uses illegal substances / dangerous items.</li> <li>▪ Escalates / encourages conflict.</li> <li>▪ Sexually harasses others.</li> <li>▪ Initiates and continues bullying / harassment.</li> <li>▪ Rarely follows class / school rules.</li> <li>▪ Fails to accept responsibility for own actions / blames others.</li> <li>▪ Dangerous or disruptive when moving around school.</li> </ul> |
|--|---|

## BEHAVIOUR MATRIX - SECONDARY

Crows Nest State School promotes positive behaviour, and encourages all students to strive for the highest levels of behaviour according to the following criteria.

In order for students to be on a High level of behaviour, they must also adhere to the Satisfactory behaviour descriptors as well as those that represent High behaviour. For a student to be on Outstanding, they must adhere to High and Satisfactory behaviour descriptors in addition to those for Outstanding behaviour.

### Outstanding

- An excellent team member
- Seeks and responds to teacher feedback
- Seeks new challenges
- Strives to best in all activities
- Is an active member of the school community

### High

- Assists others in learning and play
- Demonstrates empathy
- Encourages others
- A self directed learner
- Maintains a positive learning focus
- Manages time effectively
- Demonstrates conscientious behaviour
- Solves interpersonal Problems appropriately
- Seeks teacher feedback
- Accepts responsibility for own actions

### Satisfactory

- Trustworthy and Honest
- Works independently as appropriate
- Uses manners
- Respects and considers others and their property
- Follows School and class rules
- Brings equipment to classes
- Completes homework and assignments on time
- Exhibits appropriate behaviour between classes
- Wears full school uniform
- Observes relevant Health and Safety Procedures



## Unacceptable Behaviour - Secondary

In the event of behaviour being displayed that is unacceptable, students may be placed on either Problematic or At Risk according to the following descriptors.

### Problematic

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ Interferes with the learning of others.</li> <li>▪ Shows a lack of consideration for others</li> <li>▪ Is defiant</li> <li>▪ Seldom follows instructions.</li> <li>▪ Seldom uses good manners.</li> <li>▪ Shows a lack of respect towards teachers and other adults.</li> <li>▪ Seldom honest.</li> <li>▪ Rarely completes set tasks, including homework and assignments</li> <li>▪ Inefficiently uses time in class.</li> <li>▪ Seldom brings equipment to classes.</li> <li>▪ Seldom works to ability.</li> <li>▪ Needs frequent teacher reminders to get / stay on task.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Often late.</li> <li>▪ Often dresses inappropriately.</li> <li>▪ Does not wear school uniform</li> <li>▪ Lacks respect for own / other people's property.</li> <li>▪ Often comes to class unprepared.</li> <li>▪ Bullies / harasses others.</li> <li>▪ Uses inappropriate language.</li> <li>▪ Seldom plays or behaves safely.</li> <li>▪ Displays inappropriate emotional responses.</li> <li>▪ Does not accept responsibility for own actions.</li> <li>▪ Is disruptive when moving around school.</li> </ul> |
|---|--|

### At Risk

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>▪ Often prevents others from learning.</li> <li>▪ Is often defiant.</li> <li>▪ Often shows a lack of respect to teachers and other adults.</li> <li>▪ Rarely follows instructions.</li> <li>▪ Rarely uses good manners.</li> <li>▪ Rarely shows consideration for others.</li> <li>▪ Unwilling to work in a group / team situation.</li> <li>▪ Unwilling to follow teacher directions.</li> <li>▪ Often dishonest.</li> <li>▪ Often makes little or no attempt to complete set tasks.</li> <li>▪ Refuses to complete set tasks / homework / assignments.</li> <li>▪ Rarely works to ability.</li> <li>▪ Rarely attempts to learn.</li> <li>▪ Rarely brings equipment to classes.</li> <li>▪ Rarely uses time in class efficiently.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Emotional responses affect the learning of self / others.</li> <li>▪ Is destructive of own / other people's property.</li> <li>▪ Uses equipment inappropriately.</li> <li>▪ Refuses to participate in program.</li> <li>▪ Refuses to accept responsibility for own behaviour.</li> <li>▪ Involved in physical violence / assault.</li> <li>▪ Uses obscene / offensive language.</li> <li>▪ Rarely dresses appropriately.</li> <li>▪ Supplies / possesses / uses illegal substances / dangerous items.</li> <li>▪ Escalates / encourages conflict.</li> <li>▪ Sexually harasses others.</li> <li>▪ Initiates and continues bullying / harassment.</li> <li>▪ Rarely follows class / school rules.</li> <li>▪ Fails to accept responsibility for own actions / blames others.</li> <li>▪ Dangerous or disruptive when moving around school.</li> </ul> |
|--|---|

## CONSEQUENCES FOR UNACCEPTABLE STUDENT BEHAVIOUR

Student behaviour that does not comply with the standards outlined in this document is not acceptable. This section sets out the range and level of responses and consequences for student behaviour that is not consistent with these standards.

Consequences are applied to:

- provide the opportunity for all students to learn
- ensure the safety of staff and students
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student, and the needs and rights of school community members will be considered at all times.

This school uses a range of consequences that are authorised by Education Queensland, which can include:

- suspensions
- exclusions

These consequences are used after consideration has been given to all other strategies. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

### Lower Primary

#### Management Processes

The flow diagram provides a summary of the following information.

##### Classroom Teacher

The classroom teacher is responsible for dealing with the minor offences that occur in the classroom or around the school, eg: refusal to work, homework not completed, talking in class, chewing gum etc.

Teachers will employ a range of positive strategies to assist individual students to modify their behaviour. They also may employ a range of consequences where positive strategies have proved unsuccessful. Contact should be kept with parents as appropriate.

When a student has shown inappropriate behaviour and has not responded appropriately, an Incident Report Form will be completed and the incident will be recorded on Oneschool. The incident records details and must include the preventative and / or responsive actions taken by the teacher. If a student is sent to Administration (eg: because the behaviour is severe; multiple offences) a note or phone call must be made to explain the situation.

On the third occasion when a Oneschool incident is recorded by a teacher, the teacher **must** make contact with the parents either by phone or letter. The parent **must** be informed of the imminent drop in behaviour level. The student will be placed on the appropriate behaviour level at the next meeting or at the discretion of the Principal. No student can be placed on a lower behaviour level unless 3 Incident Report forms have been completed, or a serious offence has occurred.

The Deputy Principal will become involved following referral by any member of staff after a period of extensive but unsuccessful support, or, if appropriate, when the third incident has been submitted.

The Deputy Principal will undertake a minimum of two interventions with the student before referring the student to the Principal. It is expected that the Deputy Principal will make further contact with the parent.

When a student is referred to the Deputy Principal, one or more of the following actions may occur. (Any mitigating circumstances will be considered.)

- Investigate incident
- Counsel student

- Parent contact
- Internal suspension
- Placement on a lower behaviour level for a period of time depending upon the seriousness of the offence.
- Referral to the Principal
- Recommendation to the Principal for suspension.

The Principal will become involved following referral by any member of staff for a serious offence either in or out of the classroom or when a recommendation for suspension / exclusion is made. Such referrals **must** be supported by the completion of a behaviour incident on Oneschool.

#### **NOTE**

- Current Behaviour Level proformas will be placed in Teachers' pigeonholes prior to Behaviour Level meetings. These proformas, clearly show current and proposed behaviour levels and reasons for changes. These **must** be brought to the meeting and submitted to the Deputy Principal **immediately** following the meeting.
- It is the child's **classroom teacher's** responsibility to know how many incidents have been recorded.
- If a student is suspended, the regular classroom teacher will be required to provide work for the student to complete in their absence.
- At all stages the correct paperwork and procedures must be followed.

#### **Return From Suspension**

The following procedures will take place when a student returns from suspension:

- All students returning from suspension must have an interview with the Principal / Deputy Principal /HOD before returning to class. Parents would normally attend this interview in order to discuss actions necessary to support a successful return to school.
- The student will remain on At Risk Level of behaviour until reviewed at the next Behaviour Level Meeting.
- Failure to modify behaviour on return from suspension will be viewed very seriously and may result in:
  - ⇒ Internal suspension
  - ⇒ A further period of suspension
  - ⇒ Recommendation for Exclusion

#### **Recording Behaviour Incidents**

Teachers are urged to take care in completing behaviour referrals that they simply outline the facts of the issue and what happened. Avoid use of emotional language and judgemental descriptions, which may be misinterpreted.

# FLOW DIAGRAM – BEHAVIOUR MANAGEMENT PROCESS

## Lower Primary

**Minor Offences** in the classroom / playground



**Teacher** employs strategies to encourage appropriate behaviour.



**Poor behaviour persists**

**Teacher** completes a Behaviour Incident Report on Oneschool continues to employ strategies to encourage appropriate behaviour.



**Poor behaviour persists**

**Teacher** completes a second Behaviour Incident Report on Oneschool.



**Poor behaviour persists**

**Teacher** completes third Behaviour Incident Report on Oneschool. Parents contacted by **Teacher**.



**Poor behaviour persists**

**Deputy Principal** may undertake the following interventions with the student:

- Investigates incident
- Counsels student
- Contacts parent
- Internal suspension
- Placement on lower Behaviour Level
- Recommendation for suspension
- Refers to Principal after two interventions



**Poor behaviour persists or serious incident**

**Principal**

- Counsels student
- 1 – 5 day suspension
- 6 – 20 day suspension

**Serious Offences** in classroom or playground are referred immediately to the Principal



# Upper Primary

## Management Processes

The flow diagram provides a summary of the following information.

### Classroom Teacher

The classroom teacher is responsible for dealing with the minor offences that occur in the classroom or around the school, eg: refusal to work, late to class, homework not completed, failure to bring books to school, talking in class, chewing gum, incorrect uniform etc.

Teachers will employ a range of positive strategies to assist individual students to modify their behaviour. They also may employ a range of consequences where positive strategies have proved unsuccessful. Contact should be kept with parents as appropriate.

When a student has shown inappropriate behaviour and has not responded appropriately, an Incident Report Form will be completed and the incident will be recorded on Oneschool. The incident records details of the incident and must include the preventative and / or responsive actions taken by the teacher. The student **must** (except for students who have a disability which makes this inappropriate) be given a Thinking It Through sheet to reflect on this behaviour choice whenever an incident is issued. If a Thinking It Through sheet is issued by staff other than the child's teacher the Thinking It Through sheet must be given to the child's teacher so that an accurate count of the number issued can be maintained. If students are sent to Administration (eg: because the behaviour is severe; multiple offences) a note or phone call must accompany the student.

On the third occasion when an incident is submitted the teacher **must** make contact with the parents either by phone or letter. The parent **must** be informed of the imminent drop in behaviour level. The student will be placed on the appropriate behaviour level at the next meeting or at the discretion of the Principal. No student can be placed on a lower behaviour level unless 3 Incident Report sheets have been completed, or a serious offence has occurred.

The Deputy Principal will become involved following referral by any member of staff after a period of extensive but unsuccessful support, or, if appropriate, when the third incident has been submitted.

The Deputy Principal will undertake a minimum of two interventions with the student before referring the student to the Principal. The Deputy Principal may place the student on a daily Individual Student Report to monitor the student's progress. It is expected that the Deputy Principal will make further contact with the parent.

When a student is referred to the Deputy Principal, one or more of the following actions may occur. (Any mitigating circumstances will be considered.)

- Investigate incident
- Counsel student
- Parent contact
- Internal suspension
- Placement on a lower behaviour level for a period of time depending upon the seriousness of the offence.
- Monitoring on an Individual Student Report form. The Deputy Principal will monitor this sheet.
- Referral to the Principal
- Recommendation to the Principal for suspension.

The Principal will become involved following referral by any member of staff for a serious offence either in or out of the classroom or when a recommendation for suspension / exclusion is made. Such referrals **must** be supported by the completion of an Incident Report Form.

## NOTE

- Current Behaviour Level proformas will be placed in Teachers' pigeonholes prior to Behaviour Level meetings. These proformas, clearly show current and proposed behaviour levels and reasons for changes. These **must** be brought to the meeting and submitted to the Deputy Principal **immediately** following the meeting.
- It is the child's **classroom teacher's** responsibility to know how many Thinking It Through sheets / incidents have been recorded.
- If a student is suspended, the regular classroom teacher will be required to provide work for the student to complete in their absence.
- At all stages the correct paperwork and procedures must be followed.

### **Return From Suspension**

The following procedures will take place when a student returns from suspension:

- All students returning from suspension must have an interview with the Principal / Deputy Principal before returning to class. Parents would normally attend this interview in order to discuss actions necessary to support a successful return to school.
- The student will remain on At Risk Level of behaviour until reviewed at the next Behaviour Level Meeting.
- Failure to modify behaviour on return from suspension will be viewed very seriously and may result in:
  - ⇒ Internal suspension
  - ⇒ A further period of suspension
  - ⇒ Exclusion

### **Recording Behaviour Incidents**

Teachers are urged to take care in completing behaviour referrals that they simply outline the facts of the issue and what happened. Avoid use of emotional language and judgemental descriptions, which may be misinterpreted.

# FLOW DIAGRAM – BEHAVIOUR MANAGEMENT PROCESS

## Upper Primary

Minor Offences in the classroom / playground

Serious Offences in classroom or playground are referred immediately to the Principal

Teacher employs strategies to encourage appropriate behaviour.

**Poor behaviour persists**

Teacher completes an Incident Report Form for entry into Conduct Database and continues to employ strategies to encourage appropriate behaviour. Student should complete a 'Thinking It Through Sheet'.

**Poor behaviour persists**

Teacher completes a second Incident Report Form for entry into Conduct Database. Student to complete a "Thinking It Through Sheet"  
Principal, Deputy Principal, Guidance Officer may become involved.

**Poor behaviour persists**

Teacher completes third Incident Report Form for entry into Conduct Database. Parents contacted by Teacher. Student completes "Thinking It Through Sheet". Principal, Deputy Principal, Guidance Officer may become involved.

**Poor behaviour persists**

Deputy Principal may undertake the following interventions with the student:

- Investigates incident
- Counsels student
- Contacts parent
- Internal suspension
- Placement on lower Behaviour Level
- Individual Student Report
- Recommendation for suspension
- Refers to Principal after two interventions

**Poor behaviour persists or serious incident**

Principal

- Counsels student
- 1 – 5 day suspension
- 6 – 20 day suspension
- Exclusion



## Secondary

### Management Processes

The flow diagram provides a summary of the following information.

#### Classroom Teacher

The classroom teacher is responsible for dealing with the minor offences that occur in the classroom or around the school, eg: refusal to work, late to class, homework not completed, failure to bring books to school, talking in class, chewing gum, incorrect uniform etc.

Teachers will employ a range of positive strategies to assist individual students to modify their behaviour. They also may employ a range of consequences where positive strategies have proved unsuccessful. Contact should be kept with parents as appropriate.

When a student has shown inappropriate behaviour and has not responded appropriately, an incident will be recorded on Oneschool. The incident records details of the incident and must include the preventative and / or responsive actions taken by the teacher and whether or not a Detention has been given. If a Detention is given the student must be informed along with the reason. The student must complete a Reflection Sheet when attending a Detention. If students are sent to Administration (eg: because the behaviour is severe; multiple offences) an Incident Report form **must** accompany the student.

If a teacher gives two Detentions to one student between Behaviour Level meetings, he/she must contact the parent on the day that the second Detention is given.

When any student receives three Detentions the Head of Department will make contact with the parents either by phone or letter. The parent **must** be informed of the imminent drop in behaviour level. The student will be placed on the appropriate behaviour level at the next meeting or at the discretion of the Principal. No student can be placed on a lower behaviour level unless three Detentions have been given, or a serious offence has occurred.

The Head of Department will become involved following referral by any member of staff after a period of extensive but unsuccessful support, or, if appropriate, when the third Detention has been given.

The Head of Department will undertake a minimum of two interventions with the student before referring the student to the Principal. The Head of Department may place the student on a daily Individual Student Report to monitor the student's progress. It is expected that the Head of Department will make further contact with the parent.

When a student is referred to the Head of Department, one or more of the following actions may occur. (Any mitigating circumstances will be considered.)

- Investigate incident
- Counsel student
- Parent contact
- Internal suspension
- Placement on a lower behaviour level for a period of time depending upon the seriousness of the offence.
- Monitoring on an Individual Student Report form. The Head of Department will monitor this sheet.
- Referral to the Principal
- Recommendation to the Principal for suspension / exclusion.

The Principal will become involved following referral by any member of staff for a serious offence either in or out of the classroom or when a recommendation for suspension / exclusion is made. Such referrals **must** be supported by the completion of an Incident Report Form.

#### **NOTE**

- Current Behaviour Level proformas will be placed in Teachers' pigeonholes prior to Behaviour Level meetings. These proformas, clearly show current and proposed behaviour levels and reasons for changes. These **must** be brought to the meeting and submitted to the Head of Department **immediately** following the meeting.
- If a student is suspended, subject teachers will be required to provide work for the student to complete in their absence.
- At all stages the correct paperwork and procedures must be followed.

#### **RETURN FROM SUSPENSION**

The following procedures will take place when a student returns from suspension:

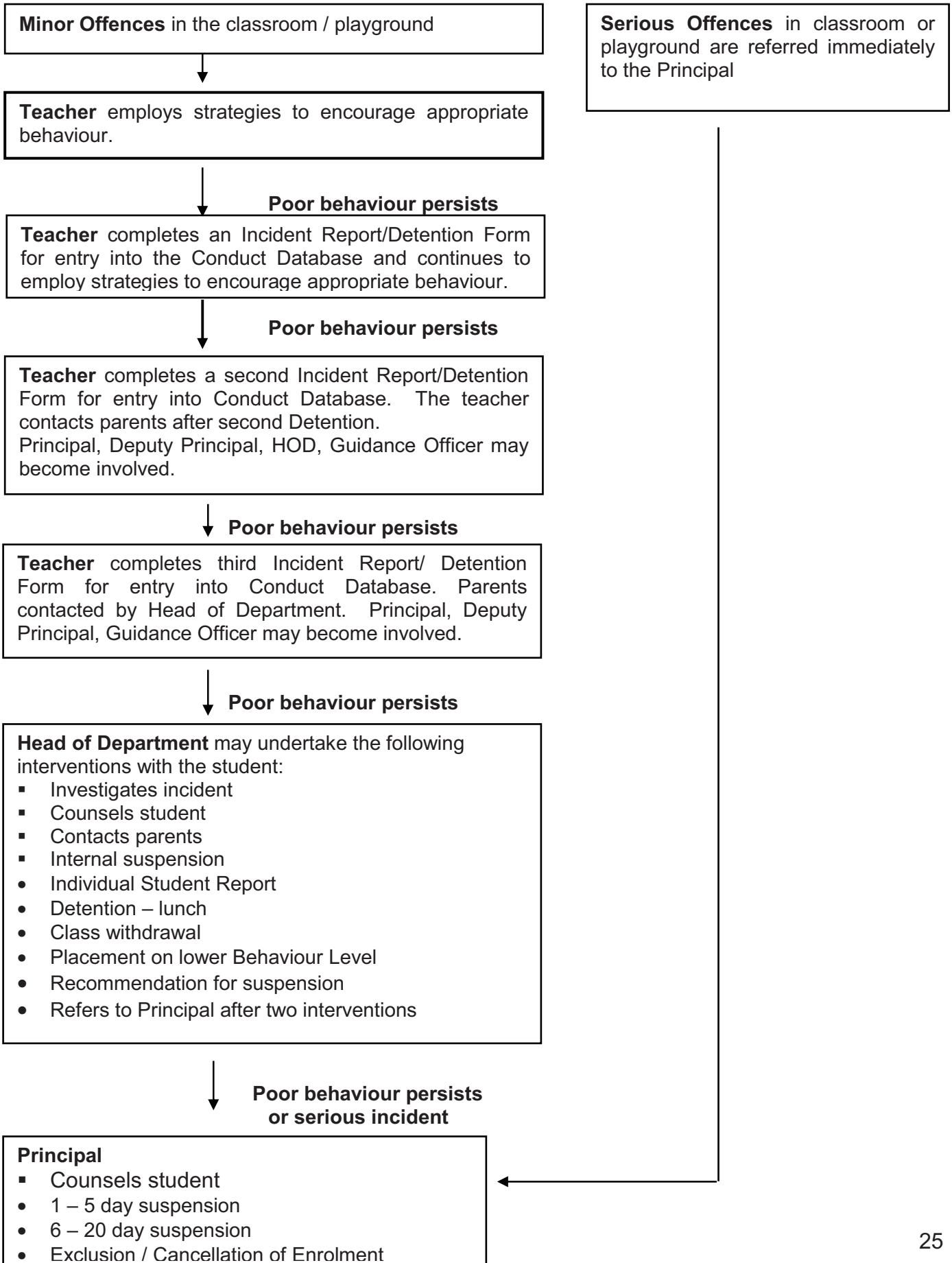
- All students returning from suspension must have an interview with the Principal / Head of Department before returning to class. Parents would normally attend this interview in order to discuss actions necessary to support a successful return to school.
- The student will remain on At Risk Level of behaviour until reviewed at the next Behaviour Level Meeting.
- Failure to modify behaviour on return from suspension will be viewed very seriously and may result in:
  - ⇒ Internal suspension
  - ⇒ A further period of suspension
  - ⇒ Exclusion

#### **Recording Behaviour Incidents**

Teachers are urged to take care in completing behaviour referrals that they simply outline the facts of the issue and what happened. Avoid use of emotional language and judgemental descriptions, which may be misinterpreted.

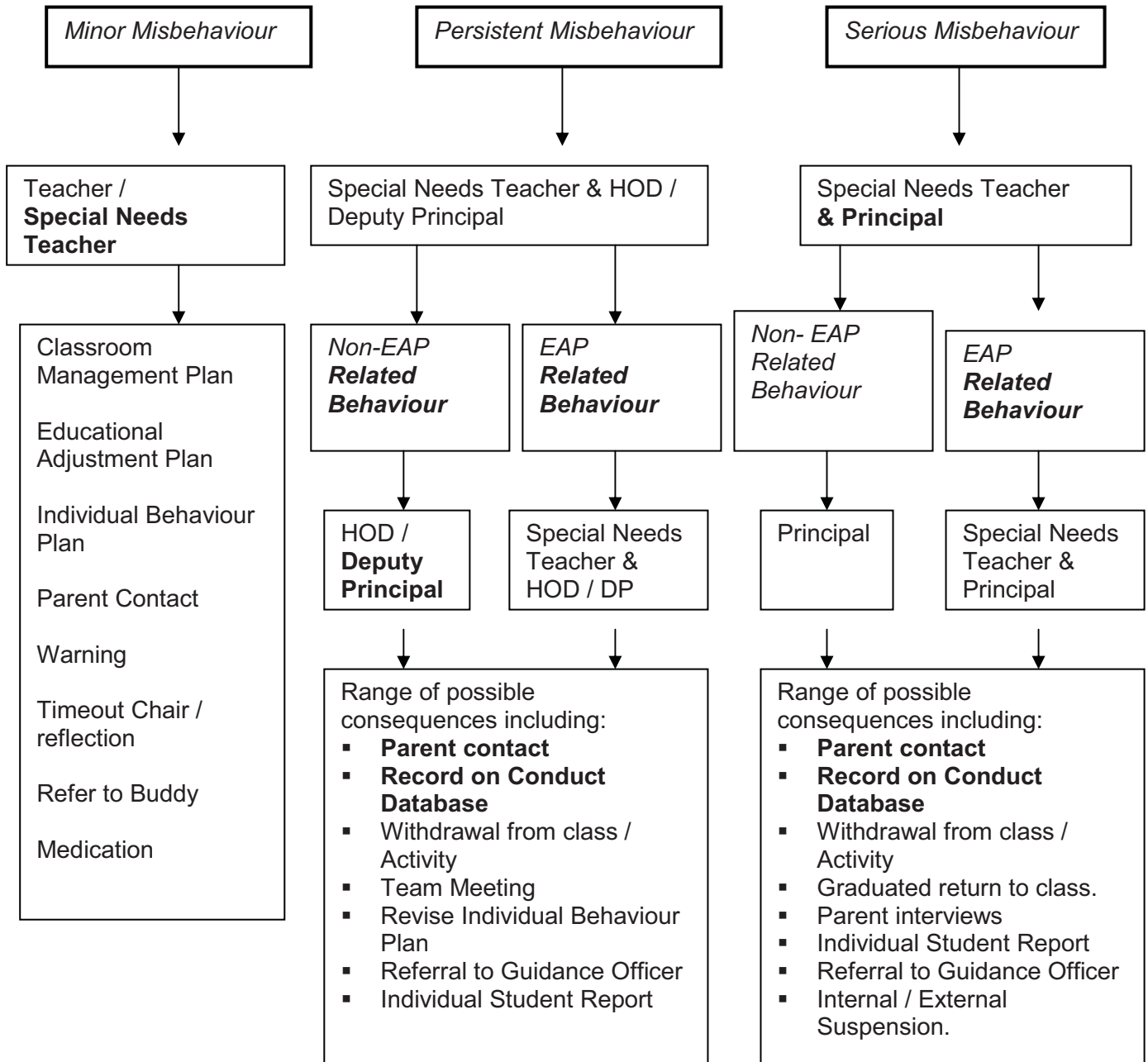
# FLOW DIAGRAM – BEHAVIOUR MANAGEMENT PROCESS

## Secondary



# FLOW DIAGRAM – BEHAVIOUR MANAGEMENT PROCESS

## Students with Educational Adjustment Plans



# OFFENCES AND CONSEQUENCES

## Minor Offences

The following table provides details of recommended consequences for minor offences. The administration of the school has the right to modify the suggested consequences depending on the circumstances surrounding a particular incident. This list is not exhaustive and the school staff or administration will deal with offences not identified accordingly.

Offence	Possible Consequences
<b>Minor Offences</b> – the classroom teacher will handle the following breaches of Code of Conduct in the first instance. Where the inappropriate behaviour persists, the matter becomes a serious offence and will be dealt with by a HOD / DP as a case of persistent and wilful disobedience.	
<ul style="list-style-type: none"> <li>▪ Class disruption</li> <li>▪ Continual talking in class</li> <li>▪ Calling out in class</li> <li>▪ Arriving late to class</li> <li>▪ Lack of respect and courtesy to fellow students eg: name calling, 'put downs'</li> <li>▪ Using Mobile phones in class or during lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher uses responsive strategies</li> <li>▪ Incident Report Form completed</li> <li>▪ Thinking It Through sheet</li> <li>▪ Parent contact by teacher (mandatory on second offence – Secondary; on third offence - Primary)</li> <li>▪ Refer to HOD or DP for persistent offences.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Use of inappropriate language</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher uses responsive strategies.</li> <li>▪ Thinking It Through sheet</li> <li>▪ Refer to HOD or DP for persistent offending.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Uncooperative behaviour</li> <li>▪ Disobeying a reasonable request</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher uses responsive strategies</li> <li>▪ Behaviour Incident completed</li> <li>▪ Thinking It Through sheet</li> <li>▪ Parent contact by teacher (mandatory on second offence – Secondary; on third offence - Primary)</li> <li>▪ Refer to HOD or DP for persistent offending.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Truancy from class (but not leaving school grounds)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Refer to HOD or DP</li> <li>▪ Parent contact by teacher</li> <li>▪ Behaviour Incident completed</li> <li>▪ Thinking It Through sheet</li> <li>▪ Student to make up time with the classroom teacher or HOD / DP</li> <li>▪ Repeat offences referred to Principal</li> </ul>
<ul style="list-style-type: none"> <li>▪ Late for class</li> <li>▪ Failure to bring the necessary materials.</li> <li>▪ Homework not completed / attempted.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher uses responsive strategies</li> <li>▪ Behaviour Incident completed</li> <li>▪ Thinking It Through sheet</li> <li>▪ Parent contact (mandatory on second offence – Secondary; on third offence - Primary)</li> <li>▪ Refer to HOD or DP (persistent offending)</li> </ul>
<ul style="list-style-type: none"> <li>▪ Chewing gum</li> <li>▪ Sitting on port racks / verandah railings</li> <li>▪ Littering</li> <li>▪ Non-approved jewellery items</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher detention</li> <li>▪ Place on lunchtime detention after third incident.</li> <li>▪ Failure to report to lunchtime detention results in referral to HOD or DP.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Failure to wear the school uniform correctly – secondary</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sent to Administration to change into clean uniforms provided by the school for that day. Uniforms to be returned to office at end of school day and laundered by the school.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Being in an out of bounds area</li> <li>▪ Running around in areas around the buildings</li> <li>▪ Silly behaviour that could cause an accident</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher is to make decision on the seriousness of the offence and employ suitable strategies.</li> </ul>

# OFFENCES AND CONSEQUENCES

## Serious Offences

The following table provides details of recommended consequences for serious offences. The administration of the school has the right to modify the suggested consequences depending on the circumstances surrounding a particular incident. This list is not exhaustive and the school staff or administration will deal with offences not identified accordingly.

Offence	Possible Consequences
<p><b>Serious Offences</b> – The following breaches of the Code of Conduct are considered very serious. In general, they will be dealt with by the Head of Department, Deputy Principal or the Principal. <b>Parent contact will be made in all but exceptional circumstances.</b> These incidents will generally result in placement on At Risk Level of Behaviour for a period determined by the seriousness of the offence. Students on At Risk Level will usually be monitored using an Individual Student Report.</p>	
<ul style="list-style-type: none"> <li>▪ Harassment of a member of staff: ⇒ Verbal ⇒ Physical ⇒ Sexual</li> <li>▪ Harassment / bullying of a fellow student: ⇒ Verbal ⇒ Physical ⇒ Sexual</li> </ul>	<ul style="list-style-type: none"> <li>▪ Immediate referral to HOD or DP</li> <li>▪ At Risk level of behaviour</li> <li>▪ Individual Management Plan</li> <li>▪ 1 – 5 days suspension recommended to Principal considered depending on seriousness of offence.</li> <li>▪ 6 – 20 day suspension, exclusion considered for repeated offending or very serious incidents.</li> <li>▪ Referral to police / other agencies as considered necessary.</li> <li>▪ Referral to support services where appropriate – Youth Health Nurse, Guidance Officer</li> </ul>
<ul style="list-style-type: none"> <li>▪ Persistent classroom disruption</li> <li>▪ Persistent and wilful disobedience</li> <li>▪ Persistent failure to assist in the provision of a safe environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Immediate referral to HOD or DP</li> <li>▪ Problematic / At Risk level of behaviour</li> <li>▪ Detentions – lunch time</li> <li>▪ Class withdrawal</li> <li>▪ Individual Management Plan</li> <li>▪ Suspension 1 – 5 days, 6 – 20 days (depending on seriousness)</li> <li>▪ Referral to support services where appropriate – Youth Health Nurse, Guidance Officer</li> </ul>
<ul style="list-style-type: none"> <li>▪ Truancy outside school grounds</li> </ul>	<ul style="list-style-type: none"> <li>▪ Referral to HOD or Deputy</li> <li>▪ At Risk Level of behaviour</li> <li>▪ Individual Management Plan</li> <li>▪ Internal Suspension 1 – 5 days, 6 – 20 days (depending on seriousness)</li> <li>▪ Referral to support services</li> <li>▪ Referral to Police Liaison Officer</li> </ul>
<ul style="list-style-type: none"> <li>▪ Persistent failure to arrive at class on time</li> <li>▪ Persistent failure to bring necessary materials</li> <li>▪ Persistent failure to complete homework, assignments etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Referral to HOD / DP</li> <li>▪ Detentions lunch time to catch up work / make up lost time.</li> <li>▪ Individual Management Plan</li> <li>▪ Problematic / At Risk Level of behaviour.</li> <li>▪ Individual Student Report</li> <li>▪ Referral to support services</li> </ul>
<ul style="list-style-type: none"> <li>▪ Vandalism – damage to either school or personal property.</li> <li>▪ Theft – stealing of school or personal property</li> </ul>	<ul style="list-style-type: none"> <li>▪ Immediate referral to HOD or DP</li> <li>▪ Restitution of stolen or damaged goods to be requested.</li> <li>▪ Individual Management Plan</li> <li>▪ Referral to police as considered necessary</li> <li>▪ Depending on seriousness: ⇒ At Risk level of behaviour ⇒ Suspension (1 – 5, 6 – 20 days) ⇒ Exclusion</li> </ul>
<ul style="list-style-type: none"> <li>▪ Smoking</li> </ul>	<ul style="list-style-type: none"> <li>▪ Immediate referral to HOD or Deputy Principal</li> </ul>

<p>⇒ Includes possession of cigarettes, papers, matches, lighter etc.                  ⇒ Includes the act of smoking or being in the company of others who are smoking</p>	<ul style="list-style-type: none"> <li>▪ First offence – 3 Lunchtime detentions. Completion of smoking assignment. At Risk Behaviour.</li> <li>▪ Referral to Youth Health Nurse</li> <li>▪ Individual Management Plan</li> <li>▪ Subsequent offences – 1 – 5 day suspension – At Risk level of behaviour</li> <li>▪ Persistent offending will result in recommendation for exclusion.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Possession and or use of illegal substances (alcohol, drugs) on school property or any school related activity.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Refer to Principal</li> <li>▪ Individual Management Plan</li> <li>▪ At Risk Behaviour level</li> <li>▪ Referral to Guidance Officer</li> <li>▪ Referral to support services</li> <li>▪ Referral to police</li> <li>▪ Immediate suspension with recommendation for exclusion.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Supply of illegal substances</li> </ul>	<ul style="list-style-type: none"> <li>▪ Refer to Principal</li> <li>▪ Individual Management Plan</li> <li>▪ At Risk Behaviour level</li> <li>▪ Referral to Guidance Officer</li> <li>▪ Referral to support services</li> <li>▪ Immediate suspension with recommendation for exclusion.</li> <li>▪ Referral to police</li> </ul>
<ul style="list-style-type: none"> <li>▪ Possession and / or use of a dangerous object</li> </ul>	<ul style="list-style-type: none"> <li>▪ Referral to HOD or Deputy Principal</li> <li>▪ At Risk Behaviour Level</li> <li>▪ Individual Management Plan</li> <li>▪ Suspension with recommendation for exclusion.</li> <li>▪ Referral to Guidance Officer / Youth Health Nurse where appropriate.</li> <li>▪ Referral to police where appropriate.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Unsafe / dangerous and / or inappropriate behaviour on school organised excursion / camp / activity.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parent contacted immediately</li> <li>▪ Student returned to school at cost to parent.</li> <li>▪ At Risk Behaviour Level</li> <li>▪ Suspension (1 – 5, 6 – 20 days) where appropriate.</li> <li>▪ Exclusion where appropriate.</li> </ul>

## MANAGEMENT OF SPECIFIC BEHAVIOURS

Crows Nest State School aims to create a supportive school environment in which students feel safe. Our plan includes proactive strategies and programs that encourage students to make positive life choices in areas such as bullying, harassment, drugs and alcohol.

The school will continue to provide professional development in the area of behaviour management in relation to bullying, harassment, drugs and alcohol education.

### Bullying & Harassment

#### SCHOOL ANTI-BULLYING POLICY

Bullying is the abuse of power with the intention of causing distress to the other person(s), or for personal gain or gratification. Behaviours may include repeated behaviour that can be covert and subtle, and social, psychological, verbal, physical and or sexual in nature.

Crows Nest State School will not tolerate bullying in any form. All members of our school community are committed to ensuring a safe and caring environment, which promotes personal growth and positive self-esteem for all. We take a whole-school approach using proactive strategies to discourage the occurrence of bullying and provide options for complaint management, while empowering students to be active in their pursuit of fairness for themselves and others.

Bullying / harassment is an act of aggression causing embarrassment, pain or discomfort to another:

It can take a number of forms:

- Physical, verbal, gestural, extortion or exclusion.
- It is an abuse of power
- It can be planned and organised or it may be unintentional
- Individuals or groups may be involved
- 'Cyber' bullying, where devices such as computers and phones are used to distress or harass others

#### SOME EXAMPLES: BULLYING / HARRASSMENT

- Any form of physical violence
- Interfering with another's property
- Using offensive names, teasing or spreading rumours
- Using put-downs, belittling others achievements
- Writing offensive notes or graffiti about others
- Making degrading comments about another's culture, religious, racial or social background
- Excluding others from a group
- Making suggestive comments or ridiculing another's appearance
- Intimidating others
- Sex-based harassment, which may be insulting, offensive, demeaning, humiliating or intimidating. It can include belittling comments, ridicule, graffiti, name-calling, put-down jokes, physical violence, and exclusion from groups or activities.

#### TARGETS MAY

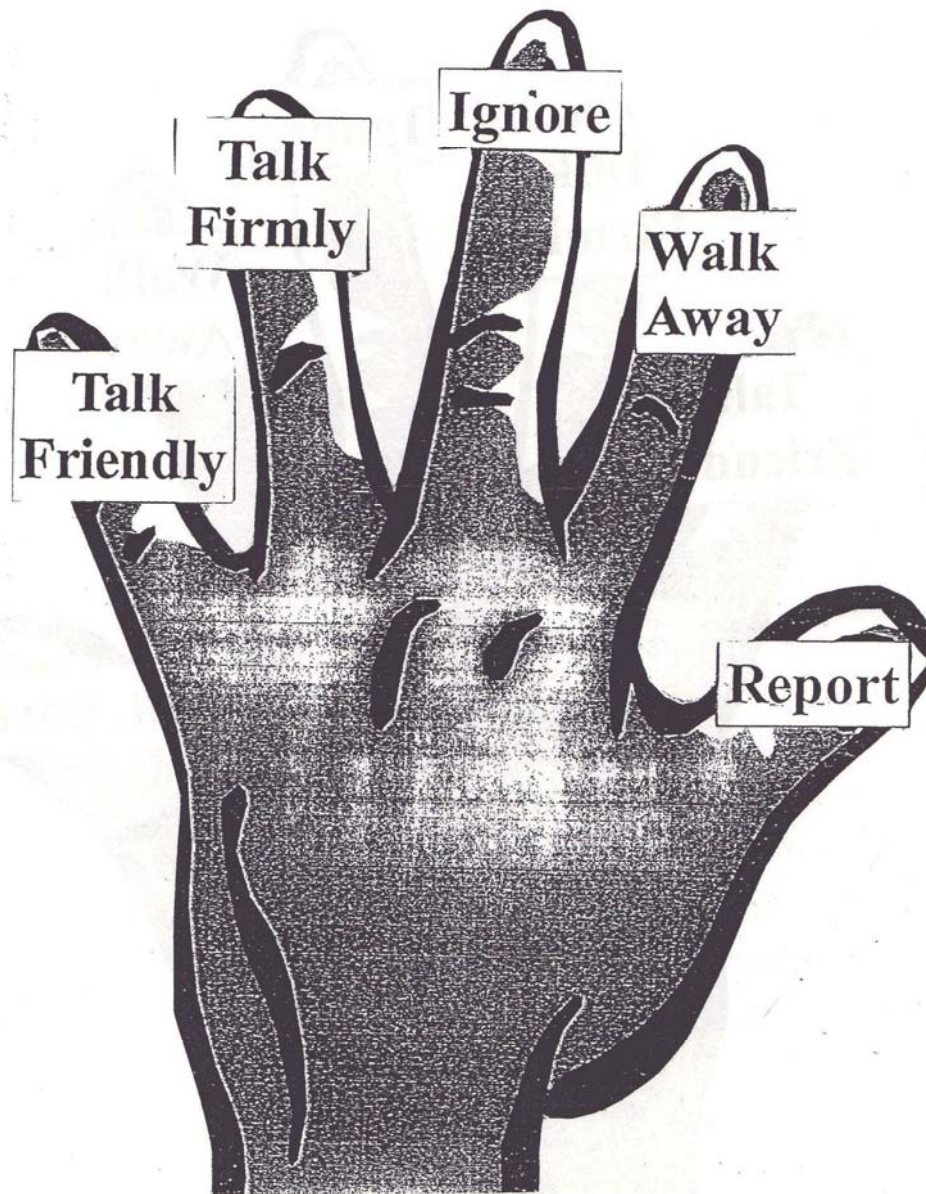
- Feel frightened, unsafe, embarrassed, angry or unfairly treated
- Work, sleep and ability to concentrate may suffer
- Relationships with family and friends may deteriorate
- Feel confused and not know what to do about the problem

## PREVENTATIVE ACTIONS

At Crows Nest State School our approach to bullying and harassment is preventative through providing a positive social context for student behaviour by giving consistent messages valuing diversity, supporting constructive relationships, discouraging violence and aggression and challenging the abuse of power.

## HIGH FIVE STRATEGY

The 'High Five' is a positive and proactive means of students dealing with bullying. It encourages students to pro-act rather than react, and gives victims options in dealing with such behaviour. The 'High Five' is a visual concept, based on the human hand. (see image below)



### The Five Strategies:

These strategies are intended to be used in the order listed. If a strategy is successful, then the process is complete. If a strategy fails, use the next strategy

*Talk Friendly:* Ask the person in a friendly way to stop what they are doing: "Please stop calling me names."

*Talk Firmly:* Using a firm tone, instruct the person to cease their behaviour "I am asking you to not call me any names, I do not like it!"

*Ignore:* Say nothing, to the bully.

*Walk Away:* Turn and remove yourself from the situation.

*Report:* Tell a teacher what is going on.

This process **MUST** be followed. Unless the victim opts to prevent this behaviour by using the process, it may continue to occur. By using the 'High Five' students are learning how to proactively deal with the issue of bullying, and can avoid becoming a victim of such actions.

The following list of staff and programs are additional ways Crows Nest State School endeavours to prevent bullying occurring:

- Home class / Form Teachers
- Curriculum program
- Religious Education
- Guidance Officer
- School Youth Health Nurse
- Year 6/7 & 9/10 Leadership camps
- Professional Development on issues relating to bullying
- Acknowledgment of appropriate behaviour through awards / privileges for Outstanding Behaviour Level students
- Cooperative activities

#### STAFF RESPONSIBILITIES:

- Be role models in word and action at all times.
- Teach and reinforce skills, strategies and techniques to promote a safe and tolerant school environment.
- Be observant of signs of distress or suspected incidents of bullying.
- Make efforts to remove occasions for bullying by actively patrolling during supervision duty.
- Arrive at class on time and move promptly between lessons.
- Help targets, and remove sources of distress without placing the target at further risk.
- Report suspected incidents to the appropriate staff member such as Class Teacher / Form Teacher / Curriculum Head of Department / Deputy Principal / Principal.
- Encourage students to speak out; take all reports seriously.
- Don't ignore an incident.
- Be supportive to the target but don't encourage dependency.
- Where appropriate, seek those involved to write an account of the incident.
- Organise a meeting between the target and the bully where appropriate.
- Refer all incidents for recording on the Conduct Database.
- Model supportive classroom management practices.
- Actively teach inclusivity, diversity, empowerment and justice.

#### STUDENT RESPONSIBILITIES:

- Refuse to be involved in any bullying situation.
- Take appropriate responsive action. E.g. "Stop that. I don't like it."
- Report ANY incidents or signs of distress to appropriate personnel.
- Let your parents know.
- Acknowledge that any form of bullying is unacceptable.

#### PARENT RESPONSIBILITIES:

- Do not encourage your child to retaliate.
- Watch for signs of distress in your child.
- Take an active interest in your child's social life and acquaintances.
- Advise your child to tell a staff member about any incident.
- Inform the school if you suspect bullying.
- Keep a written record (who, what, when, where, why, how)
- Consult with administration and / or teaching staff regarding concerns.
- Should not approach other people's children in the school grounds regarding behaviour incidents.
- Be willing to attend interviews at the school if your child is involved in any bullying incident.
- Be willing to inform the school of any cases of suspected bullying even if your own child is not directly affected

## PARENT REPORTING PROCEDURE

- Parents of primary school students should in the first instance inform the classroom teacher about any incident.
- If the situation is not resolved to your satisfaction the Deputy Principal should be informed.
- The Principal of the school will become involved if circumstances continue to be unresolved or if you believe the incident is ongoing or serious.
  
- Parents of secondary school students should in the first instance inform the Form teacher about any incident.
- If the situation is not resolved to your satisfaction the Head of Department should be informed.
- The Principal of the school will become involved if circumstances continue to be unresolved or if you believe the incident is ongoing or serious.

## STUDENT REPORTING PROCEDURE

Students in the primary school should, in the first instance, report incidents of bullying to the teacher on playground duty or their classroom teacher. Unresolved or serious incidents should then be referred to a member of Administration.

Students in the secondary school should, in the first instance, report incidents of bullying to the teacher on playground duty or their Form teacher. Unresolved or serious incidents should then be referred to a member of administration.

## ROLE OF ADMINISTRATION

- Deal with any bullying which is serious, ongoing or unresolved.
- Maintain Conduct Database records.
- Counsel students where appropriate.
- Refer students to appropriate person for counselling.
- Contact parents of both bully and target.
- Provide mediation for all parties.
- Investigate allegations of bullying.
- Report incidence to District Office / other agencies as appropriate.

## Drug & Alcohol

Crows Nest State School views the issue of alcohol and drug use very seriously. We provide a balanced policy, which addresses both intervention and prevention. Education in harm minimisation is part of the secondary curriculum. Students are equipped with the information, skills, understanding and support to enable them to make responsible decisions about drugs and alcohol as appropriate depending on the age of the student.

### Preventative Action

At Crows Nest State School our approach to reducing student problems with drugs and alcohol is preventative through running a wide range of programs to educate student about the dangers of alcohol and drug use.

These include:

- Personal Development programs
- Youth Health Nurse programs
- Professional Development for staff
- Guidance Officer programs
- Curriculum Focuses
- Personal Development programs

### Consequences

Possession of or use of drugs / cigarettes / alcohol while at school or at school related events is classified as a **serious offence**. Please refer to this section in the document. The usual consequence for this behaviour is suspension / exclusion.

## SCHOOL DISCIPLINARY ABSENCES

Many strategies are available to schools to provide appropriate consequences for misbehaviour. The use of School Disciplinary Absences (SDAs) - suspensions, exclusions and cancellations of enrolment - are last resort options for addressing serious behaviour difficulties.

Prior to making the decision to suspend, recommend exclusion or cancel the enrolment of a student, the Principal must be reasonably satisfied that grounds exist under sections 28, 33 and 39 of the Education (General Provisions) Act 1989.

In order to minimise the occurrence of school disciplinary absences the school aims to promote a supportive school environment, effective learning and teaching, foster mutual respect, and develop students' ability to take responsibility for their own behaviour and the consequences of their actions.

These are described in the Consequences section of the document.

## SCHOOL STUDENT LEADERSHIP

An integral part of an effective behaviour management system is the opportunity for students to demonstrate leadership, responsibility and decision-making in a supportive school environment.

Therefore Crows Nests State School has a leadership program that includes:

- The recognition of all Year 10 students as responsible members of our school community.
- Two secondary students undertake the positions of School Captains. These leaders are elected by their peers and teachers and are decided by an interview panel. The students are required to undertake several responsibilities in the school and the community. Their leadership, industry and conduct should be an inspiration for the student body.
- Four primary students who undertake the positions of School Captains and School Vice Captains. These leaders are elected by their peers and teachers and are decided by an interview panel. The four students are required to undertake several responsibilities in the school and the community. Their leadership, industry and conduct should be an inspiration for the student body.
- Only students who demonstrate High or Outstanding levels of behaviour may be considered for positions of responsibility.

### Withdrawal Of Leadership Positions And Roles

A student can have the position of Captain or Vice Captain withdrawn by the Principal for the following reasons:

- Unsatisfactory behaviour as determined by staff and administration.
- Serious offence
- School leaders placed on Problematic or At Risk Levels will have their position of responsibility withdrawn at the Principal's discretion in consultation with appropriate staff.
- School leaders who are unable to retain a behaviour level of at least High may have their position withdrawn for a period of time.

## SCHOOL DRESS CODE

Students are expected to adhere to the school dress code as outlined in the School Handbook. The P & C Association and school staff strongly support the wearing of the uniform and interpret the term 'dresses appropriately' used in the behaviour matrices to mean adherence to the school dress code.

## APPENDICES

1. Individual Student Report
2. Thinking It Through Sheet

**INDIVIDUAL STUDENT REPORT**

**LESSON REPORT**

Student: \_\_\_\_\_ Class: \_\_\_\_\_ Form Teacher: \_\_\_\_\_ Dates: \_\_\_\_\_

Goals/Expectations

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Please give student a rating for each session and initial the space provided.

Period	Monday		Tuesday		Wednesday		Thursday		Friday	
	Rating	Init.	Rating	Init.	Rating	Init.	Rating	Init.	Rating	Init.
1										
2										
3										
4										
5										
6										
7										
8										

G = Good      S = Satisfactory      U= Unsatisfactory      NR = Unable to give rating

It is the responsibility of the student to give this form to their teacher at the beginning of each class. Form is to be taken to the HOD at the beginning of each break, and at the end of the school day.

THINKING IT THROUGH SHEET

Thinking it Through - Student Section

My full name: \_\_\_\_\_ Date: \_\_\_\_\_

Home Class & Letter: \_\_\_\_\_ Where incident occurred: \_\_\_\_\_

Do I want to be part of my class/school? Yes / No

What behaviour/s did I display that was/were unacceptable? \_\_\_\_\_

What school / class rule did I break? \_\_\_\_\_

What happened then? \_\_\_\_\_

Is that what I wanted to happen? Yes / No

**My Plan**

*What will I do to make my behaviour acceptable?* \_\_\_\_\_

How will I do it? \_\_\_\_\_

When will I do it? \_\_\_\_\_

What will be a reasonable consequence if I don't follow my plan? \_\_\_\_\_

When will I do the work I have missed? (If I have missed any.) \_\_\_\_\_

Who will check my plan? \_\_\_\_\_ When? \_\_\_\_\_

Student Signature: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_

Thinking it Through - Teacher Section

Description of Incident: \_\_\_\_\_

Action Taken: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_