KURANDA DISTRICT STATE COLLEGE

Responsible Behaviour Plan for Students

based on

The Code of School Behaviour

Last Updated 12/12/2012
Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Kuranda District State College’s Responsible Behaviour Plan for Students focuses on developing a supportive school environment and responsible, positive behaviour in all students. The plan provides a framework for teaching students to use positive and appropriate behaviours. Our plan acknowledges that problem behaviours occur and need to be addressed within a framework of positive behavioural support.

Our plan has been based on the concept of School wide Positive Behaviour Support (SWPBS) developed by the OSEP Centre on Positive Behavioural Intervention and Supports. (Link: www.pbis.org)

SWPBS as defined by Horner and Sugai (2004) is

“comprised of a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour with all students. SWPBS is not a specific model but a compilation of effective practices, interventions and systems change strategies that have a long history of empirical support and development and individually have been demonstrated to be empirically effective and efficient.”

(Horner and Sugai 2004)

In practical terms, SWPBS is:

• Proactive school wide systems of support for defining, teaching and supporting appropriate student behaviours to create positive school environments.

• A behaviourally based systems approach to improving the link between research validated practices and environments in which teaching and learning is occurs.

• Creating and sustaining school wide, classroom and individual systems of support that improve lifestyle results for all learners.

• Building effective environments in which positive behaviour is more effective than problem behaviour so that academic success can be achieved.

As well as identifying and reinforcing existing positive behaviours, our plan focuses on teaching students to use positive behaviours and supporting them as they learn these skills. The plan acknowledges that positive behaviours cannot be taught effectively in isolation but are best fostered in a supportive environment incorporating the following characteristics:

• A shared philosophy

• Shared goals

• A team approach

• The shared acceptance, understanding and adoption of collaboratively developed processes supported by research (evidence based)

• Training and skill development for all staff working with students

• Support for families to understand, accept and adopt these processes in other settings

• Positive programming incorporated in a multi-element plan including the use of non-aversive reactive strategies
School beliefs about behaviour and learning

Staff and students at Kuranda District State College have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. To enable this productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed.

To facilitate this, a set of universal expectations has been developed for students at our school:

1. I AM RESPECTFUL
2. I AM SAFE
3. I AM A LEARNER

(Refer to Appendix 1: Universal Expectations Y-Chart)

As a staff we believe that Positive Behaviour Support is the most appropriate approach to use with students. We have agreed to collaborate to consistently use this non-aversive approach at the school. We know that no single strategy will achieve positive outcomes for all students and, as a result, we have adopted this multi-element approach. We believe that our students respond best to positive reinforcement. Positive behaviours are established through teaching new skills while responding effectively to problematic behaviours.
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

In keeping with the Positive Behaviour Support approach we address the behaviour support needs of all students within a whole school context. Kuranda District State College’s approach considers support from the following perspectives:
- Whole school support
- Targeted and classroom support
- Intensive individual student support

PRIMARY PREVENTION - Whole-school behaviour support

Our Positive Behaviour Support (PBS) team oversees our whole school approaches and related school activities. Strategies include having:
- a clearly stated, positive purpose as outlined in the Responsible School Behaviour Plan
- a set of positively stated expectations
- active engagement by students
- procedures for teaching school-wide expectations.

Positive Behaviour Support (PBS)
- PBS philosophy views students’ behaviours as being purposeful in that it enables the individual students to meet their basic needs.
- By using a variety of tools and procedures a team may conduct a Functional Behavioural Assessment to find meaning behind disruptive behaviour and the role of environmental factors.
- PBS is proactive in nature by seeking to prevent the occurrence of challenging behaviours.

Procedures for teaching school-wide expectations:

Positive Reinforcement
Energy is directed into a systemic approach to reinforce positive behaviours. This system includes positive reinforcement on three levels:
- Short Term – On a daily basis in class and in the playground
- Medium Term – On a weekly basis
- Long Term – On a term-by-term basis

Such reinforcement occurs on an informal and formal basis. Such formal recognition includes the whole school approaches like the “Kuranda Cash” Program (see Appendix 2) and letter and awards of recognition.

Classroom Management Plan
Teachers:
- Devise a plan in consultation with the class and then display
  - It is important for students to be familiar with the classroom expectations and consequences – link these to whole-school Universal expectations.
  - Students are more likely to respect a classroom plan if they have been involved in its creation
  - Revisit the plan on a regular basis throughout the year
- Engage in quality teaching and learning
  - Ensure learning experiences are relevant and meaningful
  - Ensure that there is an appropriate level of challenge for each student
  - Match learning experiences and assessment techniques with student interests and learning styles
  - Encourage co-operative learning
  - Provide opportunities for students to make decisions about their own learning
  - Clearly communicate fair and reasonable expectations
- Encourage students to set goals and persist in problem solving situations
- Assist students to develop time management and study skills
- Use the productive pedagogies
- Develop supportive interpersonal relationships
  - Catch students being good
  - Communicate a genuine interest in and care for the students
  - Establish rapport with and welcome the involvement of parents
  - Develop a sense of responsibility for students’ own progress and personal behaviour goals
- Establish ways to develop self esteem
  - Plan for success by breaking tasks into manageable steps which ensure individual success
  - Acknowledge success – use praise, notes, awards and certificates to make students feel special and communicate success to parents
  - Minimise criticism and accept mistakes as part of the learning process
  - Communicate regularly with all students
  - Create a sense of belonging to the classroom group
  - Give students responsibility

**Strategies for Teachers**

- Communicate openly and honestly with students and parents.
- Ensure effective communication using verbal and non-verbal cues at all stages including prevention, intervention and follow-up.
- Remain calm and in control.
- Establish and publish classroom/playground rules with clear expectations and consequences, visit regularly and review.
- Ensure children understand and are familiar with all aspects of the Code of School Behaviour and the Responsible Behaviour Plan for Students
- Know your students, their patterns of behaviour, needs and triggers for misbehaviour
- Reinforce, reward and praise appropriate behaviours
- Address children’s concerns immediately, or at an appropriate time and place, recording when necessary.
- Avoid confrontation at all costs
- Share responsibility with all staff for all students
- Use fair and consistent strategies that are in line with the school’s beliefs and values.

Classroom teachers are supported in these endeavours through:
- Access to relevant professional development
- Mentoring from Administration, Student Welfare Committee and PBS personnel
- Open and informed communication from school leaders.

**Social Skilling**

A systematic, detailed and developmentally appropriate personal development program including a strong focus on positive relationships, relationship building, relationship restoration, bullying, harassment, violence and child protection is to be developed and implemented. The personal development program will also actively teach the values and expectations identified in The Code of School Behaviour.

A strong emphasis is placed on the teaching and reinforcing of the school’s Universal Expectations: I am Safe, I am Respectful, I am a Learner. This includes school wide PBS initiatives.

**Active student involvement**

Active student participation is taught through
- School celebrations, activities and events that foster student success
- Student leadership and mentoring programs (e.g. the Student Council, Helping Friends Programs, camps and seminar days)
- student surveys and
- improving school climate through positive reinforcement.
SECONDARY PREVENTION - Targeted behaviour support

Targeted behaviour support occurs around a specific setting, issue, student or group of students. Development and implementation of targeted support is team based and develops strategies that prevent or minimize the occurrence. Where targeted or individual support occurs in the classroom setting this support is in alignment with our whole school positive behaviour support approach and procedures.

PBS is a comprehensive approach that emphasises understanding the person’s problem behaviour and building skills and capacity within the individual and their supporters so that they may participate in inclusive, natural, community-based settings more meaningfully and competently.

Focusing solely on the reduction of problem behaviours through the use of positive or negative consequences, and/or simply reinforcing appropriate behaviours by itself is not considered PBS.

**Student Welfare Committee**

Central to the implementation of Targeted Behaviour Support at Kuranda District College is the Student Welfare Committee (SWC). Through referrals from individual teachers and/or the school’s Administration team, the group identifies students at risk and problem behaviours. Once this has been established a Case Manager is established to work with the targeted student and relevant staff to develop support required. Where it has been identified that a group of students may require targeted support focussing on some aspect of our Universal expectations the PBS Team, in conjunction with relevant staff may assist in the development of a social skillling program.

**Individual Behaviour Plan**

Students identified as requiring targeted support may require an Individual Behaviour Plan. This will be arranged through the Student Welfare Committee’s nominated Case manager with teachers, the student and parents/carers involved in the collaborative process of preparing the Individual Behaviour Plan. Teachers are made aware of teaching strategies and acceptable goals for the student. Students on an Individual Behaviour Plan are required to have attendance records and negotiated goals for class lessons. A record sheet is taken to each lesson, where the teacher, in consultation with the student, identifies goals that have been achieved in that lesson. Record sheets of goals and lesson attendance are used when reviewing the Individual Behaviour Plans.

**Responsibility Withdrawal**

The Responsibility Withdrawal is used if a student is consistently disruptive during a lesson, to the detriment of other students learning. The Responsibility Withdrawal is not a punishment, rather an opportunity for students to reflect and develop a plan that will assist them to return to their classroom.

The Responsibility Withdrawal is:

- for that lesson only, and cannot be carried on to the next day or week
- not for incomplete work or homework
- to be used only when all initial management techniques and teaching strategies have been used.

A Referral Form must accompany a student to the room, with details of the student’s behaviour and the interventions applied.

A student may also be sent to Responsibility Withdrawal for aggressive playground behaviour.
TERTIARY PREVENTION - Intensive Behaviour Support

Acknowledge that all behaviours have meaning – when we know the meaning, we can address the real problem.

Students identified as needing intensive behaviour support are those who have had targeted support through the above strategies and are still at risk of significant educational underachievement due to their inappropriate behaviours. The student’s behaviour has been reviewed regularly and further support is now deemed appropriate.

Administration staff assist in the co-ordination of a Case Management team involving specialist services. A collaborative consultation process is facilitated, involving the appropriate teachers, the student, the parents/caregivers, and relevant school support personnel such as the Guidance Officer.

The above personnel undertake the process of developing, reviewing and revising the student’s Individual Behaviour Plan. This takes place through identifying the specific functions of the student’s behaviours, by pinpointing the social, affective, cognitive and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviours. Interagency groups are used to coordinate services to meet the needs of students identified with persistent or extreme problem behaviours. Agencies contributing may include: Flexible Learning Centre (EQ), Disability Services Qld, Child & Youth Mental Health, Qld Health, Department of Child Safety, Police, Local Council, Neighbourhood Centre and EQ District Office.

From the above interagency input, the following supports may be put in place in the Individual Behaviour Plan:
- Modifications to task requirements
- Development of individualised management strategies
- Modified timetable or attendance
- Counselling with the school Guidance Officer
- Counselling with Flexible Learning Centre staff
- Teacher Aide support through school or district behaviour funding
- Invitation to parents/caregivers to attend Triple P program
- Recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner
- Referral to the Positive Learning Centre (see below)
- Use of the Restorative Justice process (see below)

The Individual Behaviour Plan continues to be reviewed and adjusted if necessary every fortnight.

Restorative Justice
Restorative justice is used when the school’s Responsible Behaviour Plan is violated and relationships are strained between any members of the school community, students, staff and/or parents. Skilled mediators from the District Behaviour Team are used for the restorative justice process. This process may be carried out when a need for this process is identified, even when there is no Individual Behaviour Plan.

Flexible Learning Centre
The Flexible Learning Centre located in this district is one provision in an array of regional services that aim to provide an alternative program for some students who at a given point in time require intervention beyond the capacity of a mainstream classroom. A student requiring intensive behaviour support may be referred to the Flexible Learning Centre if the case manager and support team believe that curriculum delivered in a different setting would be beneficial to the student. The referral goes through the reference group of the FLC. If a student is accepted into the program, the staff of the FLC work closely with the school in delivering appropriate curriculum and liaising with other government departments and community groups. The aim of the PLC is to reintegrate the student back into the school or into more appropriate learning or vocational pathways. Referral to the PLC takes place through the Principal.
Consequences for unacceptable behaviour

Consequences for unacceptable behaviour are addressed through the following school framework.

Positive Class Environment
Positive class expectations in place, targeted and taught. Positive class strategies practised. Positive student behaviours recognised.

MANAGING UNACCEPTABLE BEHAVIOURS

LEVEL 1
Minor in class behaviours dealt with by teacher

LEVEL 2
More serious

LEVEL 3
Serious incidents

LEVEL 4
Major incidents

In 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.

Student Disciplinary Absences will be used only after consideration has been given to all other responses.
## 1. RESPECT

### LEVEL 1: BEHAVIORS DEALT WITH BY STUDENT

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>One School Alignment</th>
<th>Possible corrective/supportive actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not being understanding of others (E.g. General Verbal harassment, Menacing Intimidation (Student to Student), Spreading Rumours)</td>
<td></td>
<td>Teacher initiated actions could include:</td>
</tr>
<tr>
<td></td>
<td>Not caring for self, others and the environment (E.g. Minor Graffiti, Negligence, Accidental Damage, Minor Theft – pens/pencils etc. Eating in class, Littering, etc.)</td>
<td></td>
<td>• Verbal Discussions (e.g. verbal negotiation, reminder of classroom expectations)</td>
</tr>
<tr>
<td></td>
<td>Not using polite language. (E.g. back chatting, Foul language, Foul language/descriptions – general swearing, Inappropriate non-verbal gestures, Insolence</td>
<td></td>
<td>• Withdrawal (e.g. in-class separation or isolation, removal from classroom for one-on-one resolution, send student to buddy class)</td>
</tr>
<tr>
<td></td>
<td>Not showing school pride (E.g. disrespectful behaviour on excursions or at school events, minor breaches of uniform policy)</td>
<td></td>
<td>• Detaining (e.g. assign student to accompany you on P.G. Duty, assign student a lunchtime detention)</td>
</tr>
</tbody>
</table>

### LEVEL 2: FREQUENT REPEITION OF LEVEL 1 BEHAVIORS DEALT WITH BY STUDENT AND TEACHER

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>One School Alignment</th>
<th>Possible corrective/supportive actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Not being understanding of others (E.g. Rude, challenging behaviour, Persistent Teasing, Verbal Harassment, Verbal Intimidation (threats) Student to Student, and Verbal Sexual Harassment, Sexual Harassment – minor.)</td>
<td></td>
<td>• Verbal Discussions (e.g. Interview with member of Administration; requesting of school expectations, warnings, planned resolution of issues with relevant parties (this could include: apologies, making up for time lost, restatement of commitment to teacher etc.)</td>
</tr>
<tr>
<td></td>
<td>Not caring for self, others and the environment (E.g. Bringing offensive material to school, Possession of cigarettes, Suspected Cigarette Smoking, Smoking (First Offence), Possession of prescription drugs, Vandalism Minor, Theft Minor repeated, Graffiti – Sexually Explicit, School Property Damage)</td>
<td></td>
<td>• Monitoring (e.g. Monitoring Card, Progress Report Sought)</td>
</tr>
<tr>
<td></td>
<td>Not using polite language. (E.g. Foul Abusive Language, Threats)</td>
<td></td>
<td>• Withdrawal (e.g. Voluntary time-out with way back, Responsibility Withdrawal from class/session)</td>
</tr>
<tr>
<td></td>
<td>Not showing school pride (E.g. Breaches of Uniform Code, serious disrespect while on excursions, community events, guest speakers.)</td>
<td></td>
<td>• Detention (e.g. Loss of Privilege, Lunch time detention)</td>
</tr>
</tbody>
</table>

### LEVEL 3: FREQUENT REPEITION OF LEVEL 1 BEHAVIORS DEALT WITH BY TEACHER, ADMINISTRATION AND STUDENT

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>One School Alignment</th>
<th>Possible corrective/supportive actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Not being understanding of others (E.g. Rude, challenging behaviour, Persistent Teasing, Verbal Harassment, Verbal Intimidation (threats) Student to Student, and Verbal Sexual Harassment, Sexual Harassment – minor.)</td>
<td></td>
<td>• Intensive Intervention (Referral to Student Welfare Committee – group initiates targeted intervention based on behaviour and individual student and needs.) Parent Contact (e.g. Carer may be notified)</td>
</tr>
<tr>
<td></td>
<td>Not caring for self, others and the environment (E.g. Bringing offensive material to school, Possession of cigarettes, Suspected Cigarette Smoking, Smoking (First Offence), Possession of prescription drugs, Vandalism Minor, Theft Minor repeated, Graffiti – Sexually Explicit, School Property Damage)</td>
<td></td>
<td>• Intensive Intervention (Referral to Student Welfare Committee – group initiates targeted intervention based on behaviour and individual student and needs.) Parent Contact (e.g. Carer may be notified)</td>
</tr>
<tr>
<td></td>
<td>Not using polite language. (E.g. Foul and abusive language inciting violence.)</td>
<td></td>
<td>• Intensive Intervention (Referral to Student Welfare Committee – group initiates targeted intervention based on behaviour and individual student and needs.) Parent Contact (e.g. Carer may be notified)</td>
</tr>
<tr>
<td></td>
<td>Not showing school pride (E.g. Breaches of Uniform Code, serious disrespect while on excursions, community events, guest speakers.)</td>
<td></td>
<td>• Intensive Intervention (Referral to Student Welfare Committee – group initiates targeted intervention based on behaviour and individual student and needs.) Parent Contact (e.g. Carer may be notified)</td>
</tr>
</tbody>
</table>

### LEVEL 4: FREQUENT REPEITION OF LEVEL 1 BEHAVIORS REFUSED TO ACCEPT CONSEQUENCES AND/OR UNSHIFTED BEHAVIORS

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>One School Alignment</th>
<th>Possible corrective/supportive actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Not being understanding of others (E.g. Possession/use/ on the influence of Marijuana, Distribution of Marijuana, Distribution of Alcohol, Under the influence of chemical inhalants, Possession under the influence, distribution of Hard Drugs, Arson, Break and Enter)</td>
<td></td>
<td>• Intensive Intervention (Referral to Student Welfare Committee – group initiates targeted intervention based on behaviour and individual student and needs. Such program could include;</td>
</tr>
<tr>
<td></td>
<td>Not caring for self, others and the environment</td>
<td></td>
<td>• Change of program</td>
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<tr>
<td></td>
<td>Not using polite language.</td>
<td></td>
<td>• Alternate or Support Program</td>
</tr>
<tr>
<td></td>
<td>Not showing school pride</td>
<td></td>
<td>• Referral to Outside Agency</td>
</tr>
<tr>
<td></td>
<td>Substance misconduct involving illegal substances</td>
<td></td>
<td>• Counselling</td>
</tr>
<tr>
<td></td>
<td>Physical misconduct involving an object</td>
<td></td>
<td>Parent Contact (parent notified)</td>
</tr>
<tr>
<td></td>
<td>Other conduct prejudicial to the good order and conduct of the school</td>
<td></td>
<td>• Suspension (e.g. 1-5 Day, 6-20 day with a case manager and education program)</td>
</tr>
</tbody>
</table>

### Recommended Exclusion (e.g. for a period up to one year or permanently)
<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>One School Alignment</th>
<th>Possible corrective/supportive actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not reporting problems</td>
<td>Level 1 Behaviours not referred to Administration</td>
<td>Teacher initiated actions could include:</td>
</tr>
<tr>
<td></td>
<td>Not following workplace safety (E.g. not wearing proper equipment, following instructions in specific areas)</td>
<td>Non compliance with routine Dress code</td>
<td>- <strong>Verbal Discussions</strong> (e.g. verbal negotiation, reminder of classroom expectations)</td>
</tr>
<tr>
<td></td>
<td>Not showing self control (E.g. throwing objects, unsafe behaviour, jostling with others, running in inappropriate areas, touching items in the classroom not meant to be handled)</td>
<td>Physical misconduct</td>
<td>- <strong>Withdrawal</strong> (e.g. in-class separation or isolation, removal from classroom for one-on-one resolution, send student to buddy class)</td>
</tr>
<tr>
<td></td>
<td>Not gaining permission to leave and/or to be in a setting (E.g. Leaving class without permission, out of bounds)</td>
<td>Misconduct involving an object</td>
<td>- <strong>Detaining</strong> (e.g. assign student to accompany you on P.G. Duty, assign student a lunchtime detention)</td>
</tr>
<tr>
<td></td>
<td>Not following directions (E.g. Disobedience, failure to follow class/school rules, unfocussed behaviour)</td>
<td></td>
<td>- <strong>Student Welfare Committee Support</strong> (e.g. Seek support from members of SWC e.g. Special Needs, Guidance Officer, Liaison Officer etc. depending on student, behaviour and needs)</td>
</tr>
<tr>
<td>2</td>
<td>Not reporting problems.</td>
<td>Third minor referral</td>
<td><strong>Verbal Discussions</strong> (e.g. Interview with member of Administration, restating of school expectations, warnings, planned resolution of issues with relevant parties (this could include; apologies, making up for time lost, restatement of commitment to teacher etc.)</td>
</tr>
<tr>
<td></td>
<td>Not following workplace safety. (E.g. Dangerous behaviour which poses an immediate risk to self and others)</td>
<td>Non compliance with routine Dress code</td>
<td><strong>Monitoring</strong> (e.g. Monitoring Card, Progress Report Sought)</td>
</tr>
<tr>
<td></td>
<td>Not showing self-control. (E.g. Bullying of Student (Physical/Verbal), Threatening Behaviour (Student), Physical violence student to student (minor), Fighting, inciting other to violence. Behaviour which poses an immediate risk to self and others)</td>
<td>Physical misconduct</td>
<td><strong>Withdrawal</strong> (e.g. Voluntary time-out with way back, Withdrawal from class/session)</td>
</tr>
<tr>
<td></td>
<td>Not gaining permission to leave and/or to be in a setting. (E.g. leaving the school grounds without permission, being in out of bounds areas i.e. school gully without permission)</td>
<td>Misconduct involving an object</td>
<td><strong>Detention</strong> (e.g. Loss of Privilege, Lunch time detention)</td>
</tr>
<tr>
<td></td>
<td>Not following directions.</td>
<td>Defiant/threats to Adults Bullying and Harassment</td>
<td><strong>Targeted intervention</strong> (e.g. Referral to Student Welfare Committee – group initiates targeted intervention based on behaviour and individual student and needs.)</td>
</tr>
<tr>
<td>3</td>
<td>Not reporting problems.</td>
<td>Third minor referral</td>
<td>Parent Contact (e.g. Curr may be notified)</td>
</tr>
<tr>
<td></td>
<td>Not following workplace safety. (E.g. Dangerous behaviours which cause injury to self and others)</td>
<td>Non compliance with routine Dress code</td>
<td>Parent Contact (parent notified)</td>
</tr>
<tr>
<td></td>
<td>Not showing self-control. (E.g. Harassment of others, Sexual or racial harassment, Abusive Language, Bullying, threatening, inciting, aggressive, intimidating behaviour towards others including staff, Physical Violence to others, Inciting others to violence with a weapon Bringing dangerous/legal goods to school)</td>
<td>Physical misconduct</td>
<td>Suspension (e.g. 1-5 Day, 6-20 day with a case manager and education program)</td>
</tr>
<tr>
<td></td>
<td>Indecent behaviours (Urinating in public, Consenting Sexual acts at school)</td>
<td>Misconduct involving an object</td>
<td><strong>Behaviour Improvement Conditions</strong> (Behaviour management program, alternate option to exclusion)</td>
</tr>
<tr>
<td></td>
<td>Not following directions.</td>
<td>Defiant/threats to Adults Bullying and Harassment</td>
<td><strong>Program Modification</strong></td>
</tr>
<tr>
<td>4</td>
<td>Not reporting problems.</td>
<td>Third minor referral</td>
<td><strong>Parent Contact</strong> (parent notified)</td>
</tr>
<tr>
<td></td>
<td>Not following workplace safety. (E.g. Dangerous behaviours which cause major injury to self and others)</td>
<td>Non compliance with routine Dress code</td>
<td>Suspension (e.g. 6-20 day with a case manager and education program)</td>
</tr>
<tr>
<td></td>
<td>Not showing self-control. (In possession of a dangerous weapon, threat with a dangerous weapon, Physical violence with a weapon, serious physical assault, Sexual Assault)</td>
<td>Physical misconduct</td>
<td><strong>Cancellation of Enrolment</strong> (e.g. applies to post compulsory students, for persistent refusal to participate in program of instruction, for a period or permanently)</td>
</tr>
<tr>
<td></td>
<td>Not gaining permission to leave and/or to be in a setting.</td>
<td>Misconduct involving an object</td>
<td><strong>Behaviour Improvement Conditions</strong> (Behaviour management program, alternate option to exclusion)</td>
</tr>
<tr>
<td></td>
<td>Not following directions.</td>
<td></td>
<td><strong>Recommended Exclusion</strong> (e.g. for a period up to one year or permanently)</td>
</tr>
</tbody>
</table>
### MANAGING UNACCEPTABLE BEHAVIOURS

#### Level 1 Behaviours

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>One School Alignment</th>
<th>Possible corrective/supportive actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not being on task (E.g. calling out, undue noise, walking around the room)</td>
<td>Level 1 Behaviours not referred to Administration</td>
<td>Teacher initiated actions could include:</td>
</tr>
</tbody>
</table>
|       | Not doing your best (E.g. Non-attempt of set work, not completing assessment drafts) | Disruptive Non compliance with routine | - Verbal Discussions (e.g. interview with member of Administration)  
- Individual Behaviour Plan (contract) Planned resolution of issues with relevant parties (this could include; apologies, making up for time lost, restatement of commitment to teacher etc.)  
- Monitoring (e.g. Monitoring Card, Progress Report Sought)  
- Withdrawal (e.g. Withdrawal Room 1 or more days, Alternate Learning Program, Staged re-entry to class)  
- Detention (e.g. Detention After School, Multiple detentions)  
- Intensive intervention (Referral to Student Welfare Committee – group initiates case manager and intervention program based on behaviour and individual student and needs. Such program could include;  
  - Change of program  
  - Alternate or Support Program  
  - Referral to Outside Agency  
  - Counselling  
- Parent Contact (parent notified)  
- Suspension (e.g. 1-5 Day, 6-20 day with a case manager and education program)  
- Behaviour Improvement Conditions (Behaviour management program, alternate option to exclusion)  
- Recommended Exclusion (e.g. for a period up to one year or permanently) |
|       | Not managing your time and being prepared (E.g. Late to class, failure to bring equipment and books to class, failure to attend detention) | Refusal to participate in program of instruction Late Lying and cheating |  |

#### Level 2 Behaviours

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>One School Alignment</th>
<th>Possible corrective/supportive actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Not being on task (E.g. Disturbing the learning needs of others, inciting others to be disobedient, disrupting an exam, inappropriate use of computers and internet access.)</td>
<td>Third minor referral Disruptive Non compliance with routine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not doing your best (E.g. Failure to complete assessment requirements, Academic Dishonesty)</td>
<td>Refusal to participate in program of instruction Late</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not managing your time and being prepared (E.g. Persistent, unexplained lateness to school, Truanting – Lessons/ a number of lessons)</td>
<td>Lying and cheating Truanting/skipping class</td>
<td></td>
</tr>
</tbody>
</table>

#### Level 3 Behaviours

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>One School Alignment</th>
<th>Possible corrective/supportive actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Not being on task</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not doing your best (E.g. refusal to participate in programs, complete assessment requirements)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not managing your time and being prepared (E.g. Truanting – Days)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Level 4 Behaviours

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>One School Alignment</th>
<th>Possible corrective/supportive actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Not being on task</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not doing your best</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not managing your time and being prepared (E.g. Truanting – Extended)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** The table above outlines common unacceptable behaviours and the possible corrective/supportive actions that can be taken. Please refer to the specific guidelines and policies of the educational institution for detailed procedures and implementations.
The network of student support

STUDENT SUPPORT NETWORK
Students will be supported in their learning through the following school network. When behaviour is inappropriate, programs will be negotiated involving these people for support and guidance.

<table>
<thead>
<tr>
<th>SCHOOL ADMINISTRATION</th>
<th>STUDENT WELFARE COMMITTEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Principal</td>
<td>• Guidance Officer</td>
</tr>
<tr>
<td>• Head of Schools</td>
<td>• Special Needs</td>
</tr>
<tr>
<td>• Head of Curriculum</td>
<td>• Learning Support</td>
</tr>
<tr>
<td>• Community Education</td>
<td>• School Nurse</td>
</tr>
<tr>
<td>Counsellor</td>
<td>• Sexual Harassment Officer</td>
</tr>
<tr>
<td></td>
<td>• Police Liaison Officer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAFF</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Classroom Teachers</td>
<td>• Student Leaders</td>
</tr>
<tr>
<td>• Other Teachers</td>
<td>• Buddies</td>
</tr>
<tr>
<td>• Librarian</td>
<td></td>
</tr>
<tr>
<td>• Teacher Aides</td>
<td></td>
</tr>
</tbody>
</table>

Kuranda District State College is also able to access support to students through the following external networks. These government and community agencies work closely with the parents/caregivers, teacher/s and the support personnel from within the school.

<table>
<thead>
<tr>
<th>Education Queensland Services</th>
<th>Community-based services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory Visiting Teachers (Behaviour Support)</td>
<td>Child Youth and Mental Health Service (CYMH)</td>
</tr>
<tr>
<td>Support Programs offered through the Flexible Learning Centre (formerly the Behaviour Support services)</td>
<td>Queensland Health services (eg Paediatric consultation, Occupational Therapy)</td>
</tr>
<tr>
<td>Access to Behaviour Management Funding</td>
<td>Smithfield Community Health Centre (Including the Triple P Parenting program)</td>
</tr>
<tr>
<td>Managing Young Children Program (MYCP)</td>
<td>Juvenile Aide Bureau</td>
</tr>
<tr>
<td>Encouraging Appropriate Social Interactions (EASI) Program</td>
<td>Department of Child Safety</td>
</tr>
</tbody>
</table>
Consideration of individual circumstances

Kuranda District State College considers the individual circumstances of students when applying support and consequences by:

- Promoting a teaching/learning environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and 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, cultural background, gender, socioeconomic situation, their emotional state and impairment.
- Recognising the rights of all students to:
  - express their opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation and impairment.

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 will be considered at all times.
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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department’s Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
Appendix 2: The Use of Personal Technology Devices* at School

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

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

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school for educational use, they must either be brought to the school office before school and collected at the end of the school day or play on part in the disruption of the learning process or good order and conduct of the school.

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

We uphold the value of trust and the right to privacy at Kuranda District State College. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

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

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

**Text communication**
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

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

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

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 a Head of School 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.*
Appendix 3: Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

**Purpose**

1. Kuranda District State College 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.

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

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

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

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

**Rationale**

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

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

**Prevention**

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

9. Each classroom teacher is including anti-bullying messages in lessons across the curriculum. This includes simultaneous lessons P-12 on Bullying Prevention and the Stop, Walk, Talk Strategy in order to enforce a consistent message and strategy across the whole college.

10. 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 Kuranda District State College takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

11. Kuranda District State College 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.