

# **Responsible Behaviour Plan for Students**

## **Based on *The Code of School Behaviour***

### **1. Rationale**

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

In the broader context, both the Dalby State High School campuses operate in the domain of public education and are governed by a prescriptive legislative framework. Consequently, the principles, policies and legislation relating to equity, social justice, anti-discrimination, sexual harassment, natural justice and inclusivity are considered intrinsic components of our approach to managing student behaviours in a supportive environment.

Dalby State High School behaviour management strategies lay within the school's expectations of Respect, Safety and Learning. The actions, reactions, allocation and responsive strategies are determined through the application of these core values.

Our school is committed to providing a safe, supportive, respectful and disciplined school environment for students and staff where social and academic learning outcomes are maximised for all. This is achieved through quality curriculum, interpersonal relationships and school organisation. School practices are proactive rather than reactive, where appropriate, and non-discriminatory language and behaviours are defined, modelled and reinforced.

As an educational institution, it is our responsibility to model responsible citizenship, thereby teaching students to respect the rights of others by choosing actions appropriate to a supportive environment within the wider school community.

Providing logical responsive strategies, rather than punishment, for student's individual reactions and behaviour is the first step in achieving the objectives of our responsible behaviour management model.

All members of our school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for students, staff and parents.

Dalby State High School's Responsible Behaviour Plan is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and consequences to inappropriate behaviour. This is to ensure that learning and teaching in our school can be most effective and students can participate positively within our school community.

#### **Our Vision and Values at Dalby State High School are:**

**Vision:** Creating the future; every student, every day.

**Values:** Positive Relationships, Student Diversity, Multiple Pathways, Teacher Excellence.

### **2. Consultation and data review**

Dalby State High School developed this plan in collaboration with our school community – parents, staff and students. Broad consultation was undertaken through meetings held throughout 2015. A review of school data sets from 2013, 2014 and 2015 relating to school disciplinary absences and behaviour (both positive and incident records) also formed the development process.

A team of staff leads the development of the Positive Behaviour for Learning (PBL) approach in the school. This lead group meet twice a term and regularly consult with students, staff and the community. Their collective work drives the review of the school plan and the key strategies that arise from it. This plan has been endorsed by the Principal and the P & C and will be reviewed as required, and in 2018 as required by legislation.

### 3. Learning and behaviour statement

All areas of Dalby State School are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. We are implementing the research validated *'Positive Behaviour for Learning'* framework to achieve our identified social behaviour and academic outcomes. The motivation behind PBL is to reduce the time spent dealing with negative behaviours to increase the amount of learning time in classrooms.

Our Responsible Behaviour Plan outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour (our 'Behaviour Curriculum' in the form of a matrix) are plain to everyone, assisting Dalby State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following three broad school rules / expectations to teach and promote our high standards of responsible behaviour:

- **Respect**
- **Safety**
- **Learning**

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

All areas of Dalby State High School are learning and teaching environments. Our school-wide framework is based on the Dimensions of Learning. The Habits of Mind are explicitly taught in all curriculum areas and are used to teach, discuss and implement positive behaviour processes. We consider behaviour management to be an opportunity for valuable social learning, as well as maximising academic and vocational success.

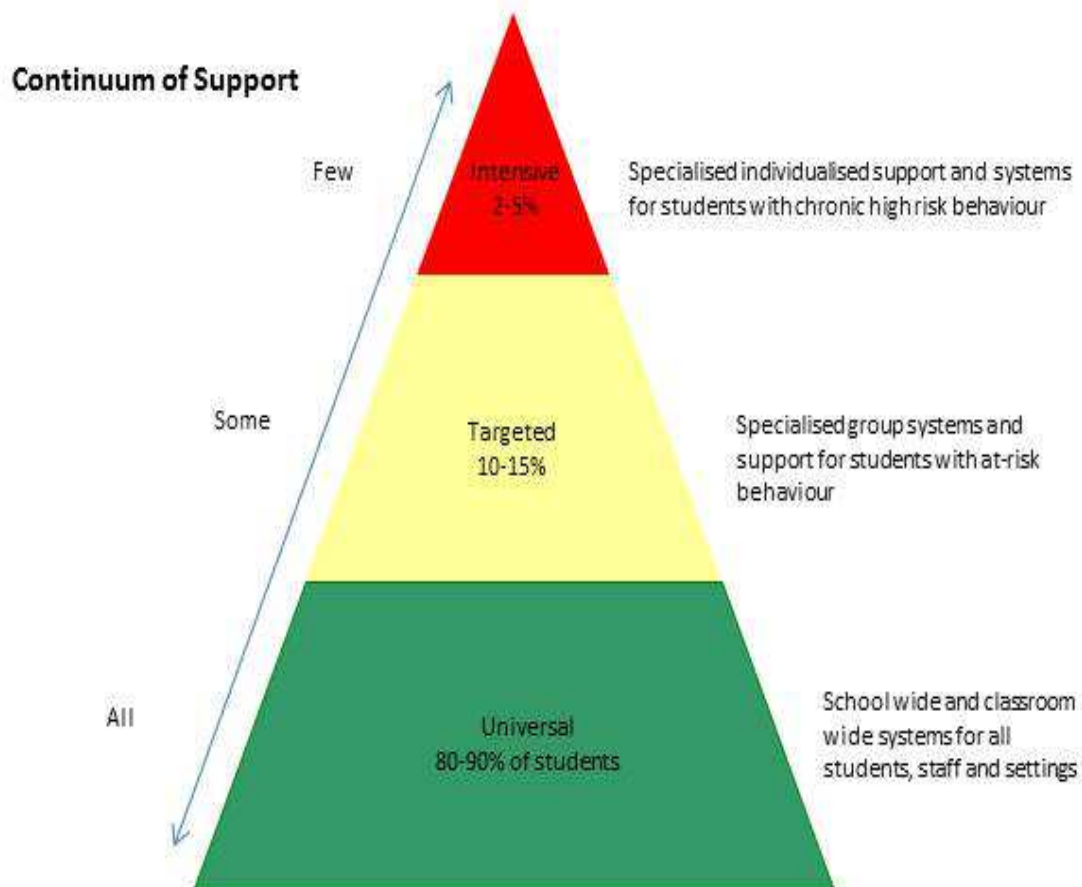
### 4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

We believe that student potential is maximised through creating a school environment that is supportive of students and provides support for students. Many elements of school life contribute to this concept of support. We have elected Year Coordinators and Faculty Heads Of Department (HOD) to help structure our focus on student welfare, developing constructive student-teacher relationships, supporting student behaviour and ensuring the maintenance and development of a supportive school learning environment.

This structure has been developed to ensure quality student / teacher relationships. Constructive and positive relationships lead to improved behaviour and this will occur when students and teachers know and relate better to one another. When people care about each other, enhanced self-esteem, more focused learning environments and improved learning outcomes result. Year Coordinators will respond to out of class behaviours and case manage those students who are having difficulty across several subject areas. Faculty HODs will provide support for behaviour within their own faculty area.

A matrix of behavioural expectations in specific settings has been attached to each of our three school rules. This matrix outlines our Behaviour Curriculum – our agreed-to rules and positive behaviour definitions of appropriate behaviours in all school settings.

The PBL Framework uses a three-tiered continuum of evidenced based supports (Tier 1 'School-Wide; Tier 2 'Targeted' , and Tier 3 'Intensive' levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all students.



## Expectations Matrix 2016

At Dalby State High School we value:

# Respect Safety Learning

Expectations	School-wide	During Class	Transition Times	Break Times	Bunya Campus
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>• Be polite, use your manners and speak appropriately</li> <li>• Respect others' personal space</li> <li>• Respect your own and others' belongings</li> <li>• Follow staff instructions</li> <li>• Follow the uniform policy</li> </ul>	<ul style="list-style-type: none"> <li>• Use a respectful voice (language and tone)</li> <li>• Follow mobile phone and anti-bullying policies</li> <li>• Respond with tolerance</li> <li>• Listen to the speaker</li> <li>• Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>• Walk appropriately through school</li> <li>• Avoid physical contact with others</li> </ul>	<ul style="list-style-type: none"> <li>• Share and return equipment</li> <li>• Follow game rules</li> <li>• Be a team player</li> <li>• Encourage each other</li> <li>• Put rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain routines</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet and other objects to yourself</li> <li>• Move in a calm manner around the school</li> <li>• Stay in school grounds</li> <li>• Use verandas and stairs only when directed</li> </ul>	<ul style="list-style-type: none"> <li>• Sit safely where directed</li> <li>• Use equipment as intended</li> </ul>	<ul style="list-style-type: none"> <li>• Stay left on stairways, walkways and verandas</li> <li>• Carry equipment safely</li> </ul>	<ul style="list-style-type: none"> <li>• Only year 7 and 8 students to be in their areas</li> <li>• Running and ball games on the oval or designated areas only during second break</li> </ul>	<ul style="list-style-type: none"> <li>• Stay within campus grounds</li> <li>• Use facilities correctly</li> <li>• Follow safety procedures</li> </ul>
<b>Be a Learner</b>	<ul style="list-style-type: none"> <li>• Attend every day</li> <li>• Gain permission before leaving group / class</li> <li>• Ignore others' inappropriate behaviour</li> <li>• Accept feedback and learn from your experiences</li> <li>• Complete all tasks to maximum potential</li> </ul>	<ul style="list-style-type: none"> <li>• Keep workspace tidy</li> <li>• Be prepared for class</li> <li>• Know your timetable</li> <li>• Use ICTs as directed</li> </ul>	<ul style="list-style-type: none"> <li>• Move to designated area when directed</li> <li>• Move to class on the first bell</li> <li>• Transition quickly and quietly between lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy body; healthy mind</li> <li>• Utilise school resources for assessment</li> <li>• See teachers to catch up on work missed / study</li> </ul>	<ul style="list-style-type: none"> <li>• Use study time effectively</li> </ul>

**Tier 1 (School-wide) Tier 2 (Targeted) and Tier 3 (Intensive) behaviour support includes:**

- Quality learning and teaching practices;
- A balanced, relevant and engaging curriculum;
- Supportive and collaboratively developed procedures;
- The implementation of the Dimensions of Learning framework;
- Regular monitoring and review of school procedures and programs;
- Professional development for all members of the school community consistent with the school's evidenced-based approach to promoting positive behaviour;
- A whole school positive preventative action for student behaviour.

**Tier 1- School-wide behaviour support**

Consistent and transparent communication is the first step to encouraging high standards of positive behaviour. At Dalby State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards ALL students which is designed to prevent problem behaviour.

The expectations are communicated to students using a number of strategies, including:

- Behaviour lessons conducted on assemblies and during Pastoral Care and Health and Wellbeing;
- Reinforcement of learning through instructional feedback and mini-lessons during curriculum time.

Dalby State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- Positive Behaviour Leadership team members' regular provision to staff and parents, and support to others in sharing successful practices.
- Presentations on assemblies four times a term including comprehensive lessons to teach expected behaviours.
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.

Whole-school support procedures and processes at Dalby State High School apply to all students and staff across all settings. In response to the diverse range of students, the school's curriculum attempts to maximise student engagement in curricular, co-curricular and extra-curricular activities. Examples include:

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| <ul style="list-style-type: none"> <li>▪ Annual renewal of curriculum offerings in both Senior and Junior;</li> <li>▪ A wide range of academic and vocational subjects including Structured Workplace Learning and School-Based Apprenticeship and Traineeship programs;</li> <li>▪ Work experiences and work placement programs;</li> <li>▪ Partners For Success initiatives;</li> <li>▪ Independent Learning Centre;</li> </ul> | <ul style="list-style-type: none"> <li>▪ Instrumental Music program;</li> <li>▪ Stage and Concert Bands;</li> <li>▪ Significant opportunities in The Arts;</li> <li>▪ School representative sports teams;</li> <li>▪ Dalby Inter-year Program;</li> <li>▪ Darling Downs, State and National representative sport teams;</li> <li>▪ Sporting Excellence Program;</li> <li>▪ Disability awareness;</li> </ul> |
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- National Competitions (Mathematics, English, Science etc);
- Debating, Public-speaking and Lions Youth of the Year;
- Role models, guest speakers, mentors;
- Gifted and Talented programs;
- Linking with community industry and learning places to create alternative pathways;
- Distance Education courses;
- Trade Futures program;
- Agricultural Futures Program.

### ***Learning Support and Special Education Programs***

In an effort to improve the learning outcomes for all students, literacy and numeracy support is provided both in and out of the classroom and students may be withdrawn for intensive support programs. Some students also require alternative programs and modification to assessment to optimise achievement and success. Various issues requiring support are treated on an individual basis. Special Education programs focus on the development of individual goals expressed in each student's Individual Education Plan.

### ***Transition Programs***

The transition programs have been developed to support our students transitioning from a primary into high school setting and students entering Year 11 from feeder P-10 schools. These include events targeted at the specific needs of our school community, specifically:

- Early links with feeder primary schools during the second half of Year 6 and Year 10;
- Significant liaison with classroom teachers and Special Education Units (where appropriate);
- Dalby Inter-year Program (DIP) which involves Year 10 into Year 11 students taking a mentoring role with Year 7 and 8 students;
- Staff networking between high school and feeder schools to provide a seamless transition in many aspects of curriculum;
- Transition days, school visits, BBQs and information evenings

### ***Leadership Development***

Students in each year level have the opportunity to develop leadership skills. Students elect to be involved with formal leadership through involvement with Student Council, DIP Leaders, Year 12 Committee Chairs, Sports Captains and School Captains, Cultural Captains and Junior Secondary Leaders.

### ***Engaging Curriculum and Effective Teaching***

Classroom teachers have a responsibility to monitor and promote appropriate standards of behaviour for students in classes and in the school generally. An engaging curriculum, inclusive practices and appropriate educational scaffolding are the starting point of behaviour support strategies. Classroom teachers are supported in this process through access to relevant professional development, staff mentoring, and access to support personnel. Our curriculum delivery is underpinned with the Habits of Mind and PBL which are taught and developed across all subject areas.

## **Student support at DSHS**

### ***Classroom and Pastoral Care teacher***

Teachers and Pastoral Care teachers play a key role in the delivery of quality education to students. They contribute to excellence in education through their commitment and respect for curriculum. This commitment aims to help students to live happily and productively in a local and global setting. Teachers focus on fair and equitable work practices and productive partnerships. Teachers also focus on explicitly teaching positive behaviour through the PBL expectations matrix.

### ***Heads of Department / HOSES***

The Heads of Department or Subject Area Coordinators are experts in curriculum. Issues of concern regarding subject areas and behaviour during classes should be directed to the Head of Department of the particular subject. The Head of Special Education Services (HOSES) manages the school's Special Education Unit and supports students who have been individually evaluated to determine the specific level of support needed.

### ***Year Coordinator***

A Year Coordinator is responsible for supporting the emotional, social and behavioural development of the students in their cohort. They are key personnel in a student's life, as they support their cohort from Year 7 through to Year 12. A Year Coordinator will often refer students and caregivers to other internal and external personnel.

### ***Head of Department Student Support Junior and Senior and Behaviour Support HOD***

The Behaviour Team supports students exhibiting emotional, social or behavioural issues, in order to maximise participation in all aspects of their schooling. The Behaviour Team will often work in conjunction with internal and external support personnel to further support the student.

### ***Guidance Officer (GO)***

Guidance Officers are trained counsellors and students may make private appointments for consultations. Guidance Officers also play an important role in subject and career planning. Parents and Guardians may also access Guidance services.

### ***Learning Support Teacher***

The support teacher/s will be involved with students diagnosed with varying levels of learning difficulties and work closely with classroom teachers, students and parents to modify programs and assessment processes. The support staff work in consultation with classroom teachers to provide alternative programs and/or assessment for students.

### ***School Chaplain***

The Chaplain can assist students with personal concerns related to spiritual or ethical matters or as a non-teacher to discuss issues.

### ***Community Education Counsellor (CEC)***

Our school is fortunate to have a number of Indigenous students who bring a unique cultural heritage to our school community. As a result the school employs a Community Education Counsellor (CEC) who promotes the well-being of these students and encourages leadership, positive role modelling and supports families.

### ***School Based Health Nurse (SBYHN)***

The School Based Health Nurse can assist students with personal concerns related to health and physical well-being. The School Based Health Nurse plays an important role in the Health and Human Relationships Education program in the school. Private consultation can be made by students or parents of students via the office.

### **Principal/Deputy Principal**

The administration team will assist students in both personal and academic areas, or may refer students to other personnel.

### **Links with Parents and Community**

Initiating and building positive links with parents and the community are essential for a positive educational experience. Many avenues are taken to ensure teachers and parents keep in close contact about issues relating to students.

Measures employed by the school include:

- Employment of a Community Education Counsellor who supports students who identify as Aboriginal or of Torres Strait Islander descent;
- An active Local Consultative Committee;
- An active Parents' and Citizens' Association with significant parent involvement on its various committees;
- Formal Parent/Teacher reporting evenings each term;
- A policy of recognising student positive behaviour through bi-annual Gold and Silver Awards ceremonies and annual Awards Night
- Recognising positive behaviour with parental phone calls, positive postcards, Student of the Week awards and recognition on year level parades;
- Award ceremonies to recognise positive behaviour, attendance and academic achievement;
- Positive school marketing and public celebration of success;
- Educational links with universities and TAFE;
- Strong links with employment, industry and community agencies;
- Strong links with community based support agencies.

## **Reinforcing expected school behaviour**

At Dalby State High School communication of our key messages about behaviour is reinforced through an emphasis on 'instructional feedback' for students engaging in expected school behaviour. This includes non-verbal and verbal acknowledgements and is supplemented by a formal recognition and monitoring system. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and reinforcers.

### Free and Frequent

Dalby State High School will introduce VIVO into classrooms throughout 2016. Until then, staff will distribute tickets rewards each day to students they observe meeting the school behaviour expectations in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When staff see a student meeting expectations, they can choose to give the student a ticket/VIVO. When students have collected an appropriate amount of tickets/VIVOS they present these to the teacher involved or the VIVO shop where they are given a reward. Students are also acknowledged during school assemblies and their achievements are noted in the school newsletter.

### Medium Term

Dalby State High School acknowledges positive student achievements through the use of 'Positive Behaviour Postcards' which are sent home to either the student or the parents. Year Coordinators in the Junior School will reward 'Student of the Week' to their cohorts.



### Long and Strong

A longer term schoolwide behaviour procedure is also in place for students to acknowledge positive student behaviour.

### Rewards Day Policy

Students who have displayed positive behaviours throughout the year are invited to attend an End of Year rewards trip as Dalby State High School is a PBL school. We believe that students who consistently display positive behaviours should be given rewards such as these. The hope is that other students will improve their behaviours because of the incentive of these rewards days.

Students who are invited to attend these reward trips will need to meet certain criteria:

1. Students will need to be on Green, Silver or Gold Standard.
2. Students need to have never been on Orange or Red for Semester 2 of that year.
3. Student attendance needs to be above 90% (% present plus approved absences).
4. Students need to have gained X amount of VIVOS (TBC)

Note: If a student has a one off stint on Orange, the YLC (in consultation with HoD SS and DP) can use his/her discretion to determine whether or not the student can apply to attend these activities.

Yearly trips/activities include:

1. Year 7- Camp and walk to movies/pool or go to Bunya Campus
2. Year 8- Wet and Wild
3. Year 9- Dreamworld
4. Year 10- End of year dinner or trip (Year Coordinator discretion)
5. Year 11- Leadership Camp
6. Year 12- Various end of year activities. (Year Coordinator discretion)

## Responding to Unacceptable Behaviour

### **Tier 1- Whole school behaviour support:**

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

Staff at Dalby State High School apply a preventative approach to re-direction and use re-direction strategies based on the Essential Skills for Classroom Management. 'Precorrection' and 'prompts' are examples of preventative strategies. Strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. Increased intervention strategies include redirections, giving choices and following through, and removal to time out / reflection room for repeated low-level problem behaviours.

Our preferred way of re-directing low-level problem behaviour is to ask students to decide whether they are following the school's expectations of Respect, Safety and Learning. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

**Tier 2- Targeted behaviour support**

A number of students at Dalby State High School are identified by staff and through our reviews of data as needing extra support in the way of targeted behaviour support due to them not fully responding to the Tier 1 behaviour support processes and strategies. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put the students' learning and social success at risk if not addressed in a timely manner.

Features of these Tier 2 supports include:

- Use of behaviour data to accurately identify students requiring Tier 2 supports;
- A school based referral process for teachers seeking assistance to support the identified students;
- A team approach to supporting students participating in targeted programs;
- Use of data decision rules for evaluation and exits from targeted support programs;
- Making adjustments for individual needs;
- Using research-validated program options for targeted support interventions such as:
  - Adult mentoring
  - Check ins
  - Targeted / small group social skilling
  - 'Newcomer' programs for new students
  - Targeted programs for students who are at risk of disengaging

All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

**Tier 3- Intensive behaviour support**

Students identified as needing intensive behaviour support are those students who have had whole-school and targeted support strategies as detailed above and who still are at risk of significant educational underachievement and/or disengagement due to their inappropriate behaviours. Dalby State High School is committed to educating all students, including those with the highest behavioural support needs. The intensive behaviour support team:

- Uses a referral system for students who require Complex case management;
- Works with staff to develop behaviour strategies;
- Collects data to determine best practice for students who require intensive behaviour support;
- Makes adjustments as required for the student;
- Works with the Support Team to achieve continuity and consistency;
- Identifies flexible / alternative learning options;
- Organises referrals to internal and external agencies and regional behaviour support services.

Individual intensive behaviour support strategies are negotiated individually, developed for the individual and reviewed regularly to ascertain the continuance of the level of support needed.

The Principal, Deputy Principals, Year Coordinators, Guidance Officer, Heads of Department, Behaviour Support HoD and Head of Special Education Services, along with other support staff assist in the coordination of a Complex Case Management team, which may also involve other interagency and specialist services. This collaboration also involves the student and their caregivers.

Interagency groups are assimilated in the process, where necessary, and may include Disability Services Qld, Child and Youth Mental Health, Queensland Health, Department of Child Safety, Queensland Police, Local Councils, Education Queensland District Office personnel.

From teacher and interagency input, the following support and intervention strategies may be applied in the Individual Support Plan:

- Counselling with school support personnel;
- Counselling with school approved mentor;
- Managed attendance;
- 'Take a Moment' cards;
- Teacher-aide support through various funding avenues;
- Recommendations and referral to other agencies;
- Alternate learning programs.

### **Physical Restraints**

When provision is made for the use of physical restraint in a student's individual plan as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), plans will:

- Be approved by the principal with a copy provided to the principal's supervisor;
- Include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours;
- Not use physical restraint processes in isolation;
- Develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable;
- Identify strategies to reduce and eliminate the need for physical restraint.
- In preventing self-harming behaviours, strategies may include:
  - Restoring safety in other practicable ways such as removing harmful objects;
  - Employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff; and
  - Use of movement limiting and / or protective devices at times of high risk.
- Complete documentation according to Student Protection requirements

Where physical restraints are included as part of a student's individual plan deemed necessary due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), staff will:

- Be provided with physical restraint training and professional development that is documented;
- Complete the required documentation following a physical restraint;
- Employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm;
- Establish a regular review process to monitor effectiveness of planned strategies and procedures.

## 5. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

### Basic defusing strategies

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

### ***Physical Intervention and Restraints – Immediate or Emergency Response***

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

- Physically assaulting another student or staff member; or
- Posing an immediate danger to him/herself or to others.

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

Staff will:

- Give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical;
- Call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised;
- Notify the principal (if not directly involved) and the student's parent of the incident detailing:
  - the behaviour that preceded the use of physical restraint
  - the type and duration of restraint used
  - staff members and other witnesses present during the period of the restraint
  - student's physical condition before and after the period of physical restraint
  - planned future action to prevent further incidents of the behaviour

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

It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment;
- Physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

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

- School disruption;
- Refusal to comply;
- Verbal threats;
- Property destruction, unless serious; and
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- Be reasonable in the particular circumstances;
- Be in proportion to the circumstances of the incident;
- Always be the minimum force needed to achieve the desired result; and
- Take into account the age, stature, disability, understanding and gender of the student.

### **Debriefing**

Following each instance involving the use of physical intervention:

- Debriefing to be provided for the student and any other students after a suitable interval of time has elapsed
- A debriefing meeting with the relevant staff members to be held
- An individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy.

### **Record Keeping**

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and->

[Safety-Incident-Recording,-Notification-and-Management.aspx](#) online. Following each instance involving the use of physical intervention, the following records are to be maintained:

- Physical Intervention Incident Report
- Debriefing Report

## 6. Responsive strategies for unacceptable behaviour

Responsive strategies will come into play if our core values of Respect, Safety or Learning are compromised.

Accurate recording and adequate follow up are essential in the behaviour management process. It is the responsibility of all staff to seek feedback about referrals of student behaviour. Staff should also actively seek cooperation from parents in resolving issues with students through the use of a letter home, homework diaries and telephone calls.

Students and parents can expect that the school will take action where school policies have been contravened. Police will be involved when there is a suspicion that unlawful behaviour has taken place.

Responsive strategies that may be applied for misbehaviour are shown in the Behaviour Management Matrix (Appendix 3). This summary is not intended as an exhaustive list of actions and responsive strategies.

### Minor and Major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred to another staff member.

Minor Behaviours are those that:

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

Minor problems may result in the following consequences:

- Staff will use Essential Skills for Classroom Management to correct students exhibiting minor behaviours.
- A re-direction procedure. The staff member takes the student asked and:
  1. Names the behaviour that the student is displaying;
  2. Asks the student to name expected school behaviour;
  3. States and explains expected school behaviour if necessary; and
  4. Gives positive verbal acknowledgement for expected school behaviour.
- A minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal, individual meeting with the student, apology, restitution or detention for work completion.

Major behaviours - multiple incidents of minor behaviour are those that follow the recording of three minor behaviours.

Major Behaviours - Single Incident- are those that:

- significantly violate the rights of others;
- puts others/self at risk of harm; and
- require the involvement of third party staff member.

Consequences for Major Behaviours can vary depending on the level of the violation of the school rules. Examples of responsive strategies to major behaviours could include:

- Standards (Orange and Red)
- Detentions (at lunch or after school)
- Parental Contact
- Restorative action (e.g. cleaning graffiti)
- Buddy class referral (see Appendix 1)
- Referral to Administration (see Appendix 1.5)
- Suspensions
- Exclusions

See Behaviour Management Matrix for a more detailed list of behaviours and responsive strategies.

### **Relate problem behaviours to expected school behaviours**

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

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

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

### **Ensuring consistent responses to problem behaviour**

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

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

### **Bunya Campus**

Understanding that the two campuses are at times separate entities, students suspended from either campus will be recorded as a suspension from Dalby State High School. A student that is suspended for an incident, when engaged in a scheduled program of instruction within school hours, will carry out their suspension at their place of residence. Bunya Campus is recognised as our residential students' place of residence, therefore these students, where practical given the nature of the incident, are permitted to reside on the residential precinct for the duration of the suspension. For residential students suspended from the Bunya Residential Campus for an incident that occurred after school hours, whilst in residential care, the suspension is for both campuses.

To ensure alignment with the Code of School Behaviour when applying Responsive strategies, both the individual's circumstances and rights of the whole school community will be considered at all times.

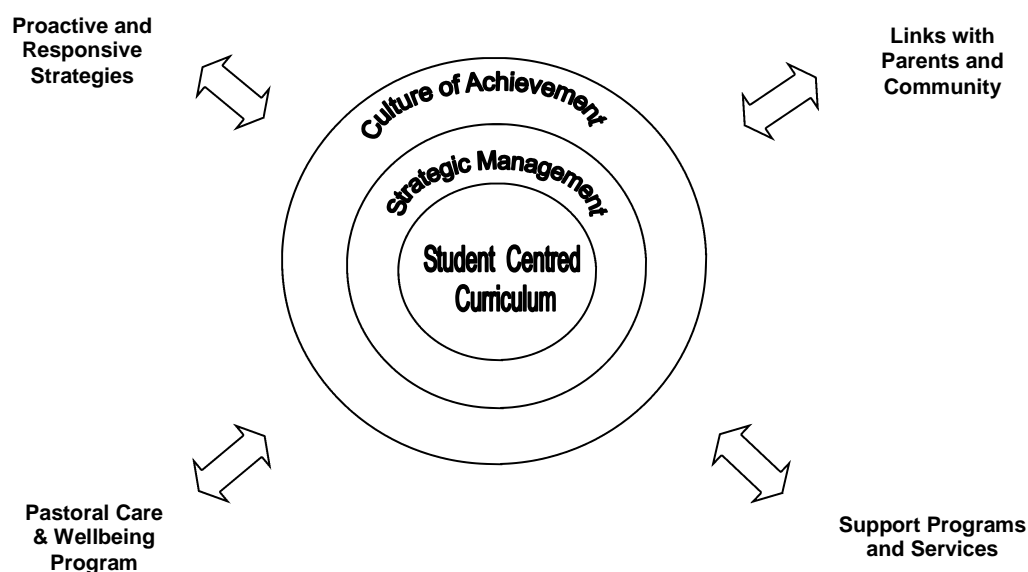
Specific policies have been developed to address problem behaviours:

- Buddy Class Process (Appendix 1)
- In-Class Assistance Card (Appendix 1.5)
- General Code of Conduct (Appendix 2)
- Behaviour Management Matrix (Appendix 3)
- The Behaviour Support Standards System (Appendix 4)
- School Drug Policy (Appendix 5)
- Anti-Bullying Policy (Appendix 6)
- Mobile Phones and other Electronic Devices (Appendix 7)
- The Desktop Behaviour Guide (Appendix 8)



## The network of Student Support

### A Concept Map of a Dalby High School's Supportive Environment



## Consideration of individual circumstances

Dalby State High School aims to ensure that educational outcomes for the diverse needs of our students are maximised. Responses to inappropriate behaviour consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of the school community. The staff of Dalby State High School considers the individual circumstances of all students when applying support and responsive strategies by:

- Promoting a teaching/learning environment which is responsive to the diverse needs of our students
- Establishing procedures for applying fair, equitable and socially-just strategies for infringements against our core values of Respect, Safety or Learning.
- Recognising and taking into account students' age, cultural background and their emotional state
- 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, impairment, cultural background or socio-economic situation
  - Articulate and input viewpoints into behaviour management systems.

Serious matters are investigated by obtaining statements from all parties and witnesses involved in the incident. The Finding of Fact is the outcome of an investigation. Any responsive strategies will respond to the Finding of Fact, current support programs in place and opportunities for improvement. The students' behaviour history is taken into account when designing interventions in response to inappropriate behaviours. This behaviour policy acknowledges that final decisions in relation to responding to inappropriate behaviour need to be made by staff and that the Principal can determine appropriate responsive strategies at their discretion.

## Related legislation

- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Education (General Provisions) Act 2006 (QLD)
- Education (General Provisions) Regulation 2006 (QLD)
- Criminal Code Act 1899 (QLD)
- Anti-Discrimination Act 1991(QLD)
- Judicial Review Act 1991 (QLD)
- Work Health and Safety Act 2011 (QLD)
- Work Health and Safety Regulation 2011 (QLD)
- Right to Information Act 2009 (QLD)
- Information Privacy (IP) Act 2009 (QLD)
- Code of School Behaviour

## Related policies

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

## Some related resources

- The Code of School Behaviour  
<http://education.qld.gov.au/behaviour/docs/code-school-behaviour-a4.pdf>
- National Safe Schools Framework  
[ncab.nssfbestpractice.org.au/resources/resources.shtml](http://ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools  
[www.valueseducation.edu.au](http://www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland  
[www.education.qld.gov.au/curriculum/values/](http://www.education.qld.gov.au/curriculum/values/)
- Bullying. No Way! [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)
- MindMatters [www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support  
[www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668)
- Code of Conduct for School Students Travelling on Buses  
<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>
- Learning and Wellbeing Framework  
<http://deta.qld.gov.au/initiatives/learningandwellbeing/resources/learning-and-wellbeing-framework.pdf>

## Consultation and data review

Dalby State High School developed this plan in collaboration with our school community. As required in legislation, the Responsible Behaviour Plan for Students will be reviewed every three years.

The Plan was endorsed by the Principal and the President of the P&C/Chair of the School Council in January 2016.



.....  
Principal - Dean Russell



.....  
P&C President - Penny De Waele

## Appendix 1 :Buddy Class Policy

For one off problems which require a “cooling off” period, the teacher may remove a student from the class for a period of time. The student may remain outside the room, but must be within view of the Teacher and the Teacher must continue to exercise suitable duty of care.

If a student’s behaviour significantly affects the learning of others and/or the good management of the classroom and persists after implementation of a range of classroom management techniques has been utilised, then the student may be buddied to another class.

### One Lesson Buddy

- A student may be buddied for one lesson. Teachers are required to record the incident on OneSchool and use the *Buddy Class* strategy to record incident.
- Work must be provided.
- While it is not required that Parents be informed, this is encouraged as an intervention strategy.
- The student is required to resolve the issue involved to the satisfaction of the teacher. HOD’s can be part of this process if a teacher requires it.

### Four Lessons or More for Buddy Class

- If a student is buddied for four lessons (from your class in one term), then a Positive Behaviour Contract is then to be completed between the student and classroom teacher to ensure that the student follows the school rules (Respect, Safety and Learning). The teacher is to ask the relevant HOD for assistance to resolve the issue when required.
- If the student does not follow the contract, they will report to the Buddy Class during the lesson when the contract is breached. The incorrect behaviour needs to be outlined on the Buddy Class Referral Form and a referral will be sent to the Curriculum HoD via OneSchool. The student will then receive two after-school detentions to be organised by the HoD. After the student completes the after-school detentions, the student returns to class to begin the process again.
- Parents must be informed by letter (sent by teacher when contract is completed) and a phone call by Curriculum HoD to inform them of after school detention.
- If a student is referred to the Buddy Class 10 times during the term (with corresponding OneSchool records) they will immediately be referred to HoD Junior/Senior Student support via OneSchool and they may receive a 3 day external suspension.

### Failure/refusal to Report to Buddy Class Following Referral

- For the first incident of non-compliance with the buddy class process the issue is to be referred to the relevant Year Coordinator who will place student on 1 day after-school detention.
- Subsequent incidents on non-compliance will be referred by Year Coordinators to Deputy Principal and external suspensions may be given.

If these procedures do not modify the student’s behaviour, HODs may consult with Year Coordinator, Behaviour Support Teachers, the HOD’s of Student Support, Behaviour Support HoD, GO or the relevant Deputy Principal regarding on-going support.

### Procedure for Referring Teacher

1. When a student’s behaviour results in a Buddy Class referral, the classroom teacher fills out Buddy Class Referral Form and gives to the exiting student. This form must have an adequate amount of work attached/outlined so that the student can work independently in the Buddy Class. Buddy Class teacher is not expected to give instruction or assist student, only monitor their behaviour.
2. Student takes work and referral form and reports to Buddy Class teacher.
3. Buddy Class teacher reports on behaviour of student on the referral form.
4. Classroom teacher to liaise with buddy class teacher following the referral to discuss work completed and behaviour (Buddy Class referral form in pigeon hole or on desk etc)
5. Teacher SENDING the student is required to record the incident on OneSchool and use the Buddy Class strategy to record incident. A phone call home is encouraged.

6. If teacher leaves a supervision, they are to write Buddy Class into supervision.

Note: Referring teachers cannot issue detentions for Buddy Class referrals but they may issue detentions for failure to complete work set in Buddy Class.

#### Procedure for Buddy Class Teacher

- If student is non-compliant in Buddy Class refer them to Administration with a Teacher Assistance Card and refer the behaviour via One School.
- Buddy Class Referral Form is returned to classroom teacher for their records when time in buddy class is completed. Teacher to seek out if not received.
- Please advise Referring Teacher of any room changes in advance.

### Appendix 1.5 – Teacher Assistance Cards

In some cases, teachers may need the assistance of other staff members when activating various responsive strategies does not improve student behaviour. The In-Class Assistance Card can be used in situations such as these. The in-class assistance card should be used when:

- A student refuses to follow the Buddy Class process.
- A student refuses to hand in their Electronic device (as seen in the Electronic Devices Policy).
- A student is continually disrupting a formal exam.
- A student is threatening others.

### Appendix 2 – General Code of Conduct

Staff and students at Dalby State High School acknowledge that all members of the school community have the right to feel safe, be respected and actively participate in all areas of schooling life. All members of our school community have specific responsibilities to ensure this is achieved. As members of the school community, all staff and students will exercise professionalism, self-awareness and self-improvement through the application of our core values of Respect, Safety and Learning.

To ensure actions do not adversely affect the safety and/or wellbeing of staff and students alike, this general code of conduct should be adhered to by all members of the school community, encompassing all school areas and activities:

- The expectations of **Respect, Safety and Learning** are to be observed and acted upon at all times.
- To ensure student and staff safety, each staff member can use their own discretion to deem whether student behaviour breaches the Code of Conduct. Consultation with relevant Year Coordinator, Behaviour Management Team or Administration is suggested.
- To participate effectively and display respect, students must follow our **Uniform, Hands-off, Electronic Devices** and **Anti-Bullying** policies at all times.
- To learn effectively, student punctuality, attendance and preparedness is required for the effective operation of the school.
- To ensure safety, students must stay clear of fence lines, car parks, bike racks and out of bounds areas during school hours except where approved access is permitted. Students must also walk in a calm and controlled manner on bitumen, concrete, on walkways and around buildings.
- For hygiene purposes and to ensure safety of the school community, students are to vacate toilet areas immediately after use and dispose of litter in bins provided.

- For student safety and to display respect, students are to use designated playground areas before and after school and during recess times. Other areas such as the hall, library, oval, classrooms, staffrooms etc must only be used under teacher direction and/or supervision.
- To participate effectively and ensure safety, bottled water is the only consumable which may be permitted in classrooms, (supervised curriculum-based activities are an exception).
- To maximise student participation and to ensure safety, students are to remain in the school grounds at all times from time of arrival (including bus exchange) until departing. Students who arrive late and/or depart early should follow correct school procedures.
- For the safety of the whole school community, students must avoid contact with, and report, any unregistered visitors in the school grounds or along fence lines.
- The school grounds are to be utilised after school, during weekends and during holidays only after permission is granted by a school officer.
- Prohibited items may include, but are not limited to, the following: aerosol cans, chewing gum, illicit substances, objects that may be used to intentionally cause harm, explicit images.

**The Principal may state other rules essential for the good order and management of the school as deemed necessary.**

## (Appendix 3) Behaviour Management Matrix

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

- Minor behaviour: to be responded to by a witnessing staff member.
- Major behaviour: may be referred to Year Coordinator, Head of Department, HOSES, school Administration team and may be investigated by Year Coordinator, Head of Department or BSHoD
- The Principal reserves the right to select appropriate responsive strategies in accordance with relevant Legislation and Regulations.

**The following matrix is not meant to be an exhaustive list of misbehaviours and responsive strategies, but a guide only.**

### Minor (Teacher, HoD and Year Coordinator Intervention)

Core Value	Behaviour Incident (examples)	Staff Responsible	Responsive Strategies (At Teacher Discretion)	Recording Process	Actions/support/ referrals
<ul style="list-style-type: none"> <li>• Encompassing all school areas and activities.</li> </ul>					
Respect	- Chewing gum	<ul style="list-style-type: none"> <li>• Classroom Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Utilise individual classroom management strategies e.g. 10 Essential Skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Record all incidents on OneSchool (this includes parent contact if made).</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents</li> <li>• CEC intervention</li> <li>• GO intervention</li> <li>• Chaplain intervention</li> <li>• Support Programs</li> <li>• Support Team Referral Form</li> </ul>
	- Late to class				
	- Inappropriate use of books or diary				
	- Disrespecting school's property				
	- Eating food in class				
	- Calling out, back chatting, low level inappropriate language, disrupting other students and their work				
	- Bullying / cyber-bullying refer to Anti-Bullying Policy				
Learning	- Refusal to participate in set task	<ul style="list-style-type: none"> <li>• Classroom Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Utilise individual classroom management strategies e.g. 10 Essential Skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Record all incidents on OneSchool (this includes parent contact if made).</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents</li> <li>• CEC intervention</li> <li>• GO intervention</li> <li>• Chaplain intervention</li> <li>• Support Programs</li> <li>• Support Team Referral Form</li> </ul>
	- Not prepared for class				

	- Not following uniform policy				
Safety	- Rocking on chairs				
	- Throwing items				

**Major** (Administration, Year Coordinator, HoD, BSHoD intervention)

Core Value	Behaviour Incident (examples)	Staff Responsible	Responsive Strategies (At Staff Discretion)	Recording Process	Actions/support/ referrals
<ul style="list-style-type: none"> <li>Encompassing all school areas and activities</li> </ul>					
Respect	<ul style="list-style-type: none"> <li>- Low level harassment of staff or student</li> <li>- Petty theft</li> <li>- Inappropriate use of computer</li> <li>- Inappropriate language</li> <li>- Using electronic devices and/or social media to harass, threaten or damage the reputation of students</li> <li>- Swearing directly at staff</li> <li>- Threats / intimidation</li> <li>- Continued harassment of staff or students</li> <li>- Sexual harassment</li> <li>- Racial / Religious harassment</li> <li>- Continued Intermediate / Major offences</li> <li>- Bringing the school into disrepute (smoking in school uniform, inappropriate behaviours while wearing</li> </ul>	<ul style="list-style-type: none"> <li>HOD Student Support</li> <li>Administration</li> <li>HoD Curriculum (classroom behaviours)</li> <li>Year Coordinator (playground and truancy)</li> </ul> <p>(Deputy Principal and or Principal)</p>	<ul style="list-style-type: none"> <li>After school detention</li> <li>External suspension</li> <li>Community service</li> <li>Cancellation of enrolment</li> <li>Exclusion at Principal's discretion</li> </ul>	<ul style="list-style-type: none"> <li>Referral on OneSchool</li> </ul>	<ul style="list-style-type: none"> <li>Parent contact by Administration, BST or HOD of Student Support</li> <li>Contact parents</li> <li>CEC intervention</li> <li>GO intervention</li> <li>Chaplain intervention</li> <li>Nurse intervention</li> <li>Support Programs</li> <li>Support Team Referral Form</li> <li>Intervention by external agencies</li> </ul>



	uniform in public) - Bullying / cyber bullying (refer to Anti-Bullying Policy - Using electronic devices and/or social networking sites to harass, threaten or damage the reputation of staff - Ongoing or escalating offences				e.g. Police, DISCO  <ul style="list-style-type: none"> <li>• Re-entry through HODs of Student Support.</li> <li>• Referral to internal or external support agencies.</li> <li>• Complex Case Management</li> </ul>
Learning (senior phase of schooling only)	- Truancy or unexplained absences - Continual lack of preparation for class / lateness - Constant failure to complete course requirements - Continual refusal to participate in class activities - Total and consistent refusal to follow teacher instructions - Ongoing and escalating offences				
Safety	- Throwing objects - Irresponsible behaviour - Failure to follow Hands Off Policy - Possession of illegal or unsafe items, eg. drugs, alcohol or weapons. - Fighting - Physical assault of student or staff - Ongoing and escalating offences - Throwing objects intending to cause physical harm				

## Appendix 4 – The Behaviour Support Standards System

OneSchool records, reports and referrals from teachers (both positive and negative) are used for students in all learning areas and this is utilised in determining individual student behaviour standards. Students are able to transition through behaviour standards based on individual behaviour reports.

### **GOLD and SILVER STANDARD**

Students on a gold standard have exhibited an exemplary standard of behaviour and attendance during the semester and may have been involved in extra-curricular activities. The student has consistently followed the schools core values of Respect, Learning and Safety and has been nominated for a Gold Award or Silver Award.

To acknowledge students on this standard they will be presented with a Gold or Silver Award at a formal school ceremony at the end of each semester.

To receive a Gold Award, a student needs to qualify for all of the following criteria:

- Nominated through the teacher nomination process
- Agreement of the Year Coordinator/HOD/DP & Principal
- No OneSchool behaviour incident records or Buddy Class referrals for the semester
- Attendance 95%

To receive a Silver Award a student needs to qualify for both of the following criteria:

- nominated through the teacher nomination process
- agreement of the Year Coordinator/HOD/DP or Principal
- Attendance 95%

In some instances Year Coordinator, HOD/DP or Principal discretion may be used.

A student may complete a Silver standard application form if they have not been nominated for a Silver Award and believe they should receive one. A form can be obtained from their Year Coordinator. A final decision will be made after consultation with the relevant DP & Principal. In some instances Principal discretion may be used.

A list of Silver Standard students will be available for all staff by each Year Coordinator throughout the semester to inform staff of students' standards.

Periodically, Year Coordinators may organise functions, excursions or other activities for Gold Standard and Silver Standard students. The intention is to demonstrate the school community's support for, and appreciation of, high standards of behaviour.

A student can be nominated for a position of responsibility on a gold standard. E.g. School Captain, Vice-Captain, Student Councillor, extra-curricular activities and can be selected to represent the school at an official function. The student will remain on a Gold standard until the end of next semester unless referred to Year Coordinator, HOD, DP or Principal.

### **GREEN STANDARD**

All students commence the school year on a green standard, including new students. A Green standard indicates that a student is behaving satisfactorily or may be exhibiting minor misbehaviours as outlined in the behaviour management matrix.

A student can be nominated for a position of responsibility on a Green standard e.g. School Captain, Student Councillor, Sports Captain, Cultural Captain etc. They can participate in extra-curricular activities and be selected to represent the school at official functions and participate in any organised end of year events.

A list of Green Standard students will be published for all staff by each Year Coordinator throughout the semester to inform staff of students' standards.

## **ORANGE STANDARD**

The purpose of orange standard is to allow transition for students between red and green standard. Orange standard is also for students who exhibit low level negative behaviours, as outlined in the behaviour management matrix, in addition to students progressing from red standard to green standard.

A student placed on orange standard will remain on the standard for two weeks, before moving to green standard. During this time, a student's behaviour will be monitored by the Year Level Coordinator through OneSchool and IDattend. Unsatisfactory behaviour while on monitoring card may result in student remaining on orange standard for longer than two weeks at Year Coordinator discretion.

A student on an Orange standard cannot maintain all school privileges or participate in extra-curricular activities. If a student is holding a level of responsibility eg. School Captain, Student Councillor, Sports Captain, Committee Chair, they will be removed from their responsibility whilst on orange standard. To return to their responsibility the student will need to make written application to the Principal and a final decision will be made by the Principal in consultation with relevant staff.

A list of Orange Standard students will be available for all staff by each Year Coordinator throughout the semester to inform staff of students' standards.

## **RED STANDARD**

A student is placed on Red standard when they have exhibited major misbehaviours as outlined in the behaviour management matrix. This standard is for students returning from suspension. Suspensions are categorised into 1-10 days or 11-20 days with the allocation of time reflecting the seriousness with which the offence is viewed within the school community. Repeated offences are likely to attract increased consequences.

Students on red standard will be monitored and relevant intervention/action will be taken as determined as appropriate Deputy Principal, Year Coordinator and/or Behaviour Support HoD. This may be done in consultation with the Guidance Officer and other support personnel.

A student on Red standard is ineligible to hold a position of responsibility eg. School Captain, Student Councillor, Sports Captain, etc and may not participate in extra-curricular activities.

To return to holding a position of responsibility, the student will need to make written application to the Principal and the final decision will be made by the Principal in consultation with relevant staff. Principal discretion will be used in some instances.

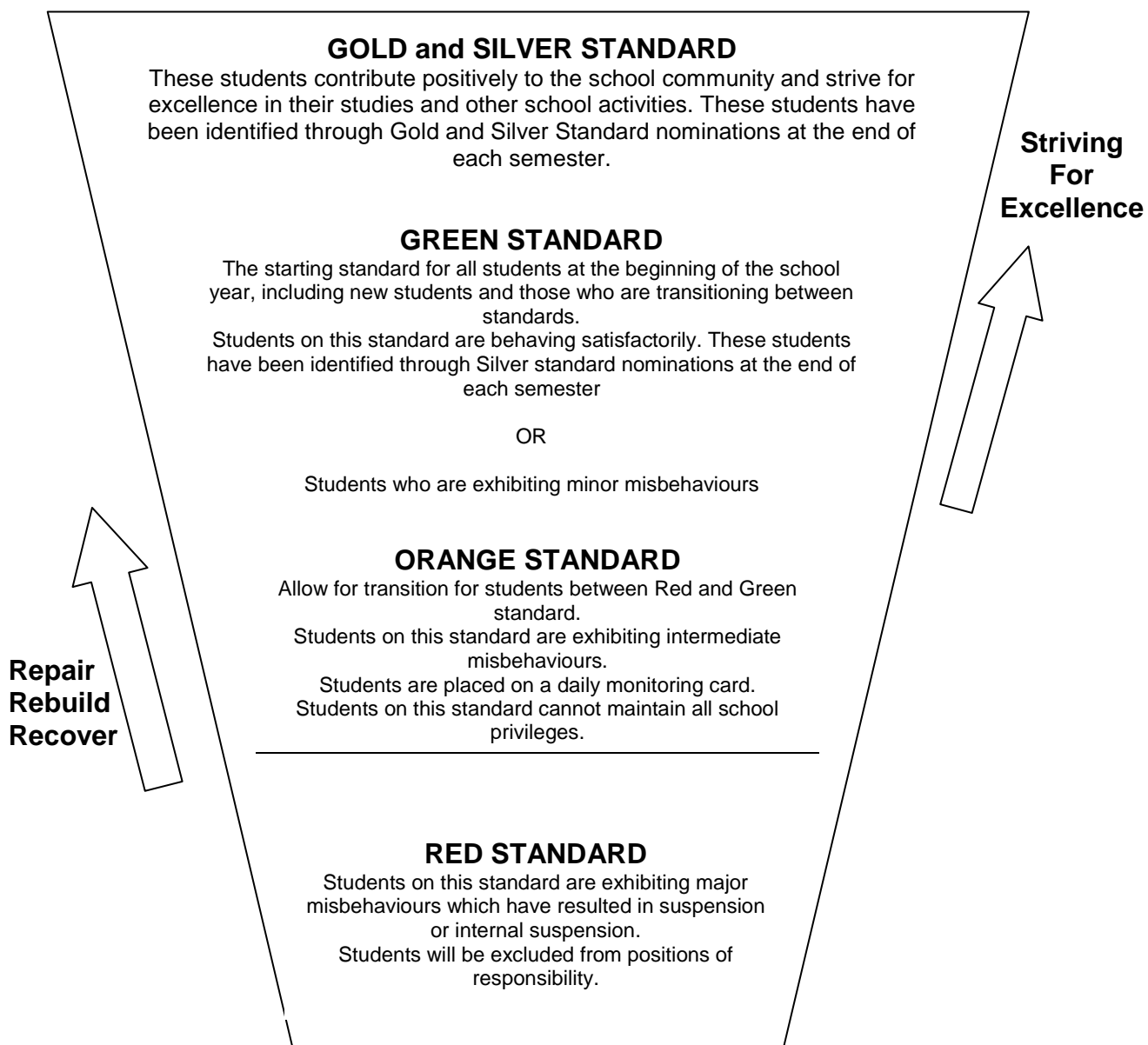
Students are moved to Red standard for a prescribed period depending on the length of their suspension as outlined below:

- A student who receives a 1-10 day suspension will be on a red standard for one school week (then will progress to orange standard).
- A student who receives an 11-20 day suspension will be on a red standard for two school weeks (then will progress to orange standard).

A student may approach the relevant Deputy Principal and negotiate early promotion from Red Standard to Orange Standard. Year Coordinator, Principal discretion and prior behaviour record may be taken into consideration when deciding whether or not early promotion is warranted. Early promotion may be obtained by submitting five references to the relevant Deputy Principal, one of which is from the student's Pastoral Care teacher. A minimum of three references should come from the student's subject teachers, and there is an option to obtain the fifth reference from another source, such as the student's work place supervisor or supervisor of an extra-curricular activity. At any time, poor behaviour choices may lead to the standard being re-assessed by the Year Coordinator. The Principal's discretion will be used in some instances.

A list of Red Standard students will be available for all staff by each Year Coordinator throughout the semester to inform staff of students' standards.

### Behaviour Standards Diagram



## Appendix 5 – Drugs and their misuse

Dalby State High School has a responsibility to promote healthy lifestyles and, in pursuit of this, teaches pupils about the hazards of drug use and the hazards of smoking as part of comprehensive health education program. Our school wishes to provide an environment which complements and does not negate this teaching. It also wishes to protect the health of staff, and visitors to this school.

### THE SCHOOL POLICY

#### a) **Students**

The policy forbids unsanctioned drug use including smoking by students while on school premises, while publicly wearing school uniform or while engaged in a school related activity outside the school. Unsanctioned drugs (use or possession) will not be tolerated at Dalby State High. Prescribed or medicinal drug use must be sanctioned by the Principal – a written request stating the name of the drug, dosage, and duration of use must be submitted.

#### b) **All members of staff: teaching, support and non-teaching**

Staff may not smoke or partake in illicit drug use on school premises or while on duty on a school related activity outside school. Newly appointed staff will be given a copy of this policy.

As this is a formal school policy, failure to comply with it will be dealt with through the usual management arrangements.

#### c) **Visitors on the school site**

Visitors, including parents and suppliers, will be made aware that drug use and, in particular, smoking on school premises, is not permitted by law.

#### d) **Those leasing or hiring the school premises**

Persons using the school premises, for whatever purpose will be made aware of the school policy.

## POLICY STATEMENT – DRUG FREE SCHOOL

### Student Drug Related Incidents

A comprehensive approach to school preventative drug education consists of a curriculum aimed at harm minimisation, fair and just processes for intervention that meets the health and educational needs of students and clearly articulated school rules that define acceptable behaviour for the total school community. Students who chose to ignore school policy and expectations will be disciplined appropriately.

A rational response to managing drug related incidents at school, planned in advance, is likely to have better outcomes than trying to determine a course of action when confronted with a situation.

Dalby State High School has established the following procedures to be followed in instances of:

- a) student smoking, or
- b) other drug related incidents.

### Student Smoking Incidents

The *Tobacco and Other Smoking Products Amendment Act 2001* (Act No. 20) prohibits smoking on school premises. This act encompasses the whole of the school grounds, excursions, social gatherings or camps. As such, any infringement of the act will incur the following:

At the time of infringement:

- Referral to Administration staff
- Appropriate responsive strategies
- Parent consultation
- Referral to Year Co-ordinator to reiterate school smoking policy and book an appointment with the School Based Health Nurse
- Engage in an anti-smoking program with the School Based Health Nurse

### Intervention (Short Term) 0 – 24 hours

This stage refers to reporting the incident. The following issues should be considered:

- Physical well-being of the student
  - Availability of the principal and the police
  - Location of the incident
  - Emotional state of students, parents and school staff.
1. When school personnel suspect, or are advised, that a student has used or possesses a drug, it is necessary to establish and respond to the health and safety of the student first.
  2. The incident, the students and the substance involved should be immediately referred to the school senior administration.
  3. The school administration should identify a person to be responsible for managing the incident known as the *Incident Manager*.
  4. The incident manager should establish and validate facts by interviewing relevant staff and students.  
**Note: Interviewing students if substance is illicit.** If evidence suggests that a student is in possession of an illicit substance, administrators need only establish who was involved.
  5. Obtain and secure the suspected substance and implements for its use, observing procedures for searching and securing student property as outlined in Managing Drug Related Incidents Policy Handbook.
  6. Where it is suspected that the student has used and/or possesses an illicit substance the Incident Manager should:
    - refer the matter to senior administration
    - refer the matter to the Queensland Police Service
    - inform the Community Education Counsellor (if relevant)
    - inform the student's parent or guardian of the incident, and
    - advise them that a support person is available
  7. The parent or guardian is required to be present during police questioning.
  8. The Incident Manager should ensure that a written record of the incident is maintained, including the names of all students, school personnel, parents, police and other individuals involved in the incident.
  9. The student support person should focus on and support the *health and education* needs of the student.
  10. Disciplinary action in line with the school's Behaviour Management Policy should be followed.
  11. Where there is not sufficient information to take action the Administration should closely monitor the student's behaviour.

#### **Intervention (Medium term) 1 – 7 days**

This stage may involve issues such as further investigation, disciplinary action, liaison with other agencies, media contact, and has the potential for rumour development.

#### Procedure:

1. Repeat steps 1 – 5 if not completed in previous stage.
2. The Incident Manager may prepare a written statement to staff, students, parents and the Media, clarifying the school Drug Prevention and Intervention Plan.
3. Support person to provide ongoing support to the student and family.
4. Disciplinary action in line with School's Behaviour Management Policy will be followed.
5. The Incident Manager should advise staff of the outcome of the incident.

**Intervention (Long term) 7 – 90 days**

The objective here is to facilitate reintegration of the student into the current school or integration into a new school.

Procedure:

1. The support person can monitor the student's welfare and progress at school through liaison with all necessary parties.
2. The support person could contact the new school to ascertain effectiveness of the student's integration into the new school.
3. All actions and subsequent contacts should be noted on the Incident Record and filed for reference.

The following information has been supplied by the Queensland Police Service:

- Students who are 17 years of age or older are regarded as adults.
- Police must be called if an adult or student is found in possession of, or use illicit substances at school.
- Parent will be advised.
- A student support person **MUST NOT** be used in the police investigation because of potential legal ramifications.
- An incident involving an adult is very likely to result in court action.

## Appendix 6 - Bullying

### ANTI-BULLYING POLICY

#### Definition

At Dalby State High School every person has a right to feel safe. Any person who bullies another is denying them that right. The school will not tolerate any action that undermines a person's right to feel safe and it will take whatever steps are necessary to stop such behaviour. Bullying is defined as the action of a student who attempts to exercise an improper authority or influence over another by intimidation, threats or actual physical violence, humiliation, racial vilification, the use of obscene or vulgar language or the violation of an individual's right to security of property and/or person. It is carried out to intimidate, coerce, frighten or control. The following are types of bullying:

- Physical bullying

This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

- Verbal bullying

Using negative words, repeatedly and intentionally to upset someone. Examples of verbal bullying include name calling, insults, homophobic, sexist or racist remarks, and verbal abuse.

- Social bullying

Lying, spreading rumours, playing a nasty joke are all examples of social bullying. Repeatedly mimicking someone and deliberately excluding someone is also social bullying behaviour.

- Psychological bullying

Psychological bullying is when someone (or a group of people) repeatedly and intentionally uses words or actions which cause psychological harm. Intimidating someone, manipulating people and stalking a person are all examples of psychological bullying.

- Cyberbullying

Cyberbullying is when someone (or a group of people) uses technology to verbally, socially or psychologically bully. Cyberbullying can happen in chat rooms, through social networking sites, emails or mobile phones.

#### Preventative Actions

##### School Focus

At Dalby State High 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.

##### Role of Staff:

- Encourage students to speak out and take reports seriously
- Respond to an incident if witnessed or reported
- Be supportive to the victim but don't encourage dependency
- Gather factual information through victims accounts and possible witnesses
- Organise a mediation with the victim and bully in consultation with Yr Coordinator or other support staff
- If the incident is serious refer both victim and bully to the appropriate person for counselling or mediation.
- Record the incident OneSchool
- Model supportive classroom management practices



### Role of Administration

- Deal with any bullying involving violence as per the Behaviour Management Matrix. The usual consequence of a significant violent act of one student against another is suspension.

### Responsibilities

#### Teachers will:

- act as role models of caring and tolerant behaviour
- listen to and record reports of bullying and pass the record of report onto the Principal or delegated relevant staff member
- support students **who have been bullied** by reassuring them, offering continuous support and strategies, encouraging them to form and maintain friendships with non-bullying students, and offering an immediate opportunity to discuss the experience with a staff member of their choice
- support students **who have bullied** by discussing what happened, discovering why they became involved in bullying behaviour, telling them their behaviour was wrong and needs to change by explaining alternative ways of behaving, enlisting the parents/caregivers where appropriate to help change the behaviour and attitude of the student where necessary
- aim to protect the victim from further harm
- aim to act to stop the behaviour recurring
- aim to make an oral or written statement to the school Principal and keep appropriate records if allegations have been made, or it is reasonable to suspect that a student will be, is being or has been the subject of unwelcome behaviour by another student or an employee, such as harassment, intimidation, bullying or other improper behaviour, which has harmed or could harm a student. If the allegation is made against the School Principal then the report should be made to the Executive Director (Schools) in the District Office

#### The Principal will

- upon receiving information or advice from any reasonable source, take such action as is reasonably necessary to protect the student from harm and to correct the improper behaviour
- if the information received concerns allegations about an employee then the Principal will take action as outlined in the Student Protection Policy.

#### Students who are bullied

- must report to their teacher and give him/her full details of the event.

#### Student witnesses to bullying

- should intervene if they are able
- immediately seek teacher assistance if they cannot intervene.

#### Parents

- should listen sympathetically to reports of bullying
- should speak to relevant school personnel
- should work with the school in seeking a permanent solution.

#### The School

- must keep adequate records of all bullying incidents
- must work with parents of the victim to assist their son/daughter to avoid being bullied in the future
- must protect and support the victim of bullying, and assist the student in order to assure he/she will not be bullied in the future
- initially approach most bullying incidents using a method of shared concern – a problem solving approach that looks at possible changes in behaviour of both the bully and the person being bullied. Serious incidents or persistent incidents however will be dealt with under the Behaviour Management Policy
- will apply responsive strategies as per Behaviour Management Policy
- will work with parents of the bully to establish joint strategies for behaviour modification.

This will be achieved by:

- The Principal, Year Level Coordinator and Behaviour Support Teacher may discuss the problem with the student/s involved
- Contact with the Guidance Officer may be involved. The school realises that both the student being bullied and the bullies may benefit from counselling and follow up

- The parents of the student/s involved may be informed and requested to discuss the situation with either the Principal, Deputy Principal, Guidance Officer, Behaviour Support Teacher, HOD's or Year Level Coordinators
- Responsive strategies as outlined in the Behaviour Management Policy may be administered. These may include detentions, community service or recommendations for suspension or exclusion
- Legal action.

### Strategies to address bullying

The following strategies are included in the school to address bullying:

- A brochure on bullying/harassment is distributed to every student in the school and is the focus of discussion (PC lessons / notices/ advertising/ school newsletter) in an ongoing attempt to identify and discontinue any unwelcome, unsolicited and persistent behaviour
- Curriculum content across a number of subject areas
- Regular reference to the school's core values of Respect, Learning and Safety
- Preventative support systems e.g. peer support, conflict resolution, school support personnel
- Documented, identifiable and readily available procedures for responding to bullying incidents eg Method of Shared Concern with includes student support
- Whole class/year level sessions for ongoing problems, supported by school personnel, guest speakers and variety of teaching aides
- Small group or individual support with Guidance Officer on issues like anger management, assertiveness training, positive behaviour, conflict management
- Annual review to maintain policy awareness for the total school community.

Anyone engaged in any form of bullying or cyber-bullying as outlined above will face responsive strategies in line with the school's Behaviour Management Matrix.

## Appendix 7 - External Behaviours Policy

### Definition

At Dalby State High School, external behaviours are defined as actions which occur outside school hours which may act to adversely affect the safety and/or well-being of students or staff during school hours. External behaviours include:

- Misconduct within the wider community whilst still wearing full or partial school uniform including smoking, fighting in public places, loitering, causing a public disturbance and illegal activities
- Using electronic devices (mobile phones, social networking sites, blogs and chatrooms) to harass, threaten or damage the reputation of a staff member and/or students in a manner which may have a direct impact on the good order or management of the school
- Other conduct by currently enrolled students that is prejudicial to the good order or management of the school.

In regards to dealing with issues relating to the misuse of electronic devices, the staff at Dalby State High School will respond directly to issues which occur between official school hours. Incidents that occur outside of these hours will be dealt with at the Principal's discretion if the actions directly impact on the good order or management of the school. The school may advise parents and guardians of alternate courses of actions, for example contacting the police.

Anyone engaged in the behaviours outlined above will face responsive strategies in line with the school's Behaviour Management Matrix.

## Appendix 8 –Hands Off Policy

### Definition

To ensure the safety of all students and to respect each other's personal space, Dalby State High School observes a hands off policy. This includes both consensual and aggressive behaviours except for supervised curriculum based activities such as dance, drama and sport etc. Examples of breaches of the Hands Off Policy include:

- Touching people inappropriately, including consensual conduct

- Touching or taking another person's possessions without their expressed consent
- Physical violence e.g. fighting, kicking

Anyone engaged in the behaviours outlined above will face responsive strategies in line with the school's Behaviour Management Matrix.

## Appendix 9 – Electronic Devices Policy (E.D.P)

This policy is made in accordance with Department of Education, Training and the Arts (DETA) policy – *SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*. This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using electronic devices.

### Recognition of Appropriate Use

- Dalby State High School supports the appropriate use of technology in learning and for safety. Electronic devices have the potential to aid learning and assist students in managing busy lives, when used appropriately. The school acknowledges that there are times when it is appropriate and useful for students to have access to their mobile phones, but at no times should this access interfere with the learning and welfare of students.
- No electronic devices can be accessed in exams or during assessment, unless expressly permitted by school staff.
- Electronic devices brought to school are to be turned off in class and during assemblies and other school organised activities unless being used in a teacher directed activity to enhance learning.
- Students are able to appropriately use their electronic devices before and after school and during designated breaks.

### Responsibility for Loss or Theft

- The school will not accept any responsibility if a student loses, or has an electronic device stolen. Electronic devices brought to school will be entirely at the owner's risk and the school will not undertake any investigation into their loss / theft.
- The school does have provision for students to leave their electronic devices in the safety of the general office and we encourage the use of this option.

### Photos, Videos and Sound Recordings

- Devices with built in cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets. Students must not take photographs, videos or sound recordings of other students and / or staff without their consent.
- Students must not make / send harassing or threatening calls / messages with their electronic devices. Any repeated or other inappropriate use will be dealt with under the Responsible Behaviour Plan. Victims of abusive, threatening, bullying messaging, or inappropriate video / photo imaging will be advised to make a complaint to the Queensland Police.
- Any student who places an image / words on the internet which has a negative impact on the good standing of the school or its staff and students will be dealt with according to the Responsible Behaviour Plan where possible within the parameters of that plan.

### Access to School Phone

Students are not to use their own phones to contact parent or guardians. Any urgent/important phone calls can be made at the school office in the usual manner. Likewise, parents are discouraged from contacting their student on their mobile phones without the prior knowledge of the school administration. Parents are encouraged to make contact via the school office for urgent issues or messages.

### Responsive strategies of Misuse

- Students who persistently breach the E.D.P. should be referred to the administration for case management. This may include suspensions from school and/or removal of electronic device privilege at school. Principals are able to make rules regarding what items students can and cannot bring to school, which are likely to cause disruption or harm the smooth running of the school.
- Students choosing to not comply with the expectations outlined in this policy will be managed as follows:

