

Crows Nest State School



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

Responsible Behaviour Plan for Students

1. Purpose

In order for students to attain their full potential, it is essential that they feel safe, and that they are supported through their time at Crow's Nest State School. The Responsible Behaviour Plan clearly identifies accepted and unaccepted behaviours, which set clear boundaries for what is deemed as a safe and supportive environment.

EDUCATION QUEENSLAND'S VALUES AND PRINCIPLES

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

Values

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

Principles

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

Statement of Purpose

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

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

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

Rationale

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

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

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

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

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

Aims:

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

CODE OF CONDUCT

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

- Respect
- Responsibility
- Resilience

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

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

RIGHTS AND RESPONSIBILITIES

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

Rights and responsibilities of students

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

Rights and responsibilities of students

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

Rights and responsibilities of parents

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

Rights and responsibilities of staff members

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

PROCEDURES FOR UPHOLDING THE CODE OF BEHAVIOUR - ROLES & RESPONSIBILITIES

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

Student

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

Classroom Teacher

- The classroom teacher is responsible for managing student behaviour in the classroom and, where necessary, the playground and on excursions and out-of-school activities.
- The classroom teacher will employ a range of strategies to manage non-serious offences and encourage appropriate behaviour.
- When teacher interventions are unsuccessful, secondary students will be referred to the HOD and primary students will be referred to the DP.
- The classroom teacher is responsible for completing "Behaviour Incidents" regarding poor behaviour for recording on the Oneschool.
- Teachers wanting to check action taken in regard to a particular student can speak directly to the HOD / DP or access Oneschool.
- Recognises and rewards students who achieve success in their schooling and who make appropriate behavioural choices. This includes the awarding of class certificates on assembly including "Gotchas", Student of the Week, Certificate of Excellence
- Teachers are required to provide suitable work for students suspended.

- Completes Behaviour Incidents on appropriate forms for Minor and Major Incidents for later addition to OneSchool
- Refers Behaviour Incidents to Principal/Deputy/HOD as necessary.

Form Teacher

- Monitors uniform and refers to Administration those students who are not correctly attired.
- Monitors student attendance and follows school Managing Student Absences policy
- Contacts parents when necessary.
- Encourages good manners and acceptable behaviour.
- Liaises with and refers to Guidance Officer, Chaplain, SBYHN, Head of Department, Deputy Principal or Principal where there are concerns or issues.

Head of Department (HOD)

- Manages major secondary classroom and playground offences.
- Proactively supports secondary teachers in classrooms, discussing behaviour with individual students or groups of students.
- If a secondary student does not respond to the attempts of the classroom teacher to resolve his/her behaviour issue, she/he will be referred to the HOD.
- Manages students referred by secondary classroom teachers.
- Makes recommendations regarding 1 – 10 day suspensions.
- The HOD assists the student to make better choices.
- When necessary, the HOD may place the student on an "Individual Student Report".
- Refers students to the Guidance Officer where appropriate. (E.g. the behaviour is considered to be connected with the student's personal situation)

Deputy Principal (DP)

- Manages major student offences referred by primary classroom teachers.
- Proactively supports primary teachers in classrooms, discusses behaviour with individual students or groups of students.
- Makes recommendations regarding 1 – 10 day suspensions.
- Manages primary classroom or playground offences.
- Refers students to the Guidance Officer where appropriate. (E.g. the behaviour is considered to be connected with the primary student's personal situation)

Principal

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

2. Consultation and data review

Crow's Nest P-10 State School reviewed this plan in collaboration with our school community. Consultation was undertaken with parents, staff and students who were actively involved in the formation of the three key school values and the behaviour expectations and through Positive Behaviour in Learning support meetings throughout the year. This involved an ongoing review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012 to 2014 which also informed the development of this plan.

The fundamental aspects of this plan were endorsed by the Principal and the P&C Association in 2015.

3. Learning and behaviour statement

Student behaviour and learning is co-dependant. In order for a student to achieve their full potential at school, and in the workforce, they must be able to demonstrate an acceptable standard of behaviour. The behaviour that is expected at our school shows striking resemblance to the laws that govern our society. By providing a clear set of rules and expectations, we are able to ensure that all students are exposed to an environment where their full potential can be realised.

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

• Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Crow's Nest State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour. Recognition and reinforcement of positive behaviours from all students is essential.

A set of behavioural expectations as outlined in Positive Behaviour in Learning Handbook in specific settings has been developed around our three school values. These expectations are communicated to students via a number of strategies, including:

- Focussed teaching – lessons designed to specifically target the expected behaviours
- Reinforcement and recognition of positive behaviour during classroom and non-classroom activities
- Reinforcement and recognition of positive behaviour at school assemblies

Crow's Nest State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Newsletter updates of Positive Behaviour in Learning (PBL) – "In the Zone" at our school
- PBL Team meets regularly and provides information to staff and parents
- Establishment of agreed procedures that are known and understood by all staff in the recording and referral of behaviour incidents
- Open communication with the school community on The Code of School Behaviour and this school's Responsible Behaviour Plan for Students
- Regular and open communication with parents/caregivers of students who are involved in behaviour incidents.

Reinforcing Expected School Behaviours

All classroom rules and expectations are aligned to the school statement of purpose and four key values. Recognition and reinforcement of expected behaviours occurs via the following:

1. Classroom rules and expectations are taught and rewarded

2. Each teacher is expected to implement a positive reward system for his/her own class, including an A-E criteria (see Appendix 1)
3. Use of Schoolwide Acknowledgments (see Section 6)

- Targeted behaviour support

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

Students at this stage have increased daily opportunities to receive positive contact with adults, additional support and increased opportunities to receive positive reinforcement. Students may also be placed on a tracking card to more closely monitor their behaviour for specific functions.

All staff are involved in the support of students who may need more targeted behaviour support through shared information and individual responsibilities. A team approach is used to formulate and record strategies to implement with the parents/caregivers' involvement. Parents/caregivers are informed of any problem behaviours and decisions made regarding consequences.

Support may also be sought from support staff (G.O, SBYHN or Chaplain). Students receiving targeted (or intensive) behaviour support may also not be eligible for non-curriculum outside school activities (e.g. sporting trips)

- Intensive behaviour support

At Crow's Nest State School, all students who are considered to be seriously at risk of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach. It involves:

Case Management:

The case manager for each student who is identified as seriously at risk is the HOD or DP. A support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

- collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc
- referral to Guidance Officer for assessment and preliminary behavioural support
- referral to Advisory Visiting Teacher for Behaviour Support for consultation or support
- referral for a functional behavioral assessment and develop an Individual Behaviour Support Plan.

Strategies used will be preventative, supportive and/or corrective.

Preventative – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

Supportive – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Corrective – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in an Individual Behaviour Support Plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents/caregivers of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

5. Emergency responses or critical incidents

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

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

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Crow's Nest 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.

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
- the underlying function of the behaviour.

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

- property destruction
- school disruption
- refusal to comply
- verbal threats
- 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.

6. Schoolwide Acknowledgements for Positive Behaviour

The purpose of schoolwide recognition is to acknowledge and show appreciation to students who have provided positive demonstrations of the schoolwide behavioural expectations (Colvin, 2007).

Effective encouragement is delivered when:

- It is contingent on the desired behaviour,
- Applied immediately, and
- Given frequently during the acquisition of a skill (behavioural expectation)

Effective Schoolwide Continuum of Encouragement

Positive student behaviour at Crow's Nest State School is acknowledged in three levels and are given for specific purposes as outlined in the table below. The [Positive Behaviour in Learning Handbook](#) provides more detail for each of these levels.

Level	Acknowledgment	Purpose	Process for use
Frequent	Gotchas	To provide instant reinforcement for desired behaviours	Staff use as appropriate. Students place in boxes for draw on Assembly
Short term	Student of the Week	To recognise students who make significant achievements academically or make valuable contributions to the class during the week.	Staff to use for one student per class per week Parents to be notified that the award will be given
	Postcards	To provide direct feedback to parents on their child has demonstrated our three core values	Staff to use as appropriate and have co-signed by the Principal. Posted home
	Achievement Awards (various teacher developed)	To recognise students who meet personal goals (academic, behavioural, effort) or desired benchmark	Staff use and develop as appropriate – general template can be used
	Excellence Awards	Given in recognition of students who exemplify the school's vision. This may occur in the domains of:	Students nominate potential recipients to the Principal as

Minor and Major Incident Categories and Associated Consequences

Minor and Major Incidents

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

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

Minor behaviours are those that:

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

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Minor Incidents

Incident	Possible Consequences
<p>Minor Incidents – the classroom teacher will handle the following breaches of the Responsible Behaviour Plan in the first instance. Where the inappropriate behaviour persists (three occasions for an individual teacher, or a pattern of behaviour across several teachers), the matter becomes a major incident and will be dealt with by the Deputy Principal or HOD as a case of persistent and wilful disobedience.</p>	
<ul style="list-style-type: none"> ▪ Minor class disruption ▪ Continual talking in class ▪ Calling out in class ▪ Arriving late to class 	<ul style="list-style-type: none"> ▪ Teacher uses responsive strategies (includes time-out) ▪ Complete entry on incident record form ▪ Lunch time detention ▪ Contact Parent (mandatory after 2nd incident)
<ul style="list-style-type: none"> ▪ Using mobile phones / ipods /MP3s in class or during lunchtimes 	<ul style="list-style-type: none"> ▪ Confiscate and hand to office ▪ Complete entry on incident record form ▪ Contact parent (mandatory after 2nd incident)
<ul style="list-style-type: none"> ▪ Use of inappropriate language (written/verbal) - e.g. general conversation 	<ul style="list-style-type: none"> ▪ Teacher uses responsive strategies ▪ Complete entry on incident record form ▪ Lunch time detention ▪ Contact Parent (mandatory after 2nd incident) - consider written statement to parents quoting language use
<ul style="list-style-type: none"> ▪ Minor physical contact between students - pushing / shoving ▪ Touching others' property 	<ul style="list-style-type: none"> ▪ Teacher uses responsive strategies ▪ Complete entry on incident record form ▪ Teacher mediation ▪ Lunch time detention ▪ Contact Parent (mandatory after 2nd incident)
<ul style="list-style-type: none"> ▪ Non compliance ▪ Low intensity failure to follow adult request ▪ Unco-operative behaviour (passive defiance, poor attitude, disrespectful tone) 	<ul style="list-style-type: none"> ▪ Teacher uses responsive strategies (includes time-out) ▪ Send to Buddy Room ▪ Complete entry on incident record form ▪ Lunch time detention ▪ Contact Parent (mandatory after 2nd incident)
<ul style="list-style-type: none"> ▪ Failure to bring the necessary materials. ▪ Homework not completed / attempted. ▪ Completion of work to an unsatisfactory level 	<ul style="list-style-type: none"> ▪ Teacher uses responsive strategies ▪ Complete entry on incident record form ▪ Lunch time / Workroom detention – complete missed work ▪ Contact Parent (mandatory after 2nd incident)
<ul style="list-style-type: none"> ▪ Chewing gum ▪ Sitting on port racks / verandah railings ▪ Littering ▪ Being in an out of bounds area ▪ Running around in areas around the buildings 	<ul style="list-style-type: none"> ▪ Teacher uses responsive strategies ▪ Complete entry on incident record form ▪ Lunch time detention after second incident
<ul style="list-style-type: none"> ▪ Incorrect uniform ▪ Non-approved jewellery items ▪ No hat ▪ Wearing make-up 	<ul style="list-style-type: none"> ▪ Teacher uses responsive strategies ▪ Complete entry on incident record form ▪ Lunch time detention after second incident ▪ Contact Parent (mandatory after 2nd incident)
<ul style="list-style-type: none"> ▪ Inappropriate use of ICTs - game play, non-work related internet searches 	<ul style="list-style-type: none"> ▪ Teacher uses responsive strategies ▪ Complete entry on incident record form ▪ Lunch time detention ▪ Contact Parent (mandatory after 2nd incident)

Major Incidents

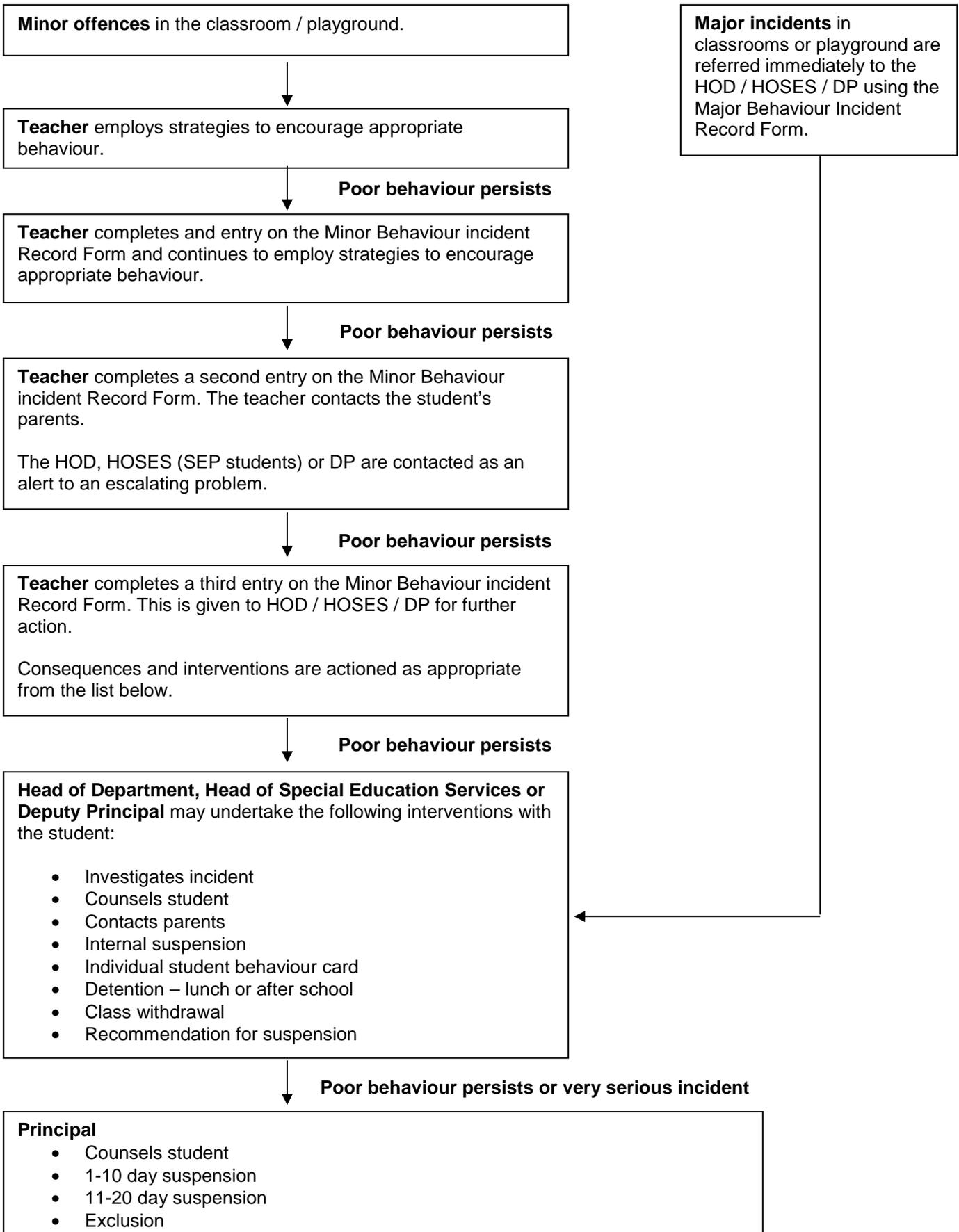
Incident	Possible Consequences
<p>Major Incidents – The following breaches of the Responsible Behaviour Plan are considered very serious. In general, they will be dealt with by the Head of Department, Deputy Principal or the Principal. Parent contact will be made in all but exceptional circumstances. Students may be monitored using an Individual Student Report.</p>	
<ul style="list-style-type: none"> ▪ Harassment (includes bullying) of others <ul style="list-style-type: none"> - Verbal - Physical (includes fighting) - Sexual - Written / ICT (email etc) 	<ul style="list-style-type: none"> ▪ Immediate referral to HOD / DP / Principal ▪ Internal Suspension & mediation ▪ 1 – 10 days suspension recommended to Principal considered depending on seriousness of offence. ▪ 11 – 20 day suspension, exclusion considered for repeated offending or very serious incidents. ▪ Referral to police / other agencies as considered necessary. ▪ Referral to support services where appropriate – Youth Health Nurse, Guidance Officer
<ul style="list-style-type: none"> ▪ Obscene language ▪ Offensive language (continual or intentional use) ▪ Directed profanity (swearing at others) 	<ul style="list-style-type: none"> ▪ Immediate referral to HOD / DP / Principal ▪ Mediation and apology together with: ▪ Depending on seriousness: <ul style="list-style-type: none"> - Lunch / After school detention or - Class withdrawal (1 lesson) - Internal Suspension, or - 1 – 10 days suspension recommended to Principal
<ul style="list-style-type: none"> ▪ Persistent classroom disruption ▪ Persistent and wilful low level disobedience ▪ Major class disruption / significant failure to follow adult request 	<ul style="list-style-type: none"> ▪ Immediate referral to HOD / DP ▪ Class withdrawal ▪ Lunch / After school detention -30 mins ▪ Internal Suspension ▪ Behaviour Monitoring Card ▪ Suspension 1 – 10 days, 11 – 20 days (depending on seriousness)
<ul style="list-style-type: none"> ▪ Truancy from class (but not leaving school grounds) 	<ul style="list-style-type: none"> ▪ Contact office to inform of student absence ▪ Complete entry on incident record form ▪ Workroom detention – complete missed work
<ul style="list-style-type: none"> ▪ Truancy outside school grounds 	<ul style="list-style-type: none"> ▪ Contact office with details ▪ Internal Suspension ▪ Suspension 1 – 10 days, 11 – 20 days (depending on seriousness for further incidents)
<ul style="list-style-type: none"> ▪ Persistent failure to arrive at class on time ▪ Persistent failure to bring necessary materials ▪ Persistent failure to complete homework, assignments etc. 	<ul style="list-style-type: none"> ▪ Referral to HOD / DP ▪ Office / after school detention ▪ Problematic / At Risk Level of behaviour.
<ul style="list-style-type: none"> ▪ Vandalism – damage to either school or personal property. ▪ Theft – stealing of school or personal property 	<ul style="list-style-type: none"> ▪ Immediate referral to HOD / DP /Principal ▪ Restitution of stolen or damaged goods to be requested. ▪ Referral to police as considered necessary ▪ Depending on seriousness: <ul style="list-style-type: none"> - Suspension (1 – 10, 11 – 20 days) - Exclusion
<ul style="list-style-type: none"> ▪ Smoking <ul style="list-style-type: none"> - Includes possession of cigarettes, papers, matches, lighter etc. - Includes the act of smoking or being in the company of others who are smoking 	<ul style="list-style-type: none"> ▪ Immediate referral to HOD / DP / Principal ▪ First offence – internal suspension. Completion of smoking assignment. ▪ Referral to Youth Health Nurse ▪ Subsequent offences – 1 – 10 day suspension
<ul style="list-style-type: none"> ▪ Possession and or use of illegal substances (alcohol, drugs) on school property or any school related activity. 	<ul style="list-style-type: none"> ▪ Refer to Principal ▪ At Risk Behaviour level ▪ Referral to support services ▪ Referral to police ▪ Immediate suspension with possible recommendation for exclusion.
<ul style="list-style-type: none"> ▪ Supply of illegal substances 	<ul style="list-style-type: none"> ▪ Refer to Principal ▪ Referral to support services ▪ Immediate suspension with possible recommendation for exclusion. ▪ Referral to police
<ul style="list-style-type: none"> ▪ Possession and / or use of a dangerous object 	<ul style="list-style-type: none"> ▪ Referral to HOD / DP / Principal ▪ Internal Suspension

	<ul style="list-style-type: none"> ▪ 1 – 10 days suspension recommended to Principal considered depending on seriousness of offence. ▪ 11 – 20 day suspension, exclusion considered for very serious incidents. ▪ Referral to police where appropriate.
<ul style="list-style-type: none"> ▪ Unsafe / dangerous and / or inappropriate behaviour on school organised excursion / camp / activity. 	<ul style="list-style-type: none"> ▪ Parent contacted immediately ▪ Student returned to school at cost to parent. ▪ Suspension (1 – 10, 11 – 20 days) where appropriate. ▪ Exclusion for very serious incidents
<ul style="list-style-type: none"> ▪ Serious ICT misconduct <ul style="list-style-type: none"> - download and / or distribution of illicit photos, videos etc - hacking - use of others' log in details 	<ul style="list-style-type: none"> ▪ Referral to HOD / DP / Principal ▪ Internal Suspension ▪ 1 – 10 days suspension recommended to Principal considered depending on seriousness of offence. ▪ 11 – 20 day suspension, exclusion considered for very serious incidents. ▪ Referral to police where appropriate.

#Note: Behaviour referrals are made using the incident record forms mentioned in the flow diagram below. Once completed, these should be given to the responsible admin member. The details will then be entered onto OneSchool by a designated staff member.

#SEP students should be initially referred to HOSES

FLOW DIAGRAM – BEHAVIOUR MANAGEMENT PROCESS



MANAGEMENT OF SPECIFIC BEHAVIOURS

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

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

Bullying Policy

Education Queensland does not tolerate bullying in any form. Bullying, harassment, discrimination and violence are abuses of power that jeopardise the rights and wellbeing of others.

These behaviours are seen at school, in the workplace, in the community, at home and in the media. They can affect anyone - students, staff and parents or carers. Everyone must help to make a positive difference.

Through our [Bullying Policy](#) the Crow's Nest State School community is working to make school environments safer, more supportive and respectful for all young people and adults - places where everyone is free from bullying, harassment, discrimination and violence.

Drug & Alcohol

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

Preventative Action

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

These include:

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

Consequences

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

SCHOOL DISCIPLINARY ABSENCES

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

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

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

STUDENT PERSONAL TECHNOLOGY DEVICE POLICY

Technology is an integral part of the curriculum at Crow's Nest State School and in the everyday life of its students. Much of the information available to students in this digital age is delivered in electronic format.

Technology is a key support resource for Crow's Nest students in achieving educational goals. We also acknowledge in the age of information that students will regularly own and access their own technology device. Rather than work against this trend, Crow's Nest has worked with its Staff and Student Council Representatives to devise a Student Personal Technology Device Policy for students to bring their own devices to school. This plan will be known as the BYOD (Bring Your Own Device) programme.

8. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

9. Related policies

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Seachers at State Education 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

Endorsement

Scott Edmunds
Principal

David Adam
P&C President or
Chair, School Council

David Ballin
Regional Director or
Assistant Regional Director

Updated June 2015

[Devised 2012]

[Reviewed 2013]

[Reviewed 2014]

[Reviewed 2015]

Classroom & Reporting A-E Scale (Years 1-10)

<h1 style="text-align: center;">A</h1>	<p>Independently and consistently follows class rules and demonstrates and encourages our school values of Respect, Responsibility and Resilience safely and consequently:</p> <ul style="list-style-type: none"> • interacts appropriately in the playground • cooperates within a group in the classroom • shows respect and consideration for others • actively discourages bullying behaviours • uses humour appropriately • does not use put-downs • encourages all team members • seeks to include everybody • respects property • uses appropriate conflict resolution skills • reacts to situations reasonably • copes with change
<h1 style="text-align: center;">B</h1>	<p>Consistently follows class rules and demonstrates our school values of Respect, Responsibility and Resilience safely and consequently:</p> <ul style="list-style-type: none"> • interacts appropriately in the playground • cooperates within a group in the classroom • shows respect and consideration for others • actively discourages bullying behaviours • uses humour appropriately • does not use put-downs • encourages all team members • seeks to include everybody • respects property • uses appropriate conflict resolution skills • reacts to situations reasonably • Copes with change
<h1 style="text-align: center;">C</h1>	<p>Usually follows class rules and demonstrates our school values of Respect, Responsibility and Resilience safely and usually:</p> <ul style="list-style-type: none"> • interacts appropriately in the playground • cooperates within a group in the classroom • shows respect and consideration for others • actively discourages bullying behaviours • uses humour appropriately • does not use put-downs • encourages all team members • seeks to include everybody • respects property • uses appropriate conflict resolution skills • reacts to situations reasonably • Copes with change

<h1>D</h1>	<p>Sometimes follows class rules and demonstrates our school values of Respect, Responsibility and Resilience safely and sometimes:</p> <ul style="list-style-type: none">• interacts appropriately in the playground• cooperates within a group in the classroom• shows respect and consideration for others• discourages bullying behaviours• uses humour appropriately• does not use put-downs• encourages all team members• seeks to include everybody• respects property• uses appropriate conflict resolution skills• reacts to situations reasonably• copes with change
<h1>E</h1>	<p>Rarely follows class rules or demonstrates our school values of Respect, Responsibility and Resilience safely and rarely:</p> <ul style="list-style-type: none">• interacts appropriately in the playground• cooperates within a group in the classroom• shows respect and consideration for others• discourages bullying behaviours• uses humour appropriately• uses positive language• encourages all team members• seeks to include everybody• respects property• uses appropriate conflict resolution skills• reacts to situations reasonably• copes with change