FINAL

COLLEGE RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

WHITES HILL STATE COLLEGE

Imagine Believe Achieve

Last revised 16th November 2015
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1. Purpose

Whites Hill State College is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The College acknowledges that students, teachers and parents/caregivers form a partnership of interest in all educational processes including that of student management.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

The College has developed a CARES philosophy which includes behavioural expectations which are communicated to students and reinforced in order to teach and promote high standards of responsible behaviour. This philosophy covers all aspects of school life, in and out of the classroom. CARES stands for:

- C for Cooperation
- A for Achievement
- R for Respect
- E for Enthusiasm and
- S for Safety

The expectations associated with this are outlined below.

The CARES philosophy will be displayed in each classroom along with the College Behaviour Flowchart and the specific classroom rules.
2. Consultation and data review

Whites Hill State College developed this Responsible Behaviour Plan in collaboration with our school community. Initial review of this plan during 2014 saw the introduction of the Whites Hill State College CARES program which is run under the School Wide Positive Behaviour Support (SWPBS) Program.

The plan was developed after an analysis of data sets for the school relating to attendance, unexplained absences, cancellations, suspensions and exclusions, behaviour incidents including bullying and cyber bullying. Other data on behaviour including inappropriate use of mobile phones or other electronic devices from 2012-2015 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in Racquel Bushell and will be reviewed in 2018 as required under legislation.

3. Learning and behaviour statement

Whites Hill State College Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Shared expectations for student behaviour are clearly articulated, assisting Whites Hill State College 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 schools community at Whites Hill State College has identified and is committed to Cooperation, Achievement, Respect, Enthusiasm and Safety through a secure, supportive and co-operative environment, which recognises and accepts individual differences. This philosophy of behaviour management is designed to achieve and maintain our creed of Imagine, Believe, Achieve within Education Queensland’s statement of purpose to provide a safe, tolerant and disciplined environment that allows all students the opportunity to learn.

The College provides a warm, supportive environment where students can be happy and where effective learning takes place. Teacher’s facilitate learning and development within the College environment. It is expected that students will respect the teacher’s fundamental right to teach without disruptive behaviours hindering the success of either party.

If students are to become productive members of society, teachers must help them to develop responsibility for their actions by teaching them how to solve problems, giving them practise for these skills.

There is a need for parents/carers and staff to work cooperatively to resolve student behaviour issues.

The community of Whites Hill State College is committed to:

a) providing opportunities for students to develop their full potential
   • socially
   • emotionally
   • physically
   • academically
   • aesthetically
b) developing a respect for others and the environment through
   • honesty
   • self esteem
   • self reliance
   • self control
   • adaptability
c) Promoting attitudes and behaviours which are appropriate in the College community

Good discipline in the College depends on both College personnel and parents/caregivers working towards the same goals. They must insist on students adopting and displaying acceptable standards of behaviour.

The Responsible Behaviour Plan fosters positive learning environments and the development of mutual respect through problem solving and effective decision making. The RTC (Responsible Thinking Classroom) is part of the Responsible Thinking Process which underlies College expectations for the standards of behaviour for all students, before and after school, during class activities and during breaks. This means that any breach of the College’s Responsible Behaviour Plan for Students is a breach of the Responsible Thinking Process and may constitute a referral with a range of possible consequences and/or support strategies as outlined in this document.

Our school CARES philosophy has been agreed upon and endorsed by 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.

4. Bullying Definition

Bullying a definition

What is bullying?

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious or hidden.

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Some conflicts between children are a normal part of growing up and are to be expected. Single incidents and conflicts or fights between equals, whether in person or online, are not considered bullying, even though they may be upsetting and need to be resolved.

Bullying can happen:
• face-to-face (e.g. pushing, tripping, name-calling)
• at a distance (e.g. spreading rumours, excluding someone)
• through information and communications technologies (e.g. use of SMS, email, chat rooms).

Identifying bullying can sometimes be difficult. Bullying is often conducted out of sight of teachers and children may be reluctant to report bullying.

Whites Hill State College encourages any student that is experiencing bullying to seek help or advice from a staff member/parents or caregivers/ friends and relatives.

(http://bullyingnoway.gov.au)
5. A note about One School Application

Whites Hill State College uses a computer system called One School to record behaviour incidents. This application is used State-wide in all Education Queensland schools. When a staff member enters a One School behaviour incident either positive or negative, other staff are alerted to this incident by way of referral. This can mean a referral at a classroom level to a teacher or a referral to the Head of School or Guidance officer. Referrals to staff members are outlined further in this document. Referrals of repeated incidents are highlighted for Year Co-ordinators / classroom teachers / HOD’s and Heads of School. Patterns of behaviour are easily able to be seen in One School and as such can be further acted on. Staff members can check to see a student’s behaviour history easily. Records of contact with Parents are also recorded in One School.

One School Behaviour data is then used to help better inform the College in developing targeted strategies to improve behaviour. Trend data is used by the School Wide Positive Behaviour Team (SWPBS) to target a particular area of behaviour that has been highlighted by data as a priority area. You will often see a focus across the College, on a particular area of the CARES values we have identified as a behaviour priority.
### 6. Rights and Responsibilities

<table>
<thead>
<tr>
<th></th>
<th>RIGHTS</th>
<th>RESPONSIBILITES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>• To be safe.</td>
<td>• To behave in a safe, responsible way.</td>
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<tr>
<td></td>
<td>• To be given the opportunity to learn without disruptive behaviours.</td>
<td>• To be prepared for work.</td>
</tr>
<tr>
<td></td>
<td>• To be treated with respect, courtesy and consideration.</td>
<td>• To behave in a manner so as not to disrupt the learning environment.</td>
</tr>
<tr>
<td></td>
<td>• To be given information and skills to develop responsibility and independence.</td>
<td>• To treat others with respect, courtesy and consideration.</td>
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<tr>
<td></td>
<td>• To be treated equitably regardless of race, religion, ability and gender.</td>
<td>• To follow College rules.</td>
</tr>
<tr>
<td></td>
<td>• To behave in a safe, responsible way.</td>
<td>• To accept logical consequences of all behaviours, both positive and negative.</td>
</tr>
<tr>
<td><strong>Parents/ Carers</strong></td>
<td>• To be treated with respect, courtesy and consideration.</td>
<td>• To treat members of the College community with respect, courtesy and consideration.</td>
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<td></td>
<td>• To be included in all aspects of their student’s College life.</td>
<td>• To encourage and motivate students to become independent and responsible learners.</td>
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<tr>
<td></td>
<td>• To expect quality education for their children.</td>
<td>• To provide the necessary requisites for students to take part in all College activities.</td>
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<tr>
<td></td>
<td>• To expect their children to be safe at school.</td>
<td>• To model and reinforce a positive attitude towards College.</td>
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<td></td>
<td>• To expect adequate consultation and provision of relevant information from the College.</td>
<td>• To voice concerns openly in an appropriate manner.</td>
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<tr>
<td></td>
<td>• To treat others with respect, courtesy and consideration.</td>
<td>• To be familiar with, accept and support the College Responsible Behaviour Plan for Students and abide by it.</td>
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<tr>
<td></td>
<td>• To maintain open communication with parents/caregivers.</td>
<td>• To be encouraged to develop a co-operative attitude to school through co-operation and education.</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>• To be treated with respect, courtesy and consideration.</td>
<td>• To treat others with respect, courtesy and consideration.</td>
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<td></td>
<td>• To be recognised as professionals in the education of students.</td>
<td>• To maintain open communication with parents/caregivers.</td>
</tr>
<tr>
<td></td>
<td>• To expect students to be prepared and ready for work.</td>
<td>• To encourage and motivate students to become independent and responsible learners.</td>
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<tr>
<td></td>
<td>• To teach in a supportive and caring environment.</td>
<td>• To engender confidence in students to achieve.</td>
</tr>
<tr>
<td></td>
<td>• To work in a healthy and safe environment.</td>
<td>• To be consistent in implementation of College procedures, standards and consequences of behaviour.</td>
</tr>
<tr>
<td></td>
<td>• To model and reinforce the College CARES philosophy.</td>
<td>• To model and reinforce a positive attitude towards the College.</td>
</tr>
<tr>
<td></td>
<td>• To report to administration any reportable offences (per Child Protection Act).</td>
<td>• To model and reinforce the College CARES philosophy.</td>
</tr>
</tbody>
</table>
7. Processes for facilitating standards of positive behaviour / responding to unacceptable behaviour

Universal Behaviour Support

At Whites Hill State College we emphasise the importance of teaching students the behaviours we want them to demonstrate at school. We achieve this through implementing a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

The College has developed a CARES philosophy which outlines our agreed rules and specific behavioural expectations in all school settings. CARES stands for:

- C for Cooperation
- A for Achievement
- R for Respect
- E for Enthusiasm and
- S for Safety

The expectations associated with this are outlined below.

Whites Hill State College implements proactive and preventative processes to support student behaviour. These processes ensure:

- a comprehensive induction program in the Whites Hill State College Responsible Behaviour Plan is provided for new students as well as new and relief staff
- the Student Welfare and Behaviour (SWAB) Process involves referral for students identified with behaviours that require case management
- the Student Welfare and Behaviour (SWAB) Process provides opportunities for the development and implementation of strategies and interventions to support behaviour change for identified students are developed and provided where required.
- information on strategies and interventions to support behaviour change are provided to staff and parents
- referrals to appropriate internal and external support staff and external agencies occur as identified by the Student Welfare and Behaviour (SWAB) Process
- ‘Individual commitment plans’ are developed with students, parents, staff and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour; which provide a personal framework of positive behaviour expectations and actions that support behaviour change and enable staff to provide consistent strategies or adjustments across all learning environments
- regular monitoring of progress of identified students is reported to appropriate stakeholders.
- implementation of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
- a dedicated section of the school newsletter communicating the CARES philosophy and expectations is maintained to inform parents.
- The College provides opportunities for parents to be actively and positively involved in school behaviour expectations
- The presentation of CARES awards for students at various intervals during the year, recognising positive behaviours and commitment to the school philosophy. This also involves collaboration with student council to ensure that all students P-12 find CARES relevant and rewarding.

Reinforcing expected school behaviour

A formal recognition and monitoring system has been developed whereby students are recognised for their positive behaviours and commitment to the CARES philosophy. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

Guidelines for a successful reward system:

- Teacher must be comfortable with rewards/reward system
- Age appropriate
- Valued by students
- Positives should never be taken away for misbehaviour (breaking rules)
- A combination of individual/group/class-wide recognition should be implemented
- Students should earn rewards within a realistic time frame
- When earned, rewards must be delivered in a timely manner

Examples:

- Class rewards
- CARES rewards
- Individual rewards
- Certificates
- Letters home
- Stamps
- Phone call home
- Student of the week
- Display student work
- Send to the Office

- Send to other classes to show work
- Responsibility
- Use of special equipment
- Chart for progress
- Sport
- Change of routine
- Student exchange
- Wish list
- Brag book / Sticker box

The College follows the principles of the Responsible Thinking Process (RTP) based on Edward E. Ford’s perceptual control theory. The RTP is a behaviour management program that creates and fosters mutual respect and self-esteem. For students to succeed they must develop their confidence to achieve, they must believe teachers care about them, that teachers have confidence in their ability to solve problems, and they must experience mutual respect. The stronger the relationship, the easier it is to resolve differences. If done in a calm, respectful environment, this responsible thinking process can help build that relationship. It also teaches self-discipline through responsible thinking.

The overarching goal of the Responsible Behaviour Plan is the fostering of positive learning environments and the development of mutual respect through problem solving and effective decision making. The (Responsible Thinking Classroom) RTC is part of the RTP which underlies College expectations for the standards of behaviour for all students, before and after school, during class activities and during breaks. This means that any breach of the College’s Responsible Behaviour Plan for Students is a breach of the RTP and may constitute a referral with a range of possible consequences and/or support strategies as outlined in “Consequences for inappropriate or unacceptable behaviour” found on page 10.
8. Targeted Behaviour Support

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Guidelines: Targeted behavioural support
- Provided as a choice: placing responsibility with the student.
- Must constructively modify student behaviour, but the process must never be physically or psychologically harmful.
- Does not have to be severe to be effective much more important to be immediate.
- Should never humiliate or embarrass a student.
- Can be organised into a cumulative hierarchy (beginning with warning, gradually becoming more substantial with parent/caregiver and admin involvement in final step).
- Must be in line with College RTP.

Re-directing Low level and infrequent problem behaviour

When students’ exhibit **low-level and infrequent problem behaviour**, the first 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.

Our preferred way of re-directing low-level problem behaviour is to ask them are they acting safety, respectfully or responsibly. Then, how they might be able to act more safely, more respectfully or more responsibly. 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.

Appropriate strategies may be introduced at any time by HOD, Year Coordinators, Deputy Principal, Sub-school Principals, or College Principal.

Re-directing Minor and Major level problem behaviour

When students’ exhibit **minor level problem behaviour**, the first 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.

Minor level problem behaviours include persistent and ongoing low level behaviour over a period of time, persistent failure to complete homework or assessment tasks, unsafe use of equipment, persistent refusal to attend detention, arguing with teacher and safety issues. It is the persistence and/or frequency of these behaviours may put these students learning and social success at risk.

Major level problem behaviours are those that significantly violate the rights of others, put others / self at risk of harm and/or require the involvement of school Administration.

The RTC is one of the strategies in the **Responsible Behaviour Plan for Students**.

*Refer to appendix 2 Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)*
The Below Major and Minor Definitions and Behaviour Flowchart are used to help guide staff in decision making when acting and reporting on a behaviour incident. The flowchart helps identify next steps and is set up to encourage better behaviours by encouraging redirection to learning and positive behaviour examples. The flowchart is not exhaustive and further appendixes in this document provide more detailed and specific information.

### RESPONSIBLE BEHAVIOUR PLAN: MINORS AND MAJOR DEFINITIONS - 2015

Ticker only 1 category (the most significant of the incident)

<table>
<thead>
<tr>
<th>MINOR</th>
<th>MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harassment: annoying or irritating actions to cause concern to another student or staff member</td>
<td>Bullying and harassment: intimidation (electronically, verbally or with gestures or proximity) of a student or staff member for the purpose of imposing power; Intent to cause harm; repeated harassment</td>
</tr>
<tr>
<td>Defiant/threats to adults: DEFIANCE ONLY: ignoring or refusal to follow a reasonable direction from an adult</td>
<td>Defiant/threats to adults: persistent/ repeated refusal to follow directions combined with a defiant attitude that challenges an adult. THREATS TO ADULTS: electronically/ physically/ gesturally/ verbally threatening the safety of an adult</td>
</tr>
<tr>
<td>Refusal to participate in program of instruction: refusal to complete classwork and homework</td>
<td>Refusal to participate in program of instruction: refusal to complete assessment</td>
</tr>
<tr>
<td>Non-compliant with routine: student is late or unprepared for class (no diary, pencil case, charged laptop/iPad)</td>
<td>Misconduct involving object: inappropriately using an item with intent of causing or possibility of causing bodily harm, or possessing a weapon.</td>
</tr>
<tr>
<td>Disruption: inappropriate interference that takes away from the learning environment but does not result in physical harm to self or others</td>
<td>Substance misconduct involving illicit substances: involvement in possession, a process of consuming (past or present) or dealing with drugs or paraphernalia</td>
</tr>
<tr>
<td>Dress code: not wearing College uniform as per College Uniform Policy</td>
<td>Substance misconduct involving tobacco and other legal substances: involvement in possession, a process of consuming (past or present) or dealing with cigarettes, alcohol or prescription drugs</td>
</tr>
<tr>
<td>IT misconduct: engaging in unsuitable or untimely use of electronic equipment (gaming during class time, inappropriate/ offensive wallpaper, mobile phone, IPod, laptop, IPad, camera). Engaging in non-teacher directed activity.</td>
<td>IT misconduct: repeated misuse or illegal use of electronic equipment (hacking, accessing /creating inappropriate websites, sexual explicit material</td>
</tr>
<tr>
<td>Lying/cheating: delivering a message that is untrue and/or deliberately violates CARES</td>
<td>Lying/cheating: plagiarising another’s intellectual property with or without permission. Persistently lying with intent to violate CARES. Using deceitful methods to assist success in assessment.</td>
</tr>
<tr>
<td>Possess prohibited item: possessing, on their person or in their bag, an object that has been declared banned by the College as (large sums of money, aerosol sprays, matches, lighters, chewing gum, liquid paper, permanent markers).</td>
<td>Possess prohibited item: (STEALING) possessing another’s property without permission and with intent to permanently deprive.</td>
</tr>
<tr>
<td>Physical misconduct: contacting or touching another person inappropriately (rough play or public displays of affection)</td>
<td>Physical misconduct: contact with purpose or outcome of causing injury or harm to others</td>
</tr>
<tr>
<td>Property misconduct: misuse of property for a purpose for which it was not intended but does not cause physical harm to self or others eg: kicking a ball through a window accidently, or graffiti on own or others diary or school book</td>
<td>Property misconduct: participating in an activity (or misusing property) with intent to cause destruction or harm, that results in substantial destruction or disfigurement of property or person.</td>
</tr>
<tr>
<td>Verbal misconduct: unsuitable verbal language which is not directed at a person</td>
<td>Verbal misconduct: repeated verbal messages that include swearing or use of words in an abusive way, particularly directed at another person with intent to harm</td>
</tr>
<tr>
<td>Truant/ skip: failure to attend scheduled classes</td>
<td>Truant/ skip: persistent failure to attend scheduled classes</td>
</tr>
<tr>
<td>Threat/threats to others: messages that could include swearing/ hand gestures/ or use of words and images, delivered by any minor, in an abusive way directed at another person with intent to harm which diminishes their feeling of personal safety</td>
<td>Threat/threats to others: messages that could include swearing/ hand gestures/ or use of words and images, delivered by any minor, in an abusive way directed at another person with intent to harm which diminishes their feeling of personal safety</td>
</tr>
<tr>
<td>Third minor referral: of the same behaviour with the same teacher; must be entered on One School</td>
<td>Third minor referral: of the same behaviour with the same teacher; must be entered on One School</td>
</tr>
<tr>
<td>Prejudicial to the good order and management of the school: unruly behaviour in public by a student whilst in College uniform, outside the College grounds</td>
<td>Prejudicial to the good order and management of the school: unruly behaviour in public by a student whilst in College uniform, outside the College grounds</td>
</tr>
</tbody>
</table>
Refer further to Appendix 5 and 6: “Steps and actions for staff in managing student behaviour” for further detail.
Whites Hill State College makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Relating inappropriate or unacceptable behaviour to expected school behaviours
When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour as per the CARES philosophy. One method that staff members might 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 an inappropriate or unacceptable 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 inappropriate or unacceptable behaviour
At Whites Hill State College, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student’s behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses

Refer further to Appendix 5 and 6: "Steps and actions for staff in managing student behaviour" for further detail.
**Definition of consequences**

| **Time out** | A principal or school staff may use time out in the Responsible Thinking Classroom as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes. |
| **Detention** | A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed). |
| **Temporary Removal of Property** | A principal or staff member of Whites Hill State College has the power to temporarily remove property from a student, as per the procedure *Temporary Removal of Student Property by School Staff*. |

**School Disciplinary Absences (SDA)**

| **Suspension** | A principal may suspend a student from school under the following circumstances:  
- disobedience by the student  
- misconduct by the student  
- other conduct that is prejudicial to the good order and management of the school |
| **Behaviour Improvement Condition** | A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.  
A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:  
- reasonably appropriate to the challenging behaviour  
- conducted by an appropriately qualified person  
- designed to help the student not to re-engage in the challenging behaviour  
- no longer than three months |
| **Proposed exclusion or recommended exclusion** | A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:  
- disobedience  
- misconduct  
- other conduct that is prejudicial to the good order and management of the school, or  
- breach of Behaviour Improvement Conditions |
| **Cancellation of enrolment** | The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school. |

*Refer to departmental procedure *Safe, Supportive and Disciplined School Environment* for further details.*
11. Intensive Behaviour Support  P-12

Targeted behaviour support: Student Welfare and Behaviour (SWAB)

Whites Hill State College has a Student Welfare and Behaviour (SWAB) process referral of students identified with behaviours that impact on academic outcomes. These students require case management support ranging from low, minor to major intervention levels. The aim of the Student Welfare and Behaviour (SWAB) process is to develop and implement strategies and interventions to support behaviour change for identified students at the identified level. Regular provision of the strategies and interventions is provided to staff and parents to support behaviour change.

Intervention Level (Low)

Each year a small number of students at Whites Hill State College are identified through our data as needing a low level of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be 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 identified at this level are monitored and assigned a Case Manager to support behaviour change. Often the period of time in which students are supported at this level is short and success is recognised once their goals have been achieved.

Intervention Level (Minor)

Referrals assigned at this level include students demonstrating repeated challenging behaviour. These students are assigned a Case Manager (refer Student Welfare And Behaviour (SWAB) P-12 Case Management Process) and Individualised Plans are developed with collaboration between students, parents, staff and relevant specialists (where appropriate). These plans provide a personal framework of positive behaviour expectations and actions that support behaviour change and enable staff to provide consistent strategies or adjustments across all learning environments. In addition, there is regular formalised monitoring of progress of identified students with relevant stakeholders. The SWAB process:

- examines background information, presenting behaviours, identified needs and action to be taken
- appoints a case manager to monitor and check on progress at regular intervals
- collates anecdotal comments, helps students set goals, and develops strategies to reach those goals with the case manager
- review dates set where case manager reports to SWAB on progress

Intervention Level (Major)

Whites Hill State College is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours require a high level of intervention and need comprehensive systems of support in consultation with parents/ caregivers and other relevant specialist staff. The SWAB process:

- refers students with highly complex and challenging issues to undertake a case management approach to identify student needs and goals
- develops and implements interventions to support behaviour change
- supports continued learning and engagement through adjustments to student programs
- develops appropriate behaviour expectations and strategies where required in consultation with relevant support staff
- monitors, reviews and evaluates support strategies and the impact of targeted support for individual students through continuous data collection
- works with the School Administration to achieve continuity and consistency
- involves referrals to Metropolitan Region behaviour services when appropriate

The SWAB process is outlined in the Case Management Process (Diagram 2) and Student Welfare and Behaviour Flow Chart (Diagram 3)
**Whites Hill State College**

**Student Welfare And Behaviour (SWAB) P-12**

**Case Management Process (Diagram 2)**

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**Who Needs to be involved in Case Management?**

Students demonstrating significant and/or repeated problems in academic performance, behaviour or welfare issues. (Students will be referred under these categories.)

**What is the Case Manager’s Role?**

Case Manager (CM) will maintain regular contact with the referred student for a set period. The CM should be involved in a number of activities depending on the needs of the student. These include:

- Initial consultation with the student
- Establishment of Rapport/Positive Relationship with the student, set goals
- Regular monitoring of progress
- Collection of Anecdotal Comments
- Recording of feedback/important information/key events
- Initial contact of key stakeholders – the Student’s Teachers, Parent, Support Personnel, Heads of Department, Administration members, GO’s, Chaplain, Nurse
- Intermediate check(s) on progress

**How often should the Case Manager work with their student?**

- Generally Weekly (if not daily) contact should be made
- More frequent contact if required
- Frequency depends on student needs and the Case Manager’s normal duties.

**What are the Processes that could be involved in Case Management?**

1. Allocation of Case Manager based on SWAB recommendations (usually because of previous rapport, possibility of regular contact.
2. Relevant information collated via Referral Form.
3. Review Date Set (possibly change CM at this stage if lack of progress being made or change due to changed circumstances ie improvement/deterioration).
4. Begin contact with the student and follow processes outlined in the Role Statement above.
5. Phone or send letter to Parents detailing support to be provided, if deemed necessary. Consultation with key stakeholders prior to ensure appropriateness.
6. Develop a contract with students or set goals to aspire to – discuss strategies to reach the goals. Sometimes support required will simply be a listening ear or someone who takes an interest in them. Action taken depends on the reasons for referral.
7. At the Review Date determine needs – sign off and file or pass on to new CM or refer back to SWAB or continue program of support.
8. Record key progress data in One School regularly.

**Should these Processes be confidential?**

It is important to be mindful of confidentiality when dealing with students about sensitive issues that may arise during the case management process. Also privacy legislation demands sensitivity to the needs of each student as well as access to your records by the students involved or their parents. Care needs to be taken to ensure accuracy of documented issues and avoidance of emotional comments or unsupported information. Advice can be obtained from the School Guidance Officers.

**What should I do when positive changes take place?**

Good News phone calls to Parents/Guardians, stickers, “Well Done” statements, send them to tell someone else – all the same sorts of things you would do in a classroom for all students? **Catch Them Doing Something Good!**
STUDENT referred to SWAB by HOD, Class teacher / Year Coordinator via teacher recommendations and

SWAB discusses presenting behaviours, background information and identified needs.

SWAB assigns referral category (Academic, Behaviour and Welfare) and intervention level (Low, Minor, Major)

SWAB appoints Case Manager and sets Review Date

SWAB develops and implements interventions to support behaviour change

SWAB meets with Case Manager to review Student’s progress

SWAB monitors, reviews and evaluates support strategies and the impact of targeted intervention strategies

SWAB meets with Case Manager to determine future action

Case Manager

Case Manager collates information from Key Stakeholders and meets with student /Parents

Case Manager assists student to set goals and develop strategies to support these. Strategies are communicated to key stakeholders

Case Manager works with students and key stakeholders to monitor progress and outcomes

Case Manager reviews progress at regular intervals reports to SWAB on progress

Goals not reached

Goals reached

Celebrate Successes!
12. Roles and Responsibilities for Consequences and Referrals P-12
(Refer also to Primary Flowchart and Secondary flowchart Appendix 5 and 6)

<table>
<thead>
<tr>
<th>ROLE</th>
<th>DESCRIPTION</th>
<th>REFERRALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Principal</td>
<td>Strategic- Whole College Systems Referral from Head of Schools</td>
<td></td>
</tr>
</tbody>
</table>

| Head of School- Primary and Secondary | Strategic- Whole College Systems Behaviour Management - Secondary | Major behaviours referred via OneSchool. Illegal activities or actions that cause harm to self or others Major: Defiance/ threats to adults (threats to adults) Major: IT Misconduct Major: Physical Misconduct Major: Property Misconduct Major: Verbal Misconduct Major: Misconduct involving object Major: Substance misconduct involving illicit substances Major: Substance misconduct involving tobacco and other legal substances Major: Threat/ threats to others Major: Prejudicial to the good order and management of the school Major: Truant/ Skip Major: Refusal to participate in program of instruction Major: Lying/Cheating Major: Possess prohibited items (Stealing in classroom) Major: third minor referral Major: Bullying and harassment Major: Defiant/ threats to adult (defiance in classroom) |

| Deputy | SWAB referral via SWAB Referral form |

| Heads of Department -Secondary | Curriculum Leaders Middle Managers Class Changes | Behaviours that relate to the classroom. Major: Refusal to participate in program of instruction Major: Lying/Cheating Major: Possess prohibited items (Stealing in classroom) Major: third minor referral Major: Bullying and harassment Major: Defiant/ threats to adult (defiance in classroom) Minor: Possess prohibited items Minor: Truant/ Skip (if specific class is being skipped) |

<p>| Head of Curriculum- Primary | Curriculum Leaders Middle Managers | In the absence of the Primary Head of School when required. |</p>
<table>
<thead>
<tr>
<th>Role</th>
<th>Pastoral Care</th>
<th>Behaviours that happen outside of the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Coordinators-Secondary</td>
<td>Truancy</td>
<td><strong>Major</strong> - Bullying and Harassment, Possess prohibited items (Stealing in the playground, Defiant in the playground. <strong>Minor</strong>: Truant/ Skip (if before school or lunch time)</td>
</tr>
<tr>
<td></td>
<td>Bullying</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uniform</td>
<td></td>
</tr>
<tr>
<td>Sector Leaders-Primary</td>
<td>Truancy</td>
<td><strong>Behaviours that happen outside of the classroom</strong></td>
</tr>
<tr>
<td></td>
<td>Bullying</td>
<td><strong>Major</strong> - Bullying and Harassment, Possess prohibited items (Stealing in the playground, Defiant in the playground. <strong>Minor</strong>: Truant/ Skip (if before school or lunch time)</td>
</tr>
<tr>
<td></td>
<td>Uniform</td>
<td><strong>Minor</strong>: Possess prohibited items <strong>Minor</strong>: Truant/ Skip (if specific class is being skipped)</td>
</tr>
<tr>
<td>Sports Coordinator-Secondary</td>
<td>Rally the house for sporting carnivals. School and district carnivals Inter-school sports and awards District sport selections</td>
<td><strong>Referrals for Major Issues at sporting events, carnivals or excursions.</strong> Sport Coordinator will refer via OneSchool to when intervention has not been resolved.</td>
</tr>
<tr>
<td>Sports Coordinator-Primary</td>
<td>Rally the house for sporting carnivals. School and district carnivals Inter-school sports and awards District sport selections</td>
<td><strong>Referrals for Major Issues at sporting events, carnivals or excursions.</strong> Sport Coordinator will refer to admin when intervention has not been resolved.</td>
</tr>
<tr>
<td>Guidance Officer</td>
<td>Individual case conference and collaborative management. Counselling Careers Pro-Active program coordination Member of the SWAB committee</td>
<td>Students can self-refer. Referral thru SWAB referral form</td>
</tr>
<tr>
<td>Students With Disabilities Coordinator/Learning Support Coordinator-Secondary</td>
<td>Student case management of verified SWD and learning support students</td>
<td>Point of contact for mainstream teachers for information on specific students.</td>
</tr>
<tr>
<td>Students With Disabilities Coordinator/Learning Support Coordinator-Primary</td>
<td>Student case management of verified SWD and learning support students</td>
<td>Point of contact for mainstream teachers for information on specific students. Referral for Minor issues for SWD</td>
</tr>
<tr>
<td>Support Staff Chaplain Nurse</td>
<td>Individual case conference and collaborative</td>
<td>Referral to SWAB Referral to Behaviour Services made by SWAB committee</td>
</tr>
<tr>
<td>Youthsupport Coordinator AVT Behaviour</td>
<td>Management. Member of the SWAB committee</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Class Teacher and Playground Duty Teacher</td>
<td>Curriculum Following CARES process; CARES lessons, CARES cards, Traffic Lights system</td>
<td></td>
</tr>
</tbody>
</table>
13. Emergency situation 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- Avoid escalating the unacceptable 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 situation or incident, 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.

Reinforcement and Correction Strategies

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

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - assisting any distressed student/s to access appropriate support, e.g. Guidance Officer
  - assisting the individual 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
  - recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions

Physical Intervention

Staff may make legitimate the 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 White Hill State College’s staff demonstrates duty of care to protect students and staff from foreseeable risks of injury. 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 reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student

Record keeping
For instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- School Incident Report completed in One School.
- Student Record of Incident (as per process for Natural Justice)

14. Network of student support

Students at Whites Hill State College are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- School Based Youth Health Nurse
- Youth Support Coordinator.

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

15. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Whites Hill State College considers the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students
establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent

recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state(such as individualised learning plan or individual education plan)

recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  o receive adjustments appropriate to their learning and/or impairment needs
  o provide written or verbal statements that will be taken into consideration in the decision making processes
  o ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community
16. 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
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

17. Related procedures

- 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

18. Some related resources

- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

19. Endorsement

Principal ___________________________ P&C President or Assistant Regional Director
Chair, School Council

Effective Date: ………………………… to ……………………………
Appendix 1 The Use of Personal Technology Devices* at School

The Use of Personal Technology Devices* at School

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

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

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

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

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

We uphold the value of trust and the right to privacy at Whites Hill State College. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.
A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying\(^1\), including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

Breach of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion).

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

**Text communication**

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

**Assumption of cheating**

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

**Recording Private Conversations and the Invasion of Privacy Act 1971**

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

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

---

\(^1\) *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
**Special Circumstances Arrangement**

Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Head of School or Principal.

**Inappropriate behaviour outside of school hours**

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.
Appendix 2 Procedures for Preventing and Responding to Incidents of Bullying

Procedures for Preventing and Responding to Incidents of Bullying
(including Cyberbullying)

Purpose

1. Whites Hill State College strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

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

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

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

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

Rationale

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

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the CARES philosophy and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Whites Hill State College will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
11. An initial introductory lesson is delivered, which teaches the process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

13. Whites Hill State College will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Whites Hill State College takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

15. Whites Hill State College uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3 Incident Report

This can be reported directly in One School Application. If needed this form is available to use and when used must be attached into One School Student behaviour Profile.

Name:………………………………………………… Date:  ………………………

Person Completing Form: …………………………………………………………

| Name: |
|---|---|---|
| Date of incident | Time incident started | Time incident ended |
| Where was the student when the incident occurred? |
| Who was working with the student when the incident occurred? |
| Where was staff when the incident occurred? |
| Who was next to the student when the incident occurred? |
| Who else was in the immediate area when the incident occurred? |
| What was the general atmosphere like at the time of the incident? |
| What was the student doing at the time of the incident? |
| What occurred immediately before the incident? Describe the activity, task, event. |
| Describe what the student did during the incident. |
| Describe the level of severity of the incident. (e.g. damage, injury to self/others) |
| Describe who or what the incident was directed at. |
| What action was taken to de-escalate or re-direct the problem? |
| Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing) |
 Responsible Thinking Classroom Behaviour Plan
(filled out by student in the RTC room)

1. What happened?
   - Use dot points
   - Start each statement with “I” or “Then I”
   - At no stage can you blame another person

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. What does each letter of “CARES” stand for?
   
   C _________________________________________
   A _________________________________________
   R _________________________________________
   E _________________________________________
   S _________________________________________

3. What rules did I break?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

4. How many warnings did I get for my behaviour?

__________________________________________________________________________

5. (a) Who was affected by your actions?

__________________________________________________________________________

   (b) In what way?

__________________________________________________________________________

Appendix 4 Responsible Thinking Classroom Behaviour Plan
6. What do I need to do so I won’t be sent to the RTC?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

1. This is my _____________________ referral this Semester to RTC.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

**Behaviour Contract**

I am really ready to be a responsible student and will show this through my classroom behaviour.

Student’s signature: ___________________________ Date: __________
RTC Supervisor’s signature: ___________________________ Date: __________
Referring Teacher’s signature: ___________________________ Date: __________
Parent/carer signature: ___________________________ Date: __________

*(Please sign and return this form to the RTC teacher)*
Appendix 5. Steps and Actions for Staff in managing behaviour in Primary

**Level 1 Minor behaviour**

**Differentiate tasks/Learning**
- Make every effort to engage students in learning

**CARES reminder**
- Redirect off task behaviour
- Provide positive incentives to re-engage
- Cares lessons/videos
- Class CARES problem solving

**Strategies and actions**
- ESCM
- Name, tick, circle
- Systems to manage redirection
- Transitions/start-up activities
- Active supervision

**Detention**
- Lunchtime catchup uncompleted work
- Non-compliant - work sent home
- Playground withdrawal/timeout
- Incident recorded in One School

**Buddy class**
- Persistent disruption
- Up to 30 minutes - timed time out
- Incident recorded in One School

**Communication**
- Incident recorded in One School
- Parent contacts
- Frequent emails or notes/messages in diary

**RTC/student services**
- Highly disruptive behaviour
- Support from SEP, STLaN
- Year 5 and 6 only (yr 4 by negotiation with HOS)
- Negotiated re-entry - behaviour plan
- Incident recorded in One School
## Appendix 6 Steps and Actions for Staff in managing behaviour in Secondary

### Co-operation
1. Work together – share and be prepared
2. Follow College rules and instructions
3. Be a positive role model

### Achievement
1. Always do your best, complete your work and be proud of your efforts
2. Encourage success in others
3. Attend every day and be on time

### Respect
1. Allow others to learn
2. Value yourself, others and the College
3. Wear your uniform with pride

### Enthusiasm
1. Celebrate success
2. Think positively
3. Be involved in College life

### Safety
1. Care for yourself, others and property
2. Work and play safely
3. Follow guidelines to ensure safety and well-being of all

## IN CLASS – CURRICULUM BASED LEARNING ENVIRONMENT

<table>
<thead>
<tr>
<th>RESPONSIBLE THINKING ROOM</th>
<th>SUBJECT REFERRAL</th>
<th>Purpose of the Responsible Thinking room is for student to complete the RT plan, not remain longer to do school work</th>
</tr>
</thead>
</table>

### LUNCH DETENTION (UNIFORM OR PLAYGROUND BEHAVIOUR)

<table>
<thead>
<tr>
<th>IN CLASS – CURRICULUM BASED LEARNING ENVIRONMENT</th>
<th>OUT OF CLASS (not related to in class behaviour for any circumstances)</th>
<th>Continued pattern of poor conduct and attitude to College CARES philosophy in and out of class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>First occasion</td>
<td>Subject referral or lunch detention</td>
</tr>
<tr>
<td>Step 2</td>
<td>Second occasion</td>
<td></td>
</tr>
<tr>
<td>Step 3</td>
<td>Third occasion</td>
<td></td>
</tr>
<tr>
<td>Step 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### STUDENT

1. **Non-disruptive or off-task behaviour**
   - Disruptive or non-compliant behaviour which is preventing others from working
   - Continued off-task behaviour or disruptive or non-compliant behaviour which is preventing others from working
   - Continued pattern of poor conduct and attitude to College CARES philosophy in class by off-task behaviour, or disruptive or non-compliant behaviour which is preventing others from working
   - The student cannot choose to leave the classroom without the teacher going through the RT questions. It is the student’s responsibility to negotiate re-entry in their own time (before or after school, at breaks) and to do so in a timely manner

### TEACHER

1. **Non-compliance**
   - Physical aggression
   - Verbal aggression
   - IT abuse
   - Property misconduct
   - Public nuisance
   - Substance abuse

---

### School Wide Positive Behaviour Program

<table>
<thead>
<tr>
<th>SWPB: Teacher</th>
<th>Student</th>
<th>Responsible</th>
<th>1. DRESS</th>
<th>1. DRESS CODE</th>
<th>1. DRESS</th>
<th>ASAP, enter in</th>
</tr>
</thead>
</table>
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35
<table>
<thead>
<tr>
<th>HOD</th>
<th>Proactive behaviour techniques (see page 27 of College RBPS)</th>
<th>Reinforcement of positive behaviours</th>
<th>Use of Essential Skills of Classroom Management</th>
<th>Classroom profiling (see Anne or Paul if interested)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>consequence using SWPBP: Proactive behaviour techniques (see page 27 of College RBPS)</td>
<td>Reinforcement of positive behaviours</td>
<td>Use of Essential Skills of Classroom Management</td>
<td>Classroom profiling (see Anne or Paul if interested)</td>
</tr>
<tr>
<td></td>
<td>Classroom profiling (see Anne or Paul if interested)</td>
<td>Student could be sent to time-out classroom</td>
<td>Non-compliance by student with “time-out classroom” process – return to class teacher and referral to RTC</td>
<td>CODE IN FORM MEETING: Warning to student using SWPBP: Proactive behaviour techniques</td>
</tr>
<tr>
<td></td>
<td>Thinking Process questions – it is the teacher’s decision to send a student to the RT room after completing the RT process. Student cannot self-refer to the RT room</td>
<td>Referral to RT room, accompanied by a RT referral form (student will be sent back to class, to remain in class, if s/he does not have a referral form.)</td>
<td>By the end of the day, enter in OneSchool as BEHAVIOUR SUPPORT, RECORD INCIDENT with referral to HOD and notes about teacher actions to date including teacher consequences</td>
<td>Form teacher: Issue BLUE SLIP</td>
</tr>
<tr>
<td></td>
<td>CODE IN FORM MEETING: Warning to student using SWPBP: Proactive behaviour techniques</td>
<td>Positive reinforcement</td>
<td>BY THE END OF THE DAY: Every teacher checks students, every lesson, for “Blue Slip”.</td>
<td>Form teacher: Issue BLUE SLIP</td>
</tr>
<tr>
<td></td>
<td>Reinforcement of positive behaviours</td>
<td>Positive reinforcement</td>
<td>CODE IN FORM MEETING: Detention at lunch time in RT room</td>
<td>RECORD INCIDENT with referral to HOS for Substance abuse, or HOD or YCO depending on other circumstances with notes about teacher actions to date</td>
</tr>
<tr>
<td></td>
<td>FORM TEACHER: Issue BLUE SLIP</td>
<td>Optional to record in OneSchool as CONTACT or keep other record (eg, excel spreadsheet)</td>
<td>Consider Intervention</td>
<td>OneSchool as BEHAVIOUR SUPPORT, RECORD INCIDENT with referral to HOS for Substance abuse, or HOD or YCO depending on other circumstances with notes about teacher actions to date</td>
</tr>
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<td>Form teacher: Issue BLUE SLIP</td>
<td>Referral to RT room, accompanied by a RT referral form (student will be sent back to class, to remain in class, if s/he does not have a referral form.)</td>
<td>CODE IN FORM MEETING: Warning to student using SWPBP: Proactive behaviour techniques</td>
<td>OneSchool as BEHAVIOUR SUPPORT, RECORD INCIDENT with referral to HOS for Substance abuse, or HOD or YCO depending on other circumstances with notes about teacher actions to date</td>
</tr>
<tr>
<td></td>
<td>IN FORM MEETING: Detention at lunch time in RT room</td>
<td>Optional to record in OneSchool as CONTACT or keep other record (eg, excel spreadsheet)</td>
<td>CODE IN FORM MEETING: Detention at lunch time in RT room</td>
<td>Consider Intervention</td>
</tr>
<tr>
<td></td>
<td>BY THE END OF THE DAY: Every teacher checks students, every lesson, for “Blue Slip”.</td>
<td>Student returns to class for next lesson</td>
<td>CODE IN FORM MEETING: Detention at lunch time in RT room</td>
<td>Consider Intervention</td>
</tr>
<tr>
<td></td>
<td>CODE IN FORM MEETING: Detention at lunch time in RT room</td>
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<td>CODE IN FORM MEETING: Detention at lunch time in RT room</td>
<td>Consider Intervention</td>
</tr>
<tr>
<td>YCO</td>
<td>plan when, where, how with staff</td>
<td>or</td>
<td>plan when, where, how with staff</td>
<td>with student (HOS, HOD, YCO to plan when, where, how with staff)</td>
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<tr>
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<td>--------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>– student may need to remain in</td>
<td></td>
<td>– student may need to remain in</td>
<td>Update in OneSchool as BEHAVIOUR SUPPORT, MANAGE INCIDENT with notes of actions to date and consequences</td>
</tr>
<tr>
<td></td>
<td>RT room for 1 more lesson in</td>
<td></td>
<td>RT room for 1 more lesson in</td>
<td>Non-compliance by student in this process – referral to HOS</td>
</tr>
<tr>
<td></td>
<td>order to complete this process.</td>
<td></td>
<td>order to complete this process.</td>
<td>Update in OneSchool as BEHAVIOUR SUPPORT, MANAGE INCIDENT with notes of actions to date and consequences</td>
</tr>
<tr>
<td></td>
<td>HOD to seek HOS approval for</td>
<td></td>
<td>HOD to seek HOS approval for</td>
<td>Teacher and HOD work collegially with WoWs through ASoT</td>
</tr>
<tr>
<td></td>
<td>student to remain longer in RT</td>
<td></td>
<td>student to remain longer in RT</td>
<td>Student returns to class for next lesson</td>
</tr>
<tr>
<td></td>
<td>room</td>
<td></td>
<td>room</td>
<td>Intervention with student (YCO to plan when, where, how with staff)</td>
</tr>
<tr>
<td></td>
<td>Non-compliance by student in</td>
<td></td>
<td>Non-compliance by student in</td>
<td>Update in OneSchool as BEHAVIOUR SUPPORT, MANAGE INCIDENT with notes of actions to date and consequences</td>
</tr>
<tr>
<td></td>
<td>this process – referral to HOS</td>
<td></td>
<td>this process – referral to HOS</td>
<td>Notify parent/carer and record in OneSchool</td>
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<tr>
<td></td>
<td>Update in OneSchool as</td>
<td></td>
<td>Update in OneSchool as</td>
<td>Form teacher and YCO work collegially with WoWs through ASoT</td>
</tr>
<tr>
<td></td>
<td>BEHAVIOUR SUPPORT, MANAGE</td>
<td></td>
<td>BEHAVIOUR SUPPORT, MANAGE</td>
<td>FOLLOW UP ON LUNCH DETENTIONS: YCO to check that students have done lunch detentions</td>
</tr>
<tr>
<td></td>
<td>INCIDENT with notes of actions</td>
<td></td>
<td>INCIDENT with notes of actions</td>
<td>Intervention with student (YCO to plan when, where, how with staff) for non-attendance at lunch detention</td>
</tr>
<tr>
<td></td>
<td>to date and consequences</td>
<td></td>
<td>to date and consequences</td>
<td>Non-compliance by student in this process – referral to HOS</td>
</tr>
<tr>
<td></td>
<td>Notify parent/carer and record</td>
<td></td>
<td>Notify parent/carer and record</td>
<td>Update in OneSchool as BEHAVIOUR SUPPORT, MANAGE INCIDENT with notes of actions to date and consequences</td>
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<td></td>
<td>in OneSchool</td>
<td></td>
<td>in OneSchool</td>
<td>Notify parent/carer and record in OneSchool</td>
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<tr>
<td></td>
<td>Form teacher and YCO work</td>
<td></td>
<td>Form teacher and YCO work</td>
<td>Consider SWAB referral</td>
</tr>
<tr>
<td></td>
<td>collegially with WoWs through</td>
<td></td>
<td>collegially with WoWs through ASoT</td>
<td>Monitor student re-entry after suspension on CARES Card for 1 week</td>
</tr>
<tr>
<td></td>
<td>ASoT</td>
<td></td>
<td>ASoT</td>
<td>Consider SWAB referral</td>
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<td></td>
<td>Once a week, print OneSchool report of REPORTS, BEHAVIOUR HISTORY, STUDENTS WITH MULTIPLE INCIDENTS</td>
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<td>Notify HOS as to which students need a meeting</td>
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<td></td>
<td>Monitor student re-entry after suspension on CARES Card for 1 week</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Consider SWAB referral</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Monitor student re-entry after suspension on CARES Card for 1 week</td>
</tr>
<tr>
<td>RT ROOM COORDINATOR</td>
<td>Notify HOS if student misbehaves in RT room</td>
<td>Notify HOD if student returns to RT room with plan unsigned</td>
<td></td>
<td></td>
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<td>-----------------------------------------------------------</td>
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</tr>
<tr>
<td>DAILY</td>
<td>Write up students who arrived in the RT room from class in orange folder</td>
<td>Supervise students sent to RT room Check RT plans and sign</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Enter OneSchool Subject Referrals from teachers in RT</td>
<td></td>
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<tr>
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<td></td>
<td>Incident Report Enter RT in Subject Referrals and Lunch</td>
<td></td>
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</tr>
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<td></td>
<td>Detentions Summary report File returned signed RT plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>WEEKLY Compile summary of lunch detentions for HOS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DAILY Enter Detentions in Subject Referral and Lunch Detention Summary report Write detentions on Team Site Transfer completed detentions to completed list File Detentions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>WEEKLY Type RTC letters to be sent home for students with 3 or more referrals Give to HOS to sign Photocopy them Send original home Enter on OneSchool as a CONTACT File copy When signed slip is returned, enter on OneSchool and file it</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make appointments for HOS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WoC DP</td>
<td>SWAB</td>
<td>SUPPORT SERVICES</td>
<td>SNIP</td>
<td>COLLEGE PRINCIPAL</td>
</tr>
<tr>
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</tr>
<tr>
<td>HOS</td>
<td>Intervention with student referred by HOD or RT room coordinator  Support Services referral for SNIP or SWAB  Notify parent/carer and record in OneSchool  Enter in OneSchool as BEHAVIOUR SUPPORT, MANAGE INCIDENT with scanned documents</td>
<td>Intervention with student referred by YCO  Support Services referral for SNIP or SWAB  Notify parent/carer and record in OneSchool  Enter in OneSchool as BEHAVIOUR SUPPORT, MANAGE INCIDENT with scanned documents</td>
<td>Once a week, sign parent/carer letters from RTC coordinator  FROM RTC LETTER INFORMATION: Meet with parent/carer and student to complete CARES Action Plan  Notify teachers of CARES Action Plan  Enter in OneSchool as SUPPORT AND INTERVENTION</td>
<td>Intervention with student referred from HOD, YCO and HOS referrals  Support Services referral for SNIP or SWAB  Notify parent/carer and record in OneSchool  Enter in OneSchool as BEHAVIOUR SUPPORT, MANAGE INCIDENT with scanned documents  Reentry after suspension</td>
</tr>
<tr>
<td>SUPPORT SERVICES</td>
<td>SWAB</td>
<td>SUPPORT SERVICES</td>
<td>SNIP</td>
<td>COLLEGE PRINCIPAL</td>
</tr>
<tr>
<td>SWAB</td>
<td>From HOD, YCO and HOS referrals</td>
<td>From teacher referrals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLLEGE PRINCIPAL</td>
<td></td>
<td></td>
<td></td>
<td>Approves or rejects suspension</td>
</tr>
</tbody>
</table>