Tully State High School

Responsible Behaviour Plan for Students

Based on the Code of School Behaviour

1. Purpose

Tully State High School 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.

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.

2. Consultation and data review

Tully State High School developed this plan in collaboration with our school community. As part of PBL we have developed an ongoing collaborative process, we include parents, Guidance officer, administration, teaching staff and members and students.

This plan will be reviewed in 2016 as required in legislation.

3. Learning and behaviour statement

All areas of Tully State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximizing the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive and pro-social behaviours, preventing anti-social behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are apparent to everyone, assisting Tully State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be safe
- Be responsible
- Be respectful
- Be a learner

Our school rules have been endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**Universal Behaviour Support**

In this section schools outline their processes for facilitating appropriate standards of behaviour. A whole school approach shapes, supports and recognises appropriate behaviours in all students. The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Tully State High School we emphasise the importance of directly teaching students and modelling 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.

Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, it is possible to outline whole school provision of universal, targeted, and intensive supports.

- **Universal**
  In a supportive and well-disciplined school approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

- **Targeted**
  In a supportive and well-disciplined school approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

- **Intensive**
  In a supportive and well-disciplined school approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours.

Universal, targeted and intensive behaviour support includes:
- quality learning and teaching practices
- Explicit teaching of behaviours and learning practices
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures
- managed professional development for all members of the school community
- adoption of practices that are non-violent, non-coercive and non-discriminatory
- a continuum of whole school positive preventive action for all students.

**Level 1 Responding to unacceptable behaviour**

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

**Re-directing low-level and infrequent problem behaviour**

a) When a student exhibits 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.

b) Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to be a better learner, act more safely, show more respect or act 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.
Level 2 - Targeted behaviour support:

Any behaviour that:
- Is unsafe
- Is disrespectful
- Is irresponsible
- Prevents learning

Will attract a consequence

The following strategies are commonly used with students who have not responded positively to the school-wide approach.
- Inform parents/carers
- Record on One School application
- HOS Referral
- Explicit teaching of expectation
- Redirection (choice)
- Change to seating plan
- Withdrawal from activity
- Withdrawal from class (buddy classroom)
- Referral to year level coordinator, deputy principal or principal
- Guidance Officer referral
- Suspension 1-10 days
- Suspension 11-20 days
- Cancellation of enrolment
- Recommendation to exclude

Intensive behaviour support: Behaviour Support Team

Tully State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

Students identified as needing intensive behaviour support are those who have had targeted support through the above strategies and are still displaying inappropriate behaviours.

The following strategies are commonly used with these students:
- Referral to the School guidance officer or other student support personnel
- Intervention and strategising from the student support team
- Case management by the Year Co-Ordinator or HOS
- Modified timetable or attendance
- Invitation to parents/caregivers to assist with student behaviour
- Recommendation and assistance to parents to seek outside agency support
Universal systems:

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

- Ongoing use of the school newsletter, encouraging parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Tully State High School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices at the School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

b) Reinforcing expected School behaviour

At Tully State High School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected School behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.
<table>
<thead>
<tr>
<th>Tully State High School – Rules Matrix</th>
</tr>
</thead>
</table>
| **SAFE**
| **Positive Health**
| More directly to your destination
| Keep hands off others and their belongings
| Encourage only school approved activities
| Keep walkways clear from groups of bags |
| **RESPECTFUL**
| **Positive Relationships**
| Use appropriate language
| Don’t take shortcuts through gardens
| Don’t disrupt other classes or learners |
| **RESPONSIBLE**
| **Positive Engagement Positive Emotions**
| Walk to class quickly
| Keep the walkways clean and tidy using the time provided |
| **LEARNER**
| **Positive Accomplishment Positive Purpose**
| More directly to class as soon as the bell rings
| Stay quiet when using walkways during class time |

<table>
<thead>
<tr>
<th>Walkways</th>
<th>Tuckshop</th>
<th>Courts/Ovals</th>
<th>MPC/Assembly</th>
<th>Excursions/Buses</th>
<th>To/From School</th>
<th>All Areas</th>
<th>In Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>More directly to your destination</td>
<td>Like up in orderly fashion</td>
<td>Keep hands off others and their belongings</td>
<td>Play games and use equipment appropriately</td>
<td>Engage in activities at the correct time</td>
<td>Wear a hat at all times</td>
<td>Follow teachers instructions</td>
<td>Keep hands of others and their belongings</td>
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<tr>
<td>Encourage only school approved activities</td>
<td>Follow teacher/staff instructions</td>
<td>Play games in appropriate areas</td>
<td>Wear a hat at all times</td>
<td>Follow teachers instructions</td>
<td>Keep hands of others and their belongings</td>
<td>Be dressed as instructed</td>
<td>Keep hands of others and their belongings</td>
</tr>
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<td>Keep walkways clear from groups of bags</td>
<td>Play games in appropriate areas</td>
<td>Engage in activities at the correct time</td>
<td>Wear a hat at all times</td>
<td>Follow teachers instructions</td>
<td>Keep hands of others and their belongings</td>
<td>Be present for all activities</td>
<td>Keep hands of others and their belongings</td>
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| Use appropriate language | Use appropriate language | Use appropriate language | Use appropriate language | Listen to the speaker | Acknowledge events appropriately |
| Use appropriate language | Use appropriate language | Use appropriate language | Use appropriate language | Follow the rules of the game | Show up on time and with the appropriate materials |
| Use appropriate language | Use appropriate language | Use appropriate language | Use appropriate language | Support all presentations and recipients using appropriate manners | Keep phones silent and out of sight |
| Use appropriate language | Use appropriate language | Use appropriate language | Use appropriate language | Keep phones silent and out of sight | Don’t speak while others are speaking |
| Use appropriate language | Use appropriate language | Use appropriate language | Use appropriate language | Be present for all activities | Be present for all activities |
| Use appropriate language | Use appropriate language | Use appropriate language | Use appropriate language | Support all presentations and recipients using appropriate manners | Respect and supervise |
| Use appropriate language | Use appropriate language | Use appropriate language | Use appropriate language | Keep phones silent and out of sight | Be present for all activities |
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<tr>
<th>WALK</th>
<th>TALK</th>
<th>LISTEN</th>
<th>BE</th>
<th>SEE</th>
<th>TASTE</th>
<th>TOUCH</th>
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<tr>
<td>Care for the school environment by keeping the grounds clean</td>
<td>Take care of public</td>
<td>Take care of the environment</td>
<td>Follow teachers instructions</td>
<td>Follow teachers instructions</td>
<td>Follow teachers instructions</td>
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<tr>
<td>Dress appropriately for the occasion</td>
<td>Wear appropriate clothing and equipment</td>
<td>Wear appropriate clothing and equipment</td>
<td>Be present for all activities</td>
<td>Be present for all activities</td>
<td>Be present for all activities</td>
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<tr>
<td>Sit appropriately in the correct area</td>
<td>Dress appropriately for the occasion</td>
<td>Dress appropriately for the occasion</td>
<td>Be present for all activities</td>
<td>Be present for all activities</td>
<td>Be present for all activities</td>
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<tr>
<td>Follow teachers instructions</td>
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<td>Be present for all activities</td>
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<tr>
<td>Take all your belongings and rubbish when you leave</td>
<td>Represent the school to the community with pride</td>
<td>Represent the school to the community with pride</td>
<td>Be prepared to be a learner</td>
<td>Be prepared to be a learner</td>
<td>Be prepared to be a learner</td>
<td></td>
</tr>
<tr>
<td>Enter when instructed to</td>
<td>Represent the school to the community with pride</td>
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<td>Be prepared to be a learner</td>
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Positive Acknowledgement System:

Banana Bucks is a planned school wide initiative at Tully State High School.

**Aim:**
To promote and reinforce positive behaviours within the classroom and school
- To provide positive feedback to students along doing the right thing within the classroom and the playground
- To be an easy, effective, non-time consuming way of collating real positive data.

**Teacher focus:**
- Those students who continue to display positive behaviour and class work
- Those students who have displayed significant improvements in positive class work and behaviour
- Those students who display these characteristics outside the classroom e.g. excursions, bus duty and the playground
Tully State High School- Behaviour Model

**Level 3**

**Major Behaviours** – Head of School/DPSS referral, Head of School/DPSS Case Management.

For example:
- Failure to follow HOD/YLC directions, physical misconduct, substance misuse (including smoking), ongoing truancy, playground and bus duty incidents

**Strategies for Major Behaviours** = Interview with Head of School/DPSS, contact with parent/guardian, **Behaviour monitoring card**, Progress report, feedback to teachers, email/one school referral) Suspension (external), Cancellation, Exclusion. Re-entry interview with Head of School and/or GO and/or DP. Timetable changes. Referrals for external agency support.

**Level 2**

**Intermediate Behaviours** – HOS and YLC referrals for repeated and frequent behaviours monitored. For example: Failure to follow HOD/YLC directions, lateness, swearing, refusal to participate, misuse of technology, graffiti, truancy.

**Strategies for Intermediate Behaviours** = Timeout and re-entry, interview with HOS or YLC, **level 2: Behaviour monitoring card, detention**, Progress report, data collection of frequency of behaviours, contact with parent/guardian, negotiation with teacher, buddy class. Referral for support to CEC, GO, SBYHN and HOSES – Alternative timetable, modified program, Behaviour Support plan, Interview, feedback to teacher.

**Level 1**

**Minor behaviours – Classroom Teacher.**

For example: Moving without permission, talking persistently, untidy or poor rate of work, inattentive, calling out.

**Strategies for Minor Behaviours:**
- Micro skills (Cueing, Proximity, Non-verbals, Individual close talk, Verbal re-directions, Give choice, Follow through), **Level 1**: Contact with parent/guardian, (phone) Timeout and re-entry, detention, buddy class, data collection of frequency of behaviours.

**Positive behaviours – Classroom Teacher.**

For example: on task behaviours, staying in seat, participating in activities, achieving class goals, reading, sharing with others, trying something new.

**Universal Enhancement and prevention:**
- Quality, explicit, teaching
- Tully Rules Matrix and class expectations
- Explicit PBL lessons
- School recognition system (e.g. Banana Bucks)
- Whole school and Year level assemblies
- Tutorials

These expectations are communicated to students via a number of strategies, including:
- PBL lessons conducted by classroom teachers;
- Reinforcement of learning from PBL lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
5. Consequences for unacceptable behaviour

Tully State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. This behaviour policy will be implemented consistently by all staff members. Students are expected to communicate respectfully with all members of the School community.

- certainty that unacceptable behaviour will be followed by consistent and predictable consequences
- consequences are designed to correct inappropriate behaviour
- where a relationship has been broken or property has been damaged or stolen whenever possible the consequence will involve restitution
- consequences reflect the nature of the unacceptable behaviour – minor incidents will be dealt with by the classroom teacher. However, the relevant YLC, HOS and the School administration will become increasing involved if the unacceptable behaviour persists.
- Minor & major problem behaviour are both needed to be recorded on One School.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the HOS and school Administration team

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention.

- A re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. Give positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- Require removal from the learning environment and referral to HOS and school administration.

**Major** behaviours result in an immediate referral to Administration or Head of School because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member enters the incident onto “One School” and refers it to the appropriate Administration member Deputy Principal or Head of School. Where appropriate, the staff member completes escorts the student to a HOS or the Administration.
Major problem behaviours may result in the following consequences:

- **Level One**: removal to buddy class, parent contact, alternate lunchtime activities, loss of privilege, restitution, loss of break times, community service (clean up duty), warning regarding future consequence for repeated offence, **AND/OR**
- **Level Two**: Parent contact, referral to Guidance Officer, Intensive Behaviour Support Team, suspension from school
- **Level Three**: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Students who display repetitive unacceptable behaviours over a period of time, may also be considered for exclusion.

The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>- Running on concrete or around buildings &lt;br&gt; - Running in stairwells &lt;br&gt; - Not walking bike in school grounds</td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>- Incorrect use of equipment &lt;br&gt; - Not playing school approved games &lt;br&gt; - Playing in toilets</td>
<td>- Throwing objects &lt;br&gt; - Possession of weapons (eg knives)</td>
</tr>
<tr>
<td>Physical contact</td>
<td>- Minor physical contact (eg: pushing and shoving)</td>
<td>- Serious physical aggression &lt;br&gt; - Fighting</td>
</tr>
<tr>
<td>Dress Code</td>
<td>- Not wearing a hat in playground &lt;br&gt; - Not wearing shoes &lt;br&gt; - Not wearing full school uniform &lt;br&gt; - Not wearing school approved jewellery</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>- Possession or selling of drugs &lt;br&gt; - Smoking &lt;br&gt; - Substance abuse</td>
<td></td>
</tr>
<tr>
<td>Class tasks</td>
<td>- Not completing set tasks that are at an appropriate level &lt;br&gt; - Refusing to work</td>
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</tr>
<tr>
<td>Being in the right place</td>
<td>- Not being punctual (eg: lateness after breaks) &lt;br&gt; - Not in the right place at the right time.</td>
<td>- Leaving class without permission (out of sight) &lt;br&gt; - Leaving school without permission</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>- Low intensity failure to respond to adult request &lt;br&gt; - Non compliance &lt;br&gt; - Unco-operative behaviour</td>
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<tr>
<td>Accept outcomes for behaviour</td>
<td>- Minor dishonesty</td>
<td>- Major dishonesty</td>
</tr>
<tr>
<td>Rubbish</td>
<td>- Littering</td>
<td></td>
</tr>
<tr>
<td>Mobile Phone</td>
<td>- Mobile phone used in class without permission.</td>
<td>- Use of Mobile phone or similar technology for Bullying or invasion of privacy</td>
</tr>
<tr>
<td>Language</td>
<td>- Inappropriate language (written/verbal) &lt;br&gt; - Calling out &lt;br&gt; - Poor attitude &lt;br&gt; - Disrespectful tone</td>
<td>- Offensive language &lt;br&gt; - Aggressive language &lt;br&gt; - Verbal abuse / directed profanity</td>
</tr>
<tr>
<td>Property</td>
<td>- Lack of care for the environment &lt;br&gt; - Class vandalism</td>
<td>- Stealing / theft &lt;br&gt; - Willful property damage &lt;br&gt; - Major Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>- Not playing fairly &lt;br&gt; - Minor disruption to class &lt;br&gt; - Minor defiance &lt;br&gt; - Minor bullying / harassment</td>
<td>- Major bullying / harassment &lt;br&gt; - Major disruption to class &lt;br&gt; - Blatant disrespect &lt;br&gt; - Major defiance</td>
</tr>
</tbody>
</table>
Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour and why it matters
- 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 problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

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

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

6. Emergency or critical incident responses

In the event of a critical incident eg evacuation, lockdown, medical emergency, students are expected to explicitly follow staff instructions and School protocols.

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/her or to others

Appropriate physical intervention may be used to ensure that Tully State High 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

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report via “One School”
- Health and Safety incident record (link)
- Debriefing report (for student and staff) (Appendix 5)
7. Network of student support

Students at Tully State High School 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
- Community Education Councillor
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- Local Police Officer
- 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
- Neighbourhood Centre
- Tully Support Centre
- Mamu

8. 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.

Tully State High School 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 students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs
9. Related legislation

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

10. Related policies

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

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Ms Leanne Fox     Mrs Helen Lauridsen

Effective Date: 27th January 2014
The Use of Personal Technology Devices* at School

**Definition:** The electronic *devices* referred to in this policy include: mobile phones, iPods, MP3 players, digital cameras, games consoles. It also includes the use of games brought into the school as well as the accessing of social networking sites and associated transmission of data.

**Policy:**
*This policy is designed to outline what is acceptable and unacceptable use of electronic devices during School hours. Teachers will be consistent in the application of this policy.*

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**
If Students choose to bring valuable personal technology devices like cameras, digital video cameras or MP3 players/iPods to school there is a risk of damage or theft. The school accepts no responsibility for these items.

**Parents / Caregivers - Parents / Caregivers** can assist in implementing the Electronic Devices Policy by:
- Not calling or texting their child during class time
- Understanding that the school accepts no liability for the loss or damage of an item, and that it is the student’s responsibility to ensure its care and security
- Encourage the student to leave devices at home, or to leave it in the Administration office.
- Discussing the rules and responsibilities of the correct use of electronic devices with their child
- Work with the School to resolve concern of inappropriate use of electronic devices

**Confiscation**
Where students are seen to be using electronic devices inappropriately eg in the classroom without permission, they will initially be asked to turn the device off and to put it away. If the student persist in using the device inappropriately, it will be confiscated by school staff.

Confiscated devices 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 may not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal. The Principal may insist that personal technology devices be deposited at the office for the duration of the school day.
**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 Tully State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony and will not be tolerated.

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

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording will be deemed to have breached the policy

Breach of this policy will be subject to disciplinary action (including suspension and recommendation for exclusion).

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

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
**Text communication**
The sending of text messages during school time that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

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

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

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

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

Appendix 2

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

Purpose

1. Tully State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   • achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   • raising achievement and attendance
   • promoting equality and diversity and
   • ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Tully State High School. 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 Tully State High School 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 (e.g. social media – such as Facebook), 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 Tully State High School 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 behaviours, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Tully State High School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected School behaviours and receiving high levels of social acknowledgement for doing so. Our Positive Education and HPE curricula explicitly address bullying, in addition to the school-wide teaching of PBL expectations.

Prevention

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

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the four School expectations 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. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in classrooms as part of the school's PBL program, in addition to targeted programs in Positive Education and HPE.

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

Tully State High School 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.
Tully State High School
Anti–Bullying Procedures

Steps to take when a student approaches you about a bully:

Step 1
Define what bullying is, e.g.

“Bullying is when a person is picked on over and over again by an individual or group with more power, either in terms of physical strength or social standing/popularity.”

Ask the student to compare the definition to what they have identified as bullying. To make sure it is bullying being described ask the following questions:

- What has the person been doing?
- Who has been involved?
- Where have the incident/s occurred?
- Who else has seen the bullying behaviour?
- How often has it happened?
- Have you said or done anything to the person before, during or after the bullying behaviour?

Continue to step 2 if the behaviour described fits the bullying definition.

Step 2
If the student answers “no” to the last question tell them that next time the bullying occurs they must ask the bully to stop the behaviour, e.g.

“Next time ask the person/group to stop the behaviour which makes them a bully/s. Be polite when you speak to this person/group – you must always treat others the way you want to be treated. When asking the person/group to stop the bullying behaviour you must describe their behaviour. For example, Can you please stop calling me a ****, or can you please not write on my bag.”
OR

If the student answers “yes” to the last question (and they have described the bullying behaviour to the person and politely asked them to stop) tell the student that if they are bullied again by the person/group they must:
- stay calm,
- move away from the situation, and
- stay with other students or stay where the teachers and other students can see.
Mention resilience, e.g. “Don’t blame yourself for what is happening”. Tell the student that you will have a word to the person/group who is bullying.

Step 3

Talk to the person/group who is bullying. When you confront a person/group for bullying, do so in private whenever possible. Discuss with the person the problems created by his or her bullying behaviour - express disappointment with the persons actions and encourage them to stop bullying. This conference is not intended to be punitive. However, the person should feel at the end of the talk that, while he or she is valued, the bullying behaviour hurts and disappoints those who care about the student. If you do not have a good relationship with the student who is bullying/ group of students bullying, ask a school who does if they can accompany you while you talk the student/group.

Possible things to discuss:
- Respect
- Self esteem
- Legal issues (cyber)
- School expectations and consequences

Step 4

If the student approaches you again because the bullying has continued:
- Call home, bully and victim
- Consequence

*Research does not advise putting victim and bully in the same room to discuss the situation.
### Procedures for Making Referrals in ONE SCHOOL

When writing a referral in ONE SCHOOL you need to ensure the following:

- Decide on the level of referral e.g. MAJOR or MINOR
- Statements are precise - to the point and factual (e.g. X happened…… then X did …..Y responded by……)
- Remove emotion or opinion e.g. statements such as “Yet again she has……” or “His behaviour was disgusting and he cannot come back to my class” or “I particularly upset by this because……”
- Refer only to one staff member.
- Select **ONE BEHAVIOUR CATEGORY ONLY.** This is critical for effective data gathering.

In order to gain a better picture of our behaviour data please follow the table below when deciding how to record information about student behaviour in One School.

**If this happens, what should I do?**

**MAJOR** = Recorded in One School as an incident. This record will impact on SWPBS triangle data. **An incident can only be considered major when a student has been removed from the learning environment or from the playground.**

**MINOR** = Can be now be recorded in One School as an incident **BUT** it must be recorded as a **MINOR incident** by clicking on the Incident Type box and selecting minor. The minor incident data will help alert us to patterns of inappropriate/non-compliant behaviour.

It is still the teacher’s decision as to whether to record minor incidents in One School. For certain issues/incidents a teacher may make the professional judgement not to record in One School. However, teachers are encouraged to alert Heads of School or YLCs of frequent inappropriate or non-compliant behaviour in order to gain support to manage or address the issue. You may do this by referring it as “info to HOS” or “info to YLC.”
<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Action</th>
<th>Incident Type</th>
<th>Behaviour Category</th>
<th>Behaviour Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistent failure to attend class detention</td>
<td>• Referral to YLC</td>
<td>• Record in One School as minor</td>
<td>• Non-compliant with routine</td>
<td>• Referral to YLC</td>
</tr>
<tr>
<td>Persistent lack of equipment</td>
<td>• Give detention &amp; contact parent. • If continues seek HOS support</td>
<td>• Record in One School as minor</td>
<td>• Refusal to follow the program of instruction</td>
<td>• Parent phone call • Detention • Referral to HOS (if ongoing)</td>
</tr>
<tr>
<td>Failure to hand in assessment</td>
<td>• Give detention &amp; contact parent. • Refer directly to HOD for failure to submit final copy by due date.</td>
<td>• Record in One School as minor</td>
<td>• Refusal to follow the program of instruction</td>
<td>• Parent phone call • Detention • Referral to HOTL (if final copy – non-submit) • Info passed to HOS</td>
</tr>
<tr>
<td>Persistent Low level classroom disruption</td>
<td>• Give detention &amp; contact parent.</td>
<td>• Record in One School as minor</td>
<td>• Disruptive</td>
<td>• Parent phone call • Detention • Info passed to HOS</td>
</tr>
<tr>
<td>Persistent lateness</td>
<td>• Give detention &amp; contact parent. • If continues seek YLC support</td>
<td>• Record in One School as minor</td>
<td>• Late</td>
<td>• Parent phone call • Detention • Referral to YLC (if ongoing)</td>
</tr>
<tr>
<td>Persistent non-compliance</td>
<td>• Give detention &amp; contact parent. • Utilise Micro-skills • Differentiate curriculum • If continues seek HOS support</td>
<td>• Record in One School as minor</td>
<td>• Non-compliant with routine</td>
<td>• Parent phone call • Detention • Info to HOS (if ongoing)</td>
</tr>
<tr>
<td>Truancy (single incident)</td>
<td>• Notify YLC via One School referral</td>
<td>• Record in One School as minor</td>
<td>• Truant/Skip Class</td>
<td>• Referral to YLC</td>
</tr>
<tr>
<td>IT Misconduct (e.g. using another student’s account, inappropriate use of email, internet, network)</td>
<td>• Teacher should refer to the HOS</td>
<td>• Record in One School as minor</td>
<td>• IT Misconduct</td>
<td>• Referral to HOS</td>
</tr>
<tr>
<td>Bullying/Harassment</td>
<td>• Teacher reprimand/detention • Notify YLC via One School referral if deemed serious</td>
<td>• Record in One School as minor</td>
<td>• Bullying/Harassment</td>
<td>• Referral to YLC</td>
</tr>
</tbody>
</table>

N.B = Persistent implies that the student has exhibited the same behaviours repeatedly even after attempts have been made to address the behaviour e.g. first offence warning, second offence detention & parent contact etc.
<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Action</th>
<th>Incident Type</th>
<th>Behaviour Category</th>
<th>Behaviour Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swearing at a staff member</td>
<td>• Referral to Admin</td>
<td>• Record in One School as a Behaviour Incident – Major.</td>
<td>• Verbal misconduct</td>
<td>• Referral to DPSS</td>
</tr>
<tr>
<td>Failure to attend Year Coordinator or equivalent detention</td>
<td>• Year Coordinator referral to Admin</td>
<td>• Year Coordinator records in One School as a Behaviour Incident – Major.</td>
<td>• Non-compliant with routine</td>
<td>• Referral to DPSS</td>
</tr>
<tr>
<td>Student sent to buddy class</td>
<td>• Record incident in One School as a major incident • Contact Parent • Refer to HOS</td>
<td>• Record in One School as a Behaviour Incident – Major.</td>
<td>• Reason as determined by teacher (e.g. failure to follow the program of instruction)</td>
<td>• Buddy Class</td>
</tr>
<tr>
<td>Physical assault/fighting</td>
<td>• Referral to Admin</td>
<td>• Record in One School as a Behaviour Incident – Major.</td>
<td>• Physical Misconduct</td>
<td>• Referral to DPSS</td>
</tr>
<tr>
<td>Possession or suspicion of consumption of drugs, alcohol &amp; tobacco</td>
<td>• Referral to Admin</td>
<td>• Record in One School as a Behaviour Incident – Major.</td>
<td>• Substance misconduct involving tobacco and other legal substances OR • Substance misconduct involving illicit substance</td>
<td>• Referral to DPSS</td>
</tr>
<tr>
<td>Serious unsafe/Injurious behaviour to self or others e.g. climbing on roofs, deliberately throwing an object at another student causing harm</td>
<td>• Referral to Admin</td>
<td>• Record in One School as a Behaviour Incident – Major.</td>
<td>• Other conduct prejudicial to the good order and management of school</td>
<td>• Referral to DPSS</td>
</tr>
<tr>
<td>Theft/Vandalism</td>
<td>• Referral to Admin</td>
<td>• Record in One School as a Behaviour Incident – Major.</td>
<td>• Property misconduct OR • IT Misconduct (if involving ICTs)</td>
<td>• Referral to DPSS</td>
</tr>
<tr>
<td>Persistent non-compliant or disruptive behaviour after unsuccessful HOS intervention</td>
<td>• HOS referral to Admin</td>
<td>• HOS Record in One School as a Behaviour Incident – Major.</td>
<td>• Non-compliant with routine</td>
<td>• Referral to DPSS</td>
</tr>
<tr>
<td>Truancy (multiple incidents)</td>
<td>• Year Coordinator referral to HOS</td>
<td>• Year Coordinator Record in One School as a Behaviour Incident – Major.</td>
<td>• Truant/Skip Class</td>
<td>• Referral to HOS</td>
</tr>
<tr>
<td>IT Misconduct (e.g. pornography, persistent inappropriate use of email, internet, network IT staff OR Serious breach of IT agreement.)</td>
<td>• Referral to Admin</td>
<td>• YLC/HOS/HOTL Record in One School as a Behaviour Incident – Major.</td>
<td>• IT Misconduct</td>
<td>• Referral to DPSS</td>
</tr>
<tr>
<td>Serious incidents of Bullying/Harassment or Persistent Bullying/Harrassment (repeat offenders)</td>
<td>• Referral to Admin • (YLCs likely to be referring persistent offenders)</td>
<td>• YLC/HOS Record in One School as a Behaviour Incident – Major.</td>
<td>• Bullying/Harassment</td>
<td>• Referral to DPSS</td>
</tr>
<tr>
<td>Possession of prohibited items (e.g. weapons or items that could be used as a weapon)</td>
<td>• Referral to Admin</td>
<td>• Record in One School as a Behaviour Incident – Major.</td>
<td>• Possession of prohibited item</td>
<td>• Referral to DPSS</td>
</tr>
</tbody>
</table>
This is not an exhaustive list. Teachers are to use this as a guide when making decisions about whether an incident is classified major or minor and who it is referred to. When in doubt, seek advice from HOTLs, HOSs, Year Coordinators and Administration.

Appendix 5

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used by you?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.
Behaviour Referral Flow Chart

Student

- Out of Uniform
- Ongoing disruptive behaviour
- Non-submission of assessment

YLC

- Detention, support, parent contact

HoTL

- OneSchool, parent contact
- Parent contact, follow up

Buddy class

HoS

- Collate information, organise interventions

DPSS
Classroom Expectations 2014

It is vital that we maintain clear expectations that have been established in the Junior Secondary classes throughout the school.

At Tully State High School all classes will be expected to meet the following in all classes in 2014:

**Class expectations:**

- ✓ On time to every lesson
- ✓ Prepared for every lesson with essentials- including ruler, red, black and blue pen, lead pencil and eraser, calculator, USB and separate exercise book for each subject.
- ✓ Lined up outside classrooms waiting quietly, then welcomed into the room
- ✓ Correct bookwork in exercise books- margin (middle of the page for maths), date, headings underlined and zero graffiti or scribbling in any books
- ✓ Students are not to have earphones/headphones visible (hanging out of shirts) in any class or between classes. They are only permitted to use iPods/phones during breaks or in a curriculum-based activity (computer use for media etc). If students are seen to have these in class they are to follow the same procedure as phones - confiscate and hand to DP with correct labelling.
- ✓ Junior classes must have a seating plan for every class that has been set by the teacher in charge. This should be left/attached when absent for supervisions as well.

**Junior Precinct room/building expectations:**

- ✓ Any senior classes who use JP rooms (especially upstairs in year 8 rooms) must not move, disrupt or change desk arrangements. In the event these rooms needed to be altered, they must be rearranged back to their normal state promptly.
- ✓ All classes lined up beside the room and not to be sitting on bag racks
- ✓ No students to be in upstairs level or on stairways during breaks
- ✓ Classes in upstairs JP 11&12 should be using the western staircase, JP10, 9, 8 are to use the eastern staircase. This needs to be explained to classes and monitored closely to avoid congestion, disruption and to support an effective evacuation if necessary
- ✓ No bags to be in classes at any time, they must be placed on bag racks and easily accessible to students
Senior Precinct room/building expectations:

- While senior students may not be expected to line up, they are not to enter classrooms before being welcomed in by the teacher.
- No bags to be in classes at any time, they must be placed on bag racks and easily accessible to students.
- Senior Precinct to be kept clean and tidy or students to be removed from the area at lunchtimes.

It is imperative that these expectations are maintained throughout the school. Your consistency throughout the year will assist in lifting and maintaining standards throughout the school. Be persistent and follow up with classes and students if expectations are not being met. Teachers are expected to make phone calls to parents/guardians should class requirements/expectations be ignored or challenged, followed by the normal school process if these behaviours become persistent.

Buddy Class Flowchart for Teachers
Buddy Class referral slip

Date________________________

Student____________________ Year__________ Class__________

Teacher (from)________________________

Buddy teacher (to)________________________ Room__________

Session__________ Time sent from class__________ Arrival time__________

If there is no teacher present and you are in Year 8-9, to the Head of Junior Secondary, Mr Richters, upstairs in JP staffroom, or if you are in Year 10-12, go to the Head of Senior Secondary, Mrs Soon QiJing, located downstairs A Block. If neither Head of Department is present, go to Mr O’Brien.

Reason for being sent to a buddy class

________________________________________________________________________

________________________________________________________________________

STUDENT BEHAVIOUR DURING BUDDY CLASS (Tick one box)

☐ Satisfactory

☐ Unsatisfactory

Additional comments

________________________________________________________________________

________________________________________________________________________

The teacher receiving a buddy classed student should pass this form back to the original class teacher after the lesson. All information needs to be recorded on OneSchool as a major incident, referred to the Head of School and contact made with the parents and recorded as a contact. The classroom teacher should arrange an appropriate detention for the student.
## YLC Role Responsibilities

<table>
<thead>
<tr>
<th>Area of responsibility</th>
<th>Source of information</th>
<th>Action required</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Two day absence alerts emailed from ADSS (Tracey Norman)</td>
<td>Phone call home, explain need to contact office to explain absences, provide text like details</td>
<td>Supply info to ADSS about nature of absence</td>
</tr>
<tr>
<td>Truancy</td>
<td>Referrals from staff/HOSs/DPSS. Attendance anomaly lists from ADSS</td>
<td>Determine where student was, contact home, assign consequence</td>
<td>Return completed anomaly sheet to ADSS, email CCE to DPSS and HOS, record details on <a href="#">OneSchool</a></td>
</tr>
<tr>
<td>Pastoral Care, Bullying, Student Relationships</td>
<td>Students, Parents, GD, CEC, Chaplain, teachers</td>
<td>Counselling of students, mediations, conducting investigations</td>
<td>Parent contact, actioning incidents on <a href="#">OneSchool</a></td>
</tr>
<tr>
<td>Uniform</td>
<td>Daily emails from teachers, YLC classroom walkthroughs</td>
<td>Compile and maintain detention list, chase students to attend detentions, eg collect from P4 classes</td>
<td>Percentage of students out of uniform, students completing detentions</td>
</tr>
<tr>
<td>Overseeing lunchtime detentions</td>
<td>Record of detentions</td>
<td>Arrive outside DPSS’s office promptly at the beginning of lunch 2, meet students on detention. Actively supervise students in the cleaning up of school grounds, not despatching students to fill bags. Edit detention list to reflect detentions completed. Where students are failing to attend, go to P4 classes and escort students to detention.</td>
<td>On time to supervise detentions and active supervision of students</td>
</tr>
</tbody>
</table>
YLC Uniform Responsibilities flowchart

TSHS YLC Uniform Responsibilities

1. Contact parents, discuss solution
   - Yes
   - Student with note
   - Is student frequently out of uniform?
     - No
     - Conduct lunchtime detentions, chase up non-attenders
   - Yes
   - Provide uniform slip to student
   - Collate teacher emails of students for detention list

   - No
   - Add out of uniform students to detention list
   - Visit all students in year level at least once a week

Teacher uniform responsibilities flowchart

TSHS Teacher Uniform Responsibilities

1. Student is out of uniform
2. Teacher asks for uniform slip
3. Does student have slip?
   - No
     - Tell student they have detention, at office, second lunch
   - Yes
     - No problem
     - Record student name on OnePortal intranet
     - Teacher role completed
Sample Behaviour Monitoring Card

TULLY STATE HIGH SCHOOL
DAILY REPORT

DATE: ___ / ___ / 14  Daily Report on ___  Year Level: ___
REASON: Monitoring  T: On time  L: Late  Y: Yes  N: No  S: Satisfactory  U: Unsatisfactory

PERIOD  PUNCTUAL  EQUIPMENT BROUGHT TO CLASS (RESPONSIBLE)  LEARNER  RESPECTFUL  ADDITIONAL COMMENTS  TEACHER’S CODE

1.  T  L  Y  N  Y  N  S  U
2.  T  L  Y  N  Y  N  S  U

M. T.  Detention Required:  Y / N  See Mr Moore

3.  T  L  Y  N  Y  N  S  U
4.  T  L  Y  N  Y  N  S  U

Lunch  Detention Required:  Y / N  See Mr Moore

5.  T  L  Y  N  Y  N  S  U

You MUST COLLECT a blank report sheet EVERY MORNING before 8.35 AM. The sheet MUST BE PRESENTED to each TEACHER during the day. The sheet is then taken home for SIGNING by your Parent. The signed sheet MUST BE RETURNED the following morning when a new blank sheet will be issued.

CASE MANAGER: __________________________  PARENT: __________________________  COMMENT: __________________________

Sample Behaviour reminder card

<table>
<thead>
<tr>
<th>Action</th>
<th>This is what I do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher is giving an instruction</td>
<td>Listen and show respect by not talking</td>
</tr>
<tr>
<td>A student is annoying me</td>
<td>Ignore the student or put up my hand and tell the teacher</td>
</tr>
<tr>
<td>I am finding the work difficult</td>
<td>Put up my hand and wait for the teacher or teacher aide to come and help me</td>
</tr>
<tr>
<td>I am feeling frustrated</td>
<td>Inhale deeply through my nose and exhale slowly out through my mouth – try again or ask for help</td>
</tr>
<tr>
<td>Something has happened at lunch time in the playground that has upset me</td>
<td>Quietly tell the teacher at the beginning of the lesson what has happened and how you feel</td>
</tr>
</tbody>
</table>