

Chancellor State College

Responsible Behaviour Plan for Students

Based on *The Code of School Behaviour*

www.education.qld.gov.au

www.chancellorsc.eq.edu.au

Rationale

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

As members of our school community we consider and respect the rights of others, appreciate individual differences and care for our school.

In teaching and learning, we strive for **'the best we can be'** and seek to learn and work together.

The College Charter frames Chancellor's Code of Conduct which describes what we value and how we behave. Our community's safety and welfare is nurtured through behaviours that emphasise the 5C's:

- Care**
- Courtesy**
- Cooperation**
- Commitment**
- Challenge**

These 5 C's are embraced by students, staff, corporate services and our community and are displayed in the aligned [College Charter](#) documents.

At Chancellor, we believe that:

- Every child is unique and deserves the right to be treated with respect, understanding and courtesy.
- Children are more likely to choose appropriate forms of behaviour when exposed to:
 - A warm, caring, democratic class and school environment
 - Meaningful, relevant curricular and quality teaching.
- An important aspect of behaviour support is to teach self discipline, to promote cooperation, to foster responsible democratic citizenship and ensure behaviours are modelled productively by adults.

Our school has a strong team focus in which staff, parents and students work closely together to be 'the best we can be'. We strive to maximise the social and academic learning outcomes for each student by:

- Providing a caring community that supports all of its members whilst maintaining high expectations of academic endeavour and interpersonal relationships.
- Increasing each student's sense of belonging by developing democratic relationships within the school and classrooms. These relationships are based on mutual respect, cooperation and encouragement.
- Highlighting student awareness of their rights and responsibilities.
- Teaching students to evaluate their own learning and behaviour.
- Developing fair, consistent rules for the safety and welfare of the whole school community.
- Maintaining respectful, ongoing and positive contact with parents.
- Providing a wide range of activities that cater to the needs and abilities of all students.
- Acknowledging and encouraging appropriate behaviour at all times.
- Maturing students' emotional needs and curiosity about learning.
- Providing opportunities for teachers to learn and extend their skills in effective learning and teaching.
- Responding to inappropriate behaviour through a Restorative Process that values and accepts the student while not accepting the behaviour. Restorative practices concentrate on a behaviour has impacted on people rather than focussing on the rules.

The process used by Chancellor to respond to EQ's Code of Behaviour provided key stakeholders with relevant information and an opportunity for them to be consulted in Chancellor's Responsible Behaviour Plan. The following outlines a summary of the process:



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- Code of Behaviour was presented to staff and staff nominated to be a member of the Code of Behaviour committee.
- Parents presented with information through the P & C, parent nights, newsletters, and website.
- The committee was formed and collaboratively developed the first draft.
- Chancellor submitted the first draft to the Behaviour Support Officer for feedback
- Consultation workshops for parents and staff were organised to provide opportunities for all key stakeholders to understand Chancellor's Responsible Behaviour Plan and give feedback.
- Second draft completed by the committee from feedback received from the Behaviour Support Officer, members of staff and the community.
- Final draft presented to the P & C and School Council for final approval.

School beliefs about behaviour and learning

Chancellor State College expects and achieves a very high standard of behaviour from all students. Our school motto of being "the best we can be" is the corner stone of the Chancellor Vision and Values.

All members of the Chancellor Learning Community will contribute to a school that:

- Values every individual
- Promotes and develops personal excellence
- Is innovative in its preparation of students for a globalised and changing future
- Is an integral component of the Sippy Downs Educational Precinct

Our underpinning values are:

- Care
- Tolerance and understanding
- Respect for self, the environment and others
- Personal responsibility
- Social justice
- High expectations (excellence)
- Trust
- Honesty
- Freedom
- Ethical behaviour

These values are demonstrated by an educational environment that prepares students as global contributing citizens. At Chancellor State College, we are committed to:

- Engaged lifelong learning
- Innovation
- Quality teaching and learning
- Positive relationships
- Developing critical and independent thinkers
- Developing people who are leaders in complex team environments

Chancellor State College is focussed on developing productive pedagogies appropriate to engage students at each phase of learning. These pedagogies will ensure the following qualities as they relate to teaching and learning are embedded in our P-12 innovative curriculum.

Rigour through Challenge and Commitment
Relevance through Connection.
Relationships through Care, Cooperation and Courtesy
Resilience through coping with Change, and
Reflection through innovation's Best Practice.

As a P-12 College, the different phases of student development are recognised and reflected in our Responsible Behaviour Plan for students.

The Early Phase	Prep to 3
The Middle Phase	Years 4 to 9
The Senior Phase	Years 10 to 12

These phases align with a range of personal, learning, emotional and physical developmental stages that students experience across their life experiences within the home and the community.

Chancellor's Vision and Values promote learning, team work and innovation as a platform upon which to build prosperity and quality of life for students. Chancellor is strongly committed to providing a quality, futures- oriented education that enables all students to achieve their full potential and which prepares them for an active role in democratic life and society. Chancellor's values promote high expectations, inclusiveness, and the building of social capital in a globalised world.

Our philosophy of a supportive school environment is embedded within our school culture and is reflected in our Responsible Behaviour Plan. The School's Plan aligns to EQ's Code of Behaviour, the National Safe Schools Framework (NSSF) and National Values Education Framework.

Chancellor's Responsible Behaviour Plan is based on Restorative Practices where students and their respective communities of care are active participants in processes that ensure equality justice and fairness. Victims are empowered to have their needs met and to have their experience validated. Offenders are able to tell their stories and be given the chance to make amends. And finally, the community of care can seek ways to ensure the incident does not happen again. When an incident occurs, we are concerned with answers to the following questions:

- What happened?
- Who has been harmed and affected?
- What needs to happen to repair the harm?
- How do we ensure there is no recurrence?

Chancellor's Code of Behaviour outlines three rights that are essential for a safe, supportive and disciplined environment.

- The rights of all students to learn
- The rights of all teachers to teach
- The rights of all to be safe

It is expected all members of the school community uphold these rights by displaying the following expected behaviours.

Students

Students are expected to:	By:
<ul style="list-style-type: none"> <input type="checkbox"/> Participate actively in the school's education program <input type="checkbox"/> Take responsibility for their own behaviour and learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Being <u>Persistent</u> through not giving up, completing all work and attending all school days <input type="checkbox"/> Being <u>Organised</u> through having the correct equipment, homework and assignments on the day required. <input type="checkbox"/> Being <u>Resilient</u> to challenges through thinking flexibly and finding other ways to solve problems <input type="checkbox"/> <u>Striving</u> for accuracy through completing your best work, being in class on time, and always working on improving relationships. <input type="checkbox"/> <u>Creating and innovating</u> new ideas and concepts <input type="checkbox"/> Finding <u>Humour</u> and remaining open to continuous learning and new ideas.
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate respect for themselves, other members of the school community and school environment <input type="checkbox"/> Behave in a manner that respects the rights of others, including the right to learn <input type="checkbox"/> Co-operate with staff and others in authority 	<ul style="list-style-type: none"> <input type="checkbox"/> Treating others with <u>understanding</u> and <u>empathy</u> <input type="checkbox"/> <u>Managing impulsivity</u> through thinking before acting and respecting other people's property <input type="checkbox"/> <u>Communicating</u> with clarity and understanding by speaking and listening to others respectfully <input type="checkbox"/> <u>Working interdependently</u> through co-operating with all members of the school community and being an effective team member. <input type="checkbox"/> Presenting yourself in a manner that displays <u>pride</u> in yourself and the school by wearing the correct uniform.

Parents/Carers

Parents are expected to:	By:
<ul style="list-style-type: none"> <input type="checkbox"/> Show an active interest in their child's schooling and progress <input type="checkbox"/> Co-operate with the school to achieve the best outcomes for their child. <input type="checkbox"/> Support school staff in maintaining a safe and respectful learning environment for all students. <input type="checkbox"/> Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour. <input type="checkbox"/> Contribute positively to behaviour support plans that concern their child. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assisting and developing his/her organisation skills <input type="checkbox"/> Providing him/her with an organised space to study at home. <input type="checkbox"/> Encouraging him/her to strive for accuracy with their work <input type="checkbox"/> Developing his/her resilience through supporting them when they are challenged by their performance <input type="checkbox"/> Communicating regularly and positively with the school. <input type="checkbox"/> Ensuring s/he attends school regularly and contact the school when they are absent. <input type="checkbox"/> Assisting your child with his/her presentation through supporting the school's uniform policy. (See the Uniform Policy on the School Web Page). <input type="checkbox"/> Supporting the school in the implementation of the Code of Behaviour should your child have breached the Code. <input type="checkbox"/> Sign off on Responsible Behaviour Plan agreement



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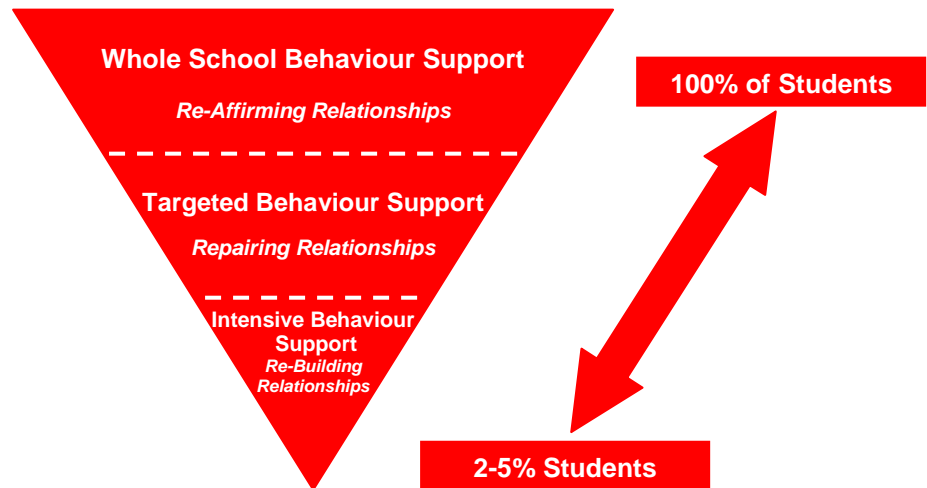
Schools/Principals

Schools are expected to:	By:
<ul style="list-style-type: none"> <input type="checkbox"/> Provide safe and supportive learning environments <input type="checkbox"/> Provide inclusive and engaging curriculum and teaching <input type="checkbox"/> Initiate and maintain constructive communication and relationships with students and parents/carers <input type="checkbox"/> Promote the skills of responsible self-management <input type="checkbox"/> Benchmark high standards 	<ul style="list-style-type: none"> <input type="checkbox"/> Providing focussed lessons to develop students' social competencies. <input type="checkbox"/> Providing an engaging and relevant curriculum. <input type="checkbox"/> Providing a wide range of extra-curricular activities to promote a supportive and fun environment. <input type="checkbox"/> Providing professional development for all staff that is responsive to the students/staff needs and systemic requirements. <input type="checkbox"/> Communicating positively with the parents/carers. <input type="checkbox"/> Monitoring students' attendance and contacting parents/carers if students are regularly absent without explanation. <input type="checkbox"/> Assisting students with their presentation by implementing the school's uniform policy. <input type="checkbox"/> Implementing the Code of Behaviour by embracing the principles of Restorative Practices.

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

Processes to develop a Safe, Supportive, and Disciplined Environment

Chancellor State College's Responsible Behaviour Plan reflects the hierarchy of proactive to reactive processes illustrated by Morrison's (2004) model as cited in Blood and Thorsborne "Embedding Restorative Practice in Schools". The following illustration has been adapted to align with EQ's Code of Behaviour and focuses on promoting positive relationships with all members of the school community.



The following practices move from proactive to reactive, along a continuum of responses. Movement from one end of the continuum to the other involves widening the circle of care around the participant. The emphasis is on early intervention through building a strong base in the early years and an integrated approach to behaviour often being a component of learning and social issues.

Whole-school Responsible Behaviour Support – Re-Affirming Relationships

Chancellor promotes positive relationships across the college through providing:

- ❑ Quality teaching and learning
- ❑ Relevant and engaging curriculum
- ❑ Supportive programs and procedures.
- ❑ Positive relationships

Some of these strategies include:

❑ **Classroom Culture**

- Class Meetings
- Behaviour Continuum
- Restorative Circles
- Personal Communication

❑ **My Journey** Curriculum that aims at developing students' social, emotional and thinking skills for them to be successful in their life's pathways. Areas studied include:

- Bullying and harassment
- Conflict resolution
- Self awareness/Social skills
- Peer relationships
- Resilience
- Habits of Mind
- Careers and educational pathways
- Emotional and Multiple Intelligences

❑ **Health and Well Being and Primary PE Program** Curriculum provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health.

❑ **Anti-Bullying Programs** Two examples of these programs are as follows:

- ❑ **Hi-5** - The High Five Hand is designed to give children a visual and physical prompt to remember strategies to deal with bullying or harassment in the playground. Each strategy is taught individually and students learn to use each skill in conjunction with the others to deal with their own problems in a constructive problem solving way. The five steps are:

- Talk Friendly
- Talk Firmly
- Ignore
- Walk Away
- Report

- ❑ **Happy Kids Program** is a compilation of many fun activities and ideas taken from contemporary books, articles and programs, and aims to build student's self-esteem, improve friendship making skills, develop teamwork and understanding of bullying behaviours and ways to stop them. An underlying philosophy of this program is to further promote students resilience and provide opportunities for development and growth.

❑ **Lunch Action Program** is designed to provide students with a supportive school environment through:

- Engaging students in active and positive interaction
- Providing greater structure to playground activities, thus reducing incidence of misbehaviour
- Responding to student interests and providing opportunities for them to explore new ways of learning and playing
- Engaging students with particular gifts and talents in enrichment programs to extend their skills and abilities.

Examples of lunch action activities include: Craft activities, Yoga Club, Social Skilling program, Chess Club, Cross Country Training, Dance Club, Art Club, Rock Band.

❑ **Student Leadership Program**

The College student leadership program, while different in its structure on both campuses has the common goal of recognising the potential of our students to be great leaders and encouraging them to take on leadership responsibilities within our school community. The underlying philosophy is one of participative decision making with the aim of stirring student involvement and participation in setting the direction of the College. Student Leaders on both campuses drive the development and implementation of school initiatives and special events within the spheres of community,



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cultural pursuits, sport, the environment, student and staff welfare and the enrichment of school life.

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❑ Special Events

Our College community embraces a range of special events and activities designed to enrich the life of students, staff and community members through learning and participation in a variety of events. Many events are focused on engaging students and enriching their lives through social, emotional, physical and academic learning opportunities, which help to shape them as positive and successful students.

Examples of special events include: Questfest, Gifted and Talented Week, Unit and Elective Subject Celebrations, Open Nights and Parent Information sessions.

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❑ Student Award System

Students are recognised for their successes and efforts through a variety of ways across the college. Chancellor Champs and class awards are presented to students that have performed well in the many different aspects of school life during weekly or fortnightly parades. Students also can achieve other awards at the end of year that represents the College's 5 C's (explained on page 1) for persistently displaying these characteristics throughout the year.

Targeted behaviour support – Repairing Relationships

The targeted level of intervention addresses conflict that has become protracted such that it is affecting others within the school community. A third party is often required to facilitate the process of reconciliation. All Other support programs can also be introduced to help the student re-establish their place with their peers. Some of the strategies used are:

- ❑ **Classroom restorative meetings** are organised when an issue or incident occurs that may affect students in the class. These meetings are over and above the weekly class meetings that are held to improve relationships within the classroom and resolve minor issues that are happening at school. A restorative meeting is established to resolve a significant incident that has affected students in the class through identifying what happened, who has been harmed and what needs to occur to repair the harm. The meetings are conducted by a combination of staff including the class teacher, behaviour support coordinator, and the school administration.
- ❑ **Re-Think Process** is used by class teachers, and behaviour support staff to educate students about their behaviour and how it affects their learning and others. The process can occur in the class room or another room used to conference students. It generally involves students to identify their behaviours, how it affects others, who it affects, and when this generally occurs. Students then develop a plan for them to be re-introduced into class activities. Where the school behaviour support staff are facilitating the process, teachers and parents are consulted on the plan by the student. Parents and teachers can provide feedback to the behaviour support staff and make any necessary modifications. The plan is monitored via different methods by the teacher, parents, and school administration.
- ❑ **Personal Management Plan [PMP](#)** is generally used as part of the re-think process if the student has been unable to work within their original plan. This process is facilitated by the school behaviour support staff. Students with their parents answer questions to establish the student's goals, and then establish short term goals they need to achieve to reach these.
- ❑ **Small group or individual conferences** are facilitated by the school behaviour support staff as another level to the re-think process outlined above.
- ❑ **Support programs** that have been developed and implemented to help students that are 'at risk' of disengaging from school or with their peers. The programs have a wide range of aims and strategies that target particular groups of students with similar concerns, areas of interest and goals. The programs draw from the same needs that are addressed to the whole school through My Journey curriculum (See page 5), however delivered to small targeted groups during class time. Students are selected from a range of data (for example; behaviour database, class reports, teacher/admin referral data) and parent permission is gained. Examples of programs that have been delivered at Chancellor State College are:
 - Peer Mentoring Program
 - Pathways Mentoring

- Community Mentoring
- Social Skills Program
- Rock and Water
- Hope, Identity and Purpose (HIP)
- Anti-Bullying Programs/performances e.g. Stick and Stones
- Changes Program for Grief and Loss



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Intensive behaviour support – Rebuilding Relationships

The intensive level typically involves the participation of an even wider cross section of the school community, including parents, school support staff, social workers, and others who have been affected when a serious offence or incident occurs. Some of the strategies used are:

- ❑ **Individual or small group mentoring** is generally facilitated by the school support staff (G.O., Youth Support Coordinator, Health Nurse, and Behaviour Support Coordinator) or outside agencies. This process is used when the student is disengaged with school and/or their peers for many different reasons.
- ❑ **Mediation** occurs when an ongoing dispute between two or more people can not be resolved. The school uses the restorative process to identify the key issues that are causing the dispute and to establish methods to resolve the problem.
- ❑ **Individual Behaviour Support Plans (IBSP)** are designed to meet and support the needs of the student to allow them to meet the expectations of the school's code of behaviour. IBSPs developed at Chancellor State College align with the standards required by the Sunshine Coast Region and focus on maintaining a supportive school environment for the identified student. Mandatory information contained within the IBSP (See Appendix Individual Behaviour Support Plan)
- ❑ **Community Conferences** are used when a significant incident has occurred. It is generally facilitated by the school behaviour support staff and it involves the school administration, members of the community, the victims, the offenders and their support people. The conferences are organised to answer the questions that are highlighted on page 4.
- ❑ **Critical Incident Plan** includes:
 - Welfare and safety of staff and students as the main priority at all times.
 - Identifies what minor and major critical incidents are.
 - Contingencies for critical incident inside and outside of the school grounds and school operations.
 - Procedures that allow for a return to normal operations as soon as possible.
 - Access to ongoing support and resources to ensure that the school recovery is as effective and efficient as possible

Building a culture of continual improvement

To ensure 'Best Practice' in the development and implementation of the responsible Behaviour Plan Chancellor has adopted the following Professional Development Model that involves four main strategies for continual improvement.

Collection and analysis of Behaviour data

- ❑ Each Term data will be collected and analysed. The data would consist of:
 - Number of student incidents by year level, form class, teacher.
 - Staff names that are recording incidents
 - Nature of Incidents
 - Location and times of incidents
 - Students referred frequently.
- ❑ Analysis of data is discussed during a Behaviour Support PD once a term.
- ❑ Behaviour Support Plan and strategies are reviewed
- ❑ Triennial School Review of school wide data
- ❑ Annual review and action plan of Chancellor's National Safe School's Framework



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Continual Professional Development

- ❑ Professional Development on Restorative Processes or other issues occur once a term for all staff
- ❑ Term's Behaviour data is reviewed.
- ❑ Student Protection Policy revisited.

Continual Communication

- ❑ Teaching teams discuss student behaviour once a fortnight
 - Open feedback provided from the team on strategies to employ for students and their behaviour.
 - Year Level Line Manager (YLLM) follows up on students when necessary.
 - Feedback provided to the team by the YLLM on the outcomes of referred students.
- ❑ All students are regularly informed of sections of the Behaviour Support Plan that affects them during weekly parades and daily messages.
- ❑ Members of the community are informed of important information relating to the Behaviour Support Plan via the school's website, Monthly Newsletters, School Council, P & C, regular contact from the children's class teacher
- ❑ Positive outcomes are celebrated

Induction Program

As new staff are employed throughout the year it is important to develop their knowledge of the schools Responsible Behaviour Plan for Students.

- ❑ Professional Development is organised by Administration on Restorative processes used at Chancellor.
 - Why it is employed?
 - How it used in the classroom?
 - Case management study
 - Student referral system
 - Referral Flowchart
- ❑ New staff are included in the continual communication through team meetings every fortnight and peer support
- ❑ High expectations are clearly articulated
- ❑ College Charter is overt component of Induction Program

Consequences for unacceptable behaviour

Chancellor State College's Responsible Behaviour Plan focuses on proactive and preventative strategies; however certain types of behaviour are unacceptable and require a continuum of consequences to support students to meet the school's code of behaviour.

The school's Responsible Behaviour Plan aims to promote a supportive school environment and develop student ability to take responsibility for their own behaviour and the consequences of their actions. The plan has a two tiered response to providing appropriate consequences for misbehaviour. The first involves implementation of consequences linked to the concept of natural justice; the second focuses on the importance of repairing relationships through Restorative Practices. This two-fold approach allows for effective management of student behaviour within a supportive school environment and is further supported by the maintenance of comprehensive student records, effective communication with parents/guardians and student access to support services and personnel as required.

When addressing student behaviour issues, a range of strategies and consequences are available for staff to access. Staff are encouraged to view each case individually, but be consistent in the application of consequences in line with the school's code of conduct. Minor playground and classroom incidents require the intervention of the class teacher. Persistent minor incidents will lead to intervention by the Behaviour Support Teacher, Year Level Coordinator, Year Level Line Manager, Head of Department and Deputy Principal. Serious incidents are directly referred to the Deputy Principal. Incidents that may result in suspension are referred to the Campus Principal.

[\(See Appendix – Behaviour Support Process\)](#)

The table below is a summary of inappropriate behaviours, possible strategies and suggested consequences that can be applied when addressing behavioural problems in students.

INAPPROPRIATE BEHAVIOUR	STRATEGIES (examples)	CONSEQUENCES (examples)
Assault Assessment Infringement Bullying Classroom Disruption Frequent Disruption of Learning Disobedience Disrespect to Teacher Drug Related Incident Graffiti Harassment Late Assignment Missing Class(es) Misuse of Computers Obscenity Persistent Lateness to Class Smoking Swearing Theft Truancy Uniform Infringement Unsafe Practice Vandalism Verbal Abuse	Redirection Peer Mentoring Seating Plan Adjustment Modified Tasks Time Out Personal Management Plans Individual Behaviour Support Plan Monitoring Card Reward Programs and Praise	Alternate Program Apology Behaviour Monitoring Card Change Class Community Service Contract Detention (After School) Detention (Break Time) Disable Login Enrolment Cancelled Exclusion Formal Warning Letter Home Parent Interview Refer to HOD, DP Refer to GO Police Report Restitution Restorative Circle Rethink Process Social Skills Suspension Time Out Withdrawal



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School Disciplinary Absences

School Disciplinary Absences including suspensions (1-5 day and 6-20 day), exclusions and cancellation of enrolment are sanctioned options for addressing serious behaviour difficulties. **Suspensions and exclusions will be implemented only when all other avenues have been exhausted.** The key reasons for implementation of suspension include:

Reasons for Suspension (1-5 days or 6-20 days)
Persistently disruptive behaviour adversely affecting others
Refusal to participate in the program of instruction
Verbal or Non Verbal Misconduct <ul style="list-style-type: none"> – Involving Adults – Involving Students
Physical Misconduct <ul style="list-style-type: none"> – Involving Adults – Involving Students
Property Misconduct <ul style="list-style-type: none"> – Involving Own Property – Involving Other's Property

A student may be suspended on the following grounds:

- (a) Disobedience
- (b) Misconduct
- (c) Conduct of the student that is prejudicial to the good order and management of the school or state schools.

Principals have the authority to suspend students for up to twenty days, suspend students with a recommendation to exclude or cancel the enrolment of post compulsory age students. In line with Education Queensland guidelines, students receiving a suspension of greater than 5 days will be provided with a program of study which they access while not attending school, access to an alternative education site or regular contact from a member of the school's administration team. All students will also engage in a formal re-entry process upon returning from suspension, which aims to minimise recurrence e.g. unacceptable behaviour and involves development of a plan and commitment to acceptable behaviour.

(See Appendix – Managing School Disciplinary Absences)

Individual Behaviour Support Plans (IBSP)

See *Intensive Behaviour Support (page 7)* and appendix [\(IBSP\)](#)



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The network of student support

Chancellor State College has a network of Support staff operating on and off the College site. Appendix 3 and 4 highlight the student services process for both the Primary and Secondary Campuses. The following information highlights the staff on both campuses and their support roles.

Staff	Support Role
Executive Principal	<ul style="list-style-type: none"> <input type="checkbox"/> Provide leadership and support to the personnel implementing the Code and associated student support <input type="checkbox"/> Review and monitor the effectiveness of school practices. <input type="checkbox"/> College Charter review
Campus Principals	<ul style="list-style-type: none"> <input type="checkbox"/> Assist the Executive Principal in monitoring and reviewing the effectiveness of school practices. <input type="checkbox"/> Provide support to staff, students and parents with high educational, social and emotional needs. <input type="checkbox"/> Referrals to Department of Child Safety <input type="checkbox"/> Part time and re-entry processes
Deputy Principals	<ul style="list-style-type: none"> <input type="checkbox"/> Provide behaviour, social and emotional support to pre-determined year levels. <input type="checkbox"/> Monitor the implementation of the Code by staff, parents and students. <input type="checkbox"/> Monitor the use of the Behaviour Management Database. <input type="checkbox"/> Provide Professional Development of Staff on Behaviour Management. <input type="checkbox"/> Lead restorative conferences for students requiring intensive behaviour support. <input type="checkbox"/> Manage the Support Programs designed to assist students that require targeted or intensive behaviour support. (IBSP's) <input type="checkbox"/> Access support and inter-agencies <input type="checkbox"/> Enter incidents on the Behaviour Database <input type="checkbox"/> Engage Parents in partnership to create success for student
Student Services HOD and Learning Support Team	<ul style="list-style-type: none"> <input type="checkbox"/> Provide behaviour, social and emotional support to pre-determined year levels. <input type="checkbox"/> Monitor the implementation of the Code by staff, parents and students through weekly meetings. <input type="checkbox"/> Monitor the use of the Behaviour Management Database. <input type="checkbox"/> Provide Professional Development of Staff on Behaviour Management <input type="checkbox"/> Lead restorative conferences for students requiring intensive behaviour support. <input type="checkbox"/> Manage case loads of Student Services Support staff. <input type="checkbox"/> Manage the Support Programs designed to assist students that require targeted or intensive behaviour support.(IBSP's) <input type="checkbox"/> Access support and inter-agencies <input type="checkbox"/> Enter incidents on the Behaviour Database <input type="checkbox"/> Engage Parents in partnership to create success for student
Curriculum HOD's	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor the implementation of the Code by staff, parents and students <input type="checkbox"/> Provide behaviour support for teachers within their academy. <input type="checkbox"/> Provide behaviour support for students unable to meet curriculum or behaviour requirements in their academy. <input type="checkbox"/> Enter incidents on the Behaviour Database <input type="checkbox"/> Engage Parents in partnership to create success for student
Behaviour Support Co-ordinators	<ul style="list-style-type: none"> <input type="checkbox"/> Provide behaviour support to students requiring assistance. <input type="checkbox"/> Provide Professional Development and support to staff on Behaviour Support. <input type="checkbox"/> Lead restorative conferences for students requiring intensive behaviour support. <input type="checkbox"/> Engage Parents in partnership to create success for student
Year Level Co-ordinators	<ul style="list-style-type: none"> <input type="checkbox"/> Provide behaviour support for students persistently making minor offences. <input type="checkbox"/> Monitor the implementation of the Code in their year level. <input type="checkbox"/> Engage Parents in partnership to create success for student
Guidance Officer	<ul style="list-style-type: none"> <input type="checkbox"/> Provide support for students disengaged from learning or "at risk". <input type="checkbox"/> Provide family, and individual support for students requiring either social or emotional support or career guidance. <input type="checkbox"/> Develops and implements programs designed to assist students that require targeted or intensive behaviour support <input type="checkbox"/> Provide individual and group counselling for behavioural, attitudinal modification. <input type="checkbox"/> Referrals to External Agencies



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Staff	Support Role
Youth Support Co-ordinator	<ul style="list-style-type: none"> <input type="checkbox"/> Provide support for students disengaged from learning or “at risk” of leaving school. <input type="checkbox"/> Provide family, and individual support <input type="checkbox"/> Develops and implements Support Programs designed to assist students who require targeted or intensive behaviour support.
Health Nurse	<ul style="list-style-type: none"> <input type="checkbox"/> Provide students with health, social and emotional support and information. <input type="checkbox"/> Develop and implements Support Programs designed to assist students who require targeted or intensive behaviour support.
Teachers	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate proactive curriculum and non-curriculum programs <input type="checkbox"/> Provide parents with feedback on students’ progress and maintain communication with home. <input type="checkbox"/> Monitor student well-being and provide support to students within their class <input type="checkbox"/> Enter behaviour incidents in the database and referred to relevant support staff when required. <input type="checkbox"/> Engage Parents in partnership to create success for student
Students	<ul style="list-style-type: none"> <input type="checkbox"/> Student Leadership program provides opportunities for groups of students to help and support others through peer support programs, running lunchtime activities and special events.
Parents	<ul style="list-style-type: none"> <input type="checkbox"/> Assist in the monitoring of student well-being <input type="checkbox"/> Maintain positive communication with the school. <input type="checkbox"/> Sign off on the Responsible Behaviour Plan <input type="checkbox"/> Involve themselves in school activities through the Parent Involvement Program (PIP)

External Support Staff

Agency	Support Role
Youth Pathways (CADET)	<ul style="list-style-type: none"> <input type="checkbox"/> Assist with students transitioning to the workforce.
SCcils	<ul style="list-style-type: none"> <input type="checkbox"/> Develop links to Industry for students transitioning to the workforce
Community Solutions	<ul style="list-style-type: none"> <input type="checkbox"/> Provide the schools YSC for 2 days a week
Life Bridge	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate Support Programs for ‘At risk” students.
JAB	<ul style="list-style-type: none"> <input type="checkbox"/> Provide support for students not meeting the compulsory enrolment laws
Child Youth Mental Health Services	<ul style="list-style-type: none"> <input type="checkbox"/> Provide support for families of children diagnosed with a mental illness or serious risk of developing acute mental health concerns.
Department of Communities	<ul style="list-style-type: none"> <input type="checkbox"/> Provide support for families and children
Department of Child Safety	<ul style="list-style-type: none"> <input type="checkbox"/> Provide support for children and their families.
Qld Health Services	<ul style="list-style-type: none"> <input type="checkbox"/> Provide support for families and children
Special Needs Committee	<ul style="list-style-type: none"> <input type="checkbox"/> Provide information and networks to professionals working with students with special needs. This includes HOSSes network meetings every month.
Behaviour Support Committee	<ul style="list-style-type: none"> <input type="checkbox"/> Provide information and networks to professionals specialising in Behaviour support. Network meetings are offered once a term.

Consideration of individual circumstances

With reference to SM-16: School Disciplinary Absences Fair and Equitable Practices (4.1 – 4.3) Chancellor uses strategies that account for different abilities, skills and life experiences of students through all aspects of their education, particularly when making decisions on the behaviour support of a student.

A range of significant factors will be considered when choosing responses to student behaviour. These include context, emotional well-being, culture, gender, socioeconomic situation and impairment, all of which can influence the way students act and react.

Consistency will be in responding to the behaviour, but not necessarily in the nature of the response.

Students with disabilities will have Individual Education Plans (IEPs), a component of which will address behaviour expectations. The Education Adjustment Process (EAP) also identifies any support or adjustment that will be required to support the student’s behaviour. Special



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consideration for students with disabilities therefore will occur as a standard process at Chancellor, within the parameter of ensuring that all students deserve a safe and tolerant place of study.

Related legislation

- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Freedom of Information Act 1992

Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SMS-PR-018: Information Sharing under Child Protection Act 1999](#)
- [SMS-PR-008: Family Law Matters Affecting State Educational Institutions](#)
- [SMS-PR-019: Mature Age Students](#)
- [SMS-PR-017: Enforcement of Compulsory Education Provisions](#)
- [SMS-PR-031: Flexible Arrangements](#)
- [SCM-PR-005: School Security](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [HLS-PR-012: Curriculum Activity Risk Management](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [CRP-PR-005: Drug Education and Intervention in Schools](#)
- [HLS-PR-009: Administration of Routine and Emergency Medication and Management of Health Conditions](#)
- [CMR-PR-001: Complaints Management](#)
- [LGS-PR-002: Freedom of Information](#)
- [SMS-PR-001: Publishing Student and Staff Information on School Web Sites](#)
- [IFM-PR-004: Managing Electronic Identities](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [SMS-PR-024: Internet - Student Usage](#)
- [WFR-PR-005: Code of Conduct](#)
- [SDV-PR-001: Employee Professional Development](#)

Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)
- Code of Conduct for School Students Travelling on Buses (<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>)
- Costa, A. and Kallick, B. (2000) [Discovering and Exploring Habits of Mind.](#)
- Costa, A. and Kallick, B. (2000) [Activating and Engaging Habits of Mind](#)
- Costa, A. and Kallick, B. (2000) [Assessing Habits of Mind](#)
- Costa, A. and Kallick, B. (2000) [Integrating and Sustaining Habits of Mind.](#)
- Thornsborne, M and Vinegard, D (2003), [Restorative Practices in Schools](#)
- Thornsborne, M and Vinegard, D (2004), [Restorative Practices in Classrooms: Rethinking Behaviour Management.](#)

Appendix

Students' of Concern Referral Process



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Student discloses information of a concerning nature
OR
Teacher/School personnel have concerns about the well-being of a student
OR
The student displays a significant change in the behaviour.

INFORMATION GAINED IS URGENT
(Serious Nature – student is at serious risk of harm e.g. Suicidal ideation, self-harm)

Staff member **MUST** notify **Principal** or designated Acting Principal and provide them with all relevant information. Principal will then follow school Student Protection processes

Following this, staff member is to fill out referral form and provide to HOD Student Services.

Follow up on this case will be conducted through:
▪ Guidance Officer
OR
▪ At Student Support Team meeting

Referring teacher will be given feedback of the outcome when appropriate.

INFORMATION GAINED IS NON-URGENT
(Still of concern)

Staff member to fill in referral form and provide to their Year Level Line Manager

Year Level Line Manager makes decision about appropriate action. Either:
▪ Line Manager suggest strategies for teacher to employ with student and/or student's family.
▪ Line Manager discerns that this is a Behaviour Support referral and follows up appropriately.
OR
Line Manager progresses the referral on to Student Support Team via HOD Student Services (Secondary) or BS Teacher (Primary)

Referral form forwarded to: Behaviour Support Teacher (Primary) OR HOD Student Services (Secondary) if deemed appropriate.

Referral discussed at next Student Support Team meeting.

Student Support Team reviews the case and makes a decision as to appropriate action. This may involve one of the Support Team taking a case management role with the student. Team completes appropriate section of referral form. Referral form is filed by HOD SS.

Case manager feeds back on case action and progress to Student Support Team and staff, where appropriate.

Case manager can raise student at subsequent meetings if case review or additional support is required.

Teacher

Year Level Line Manager

HOD Student Services OR Behaviour Support (Primary)

Student Support Team

Case Manager

Case Manager

At all points of reference, information should be entered on the database. (SIMS)





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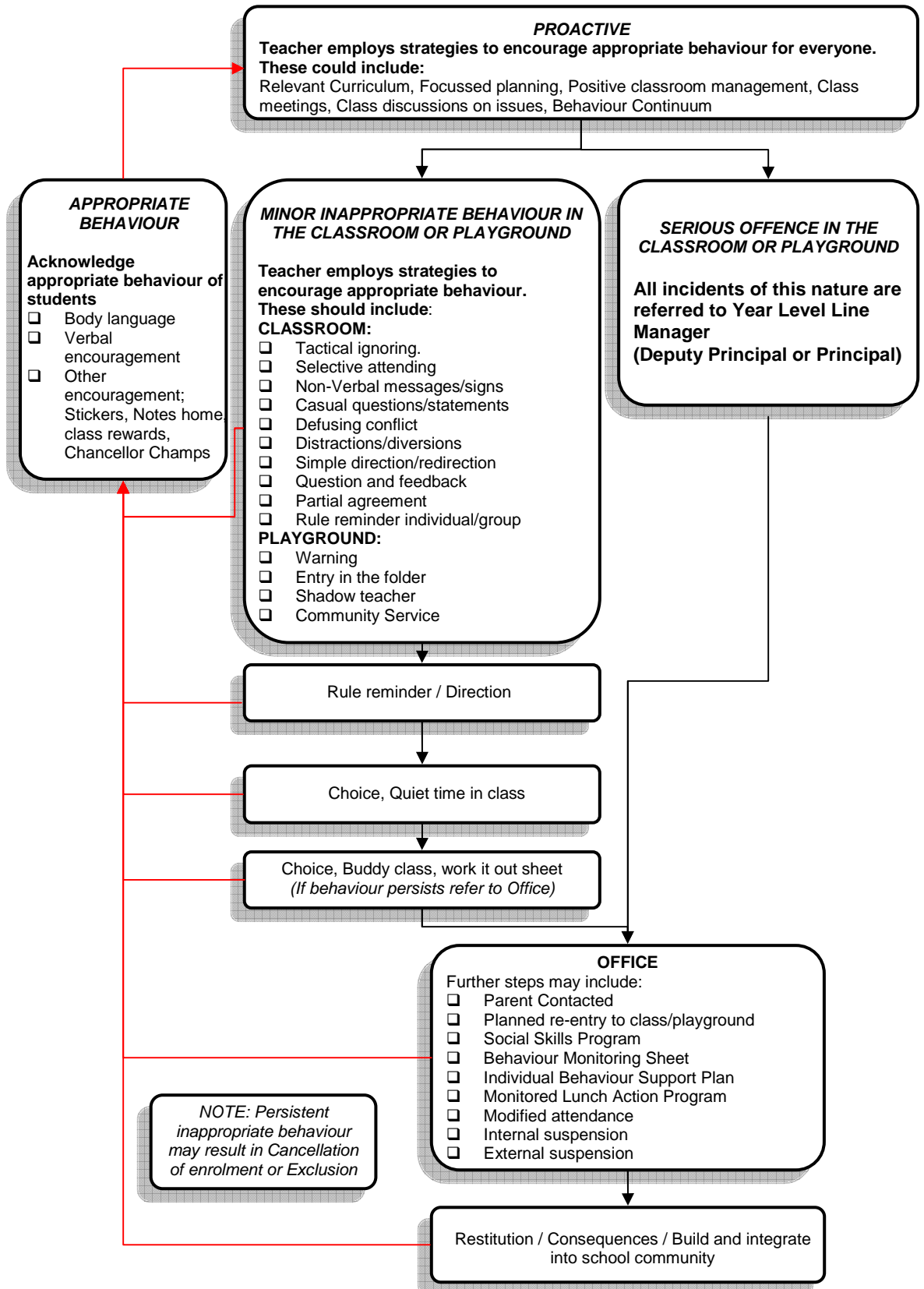
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Primary Campus Behaviour Support Process

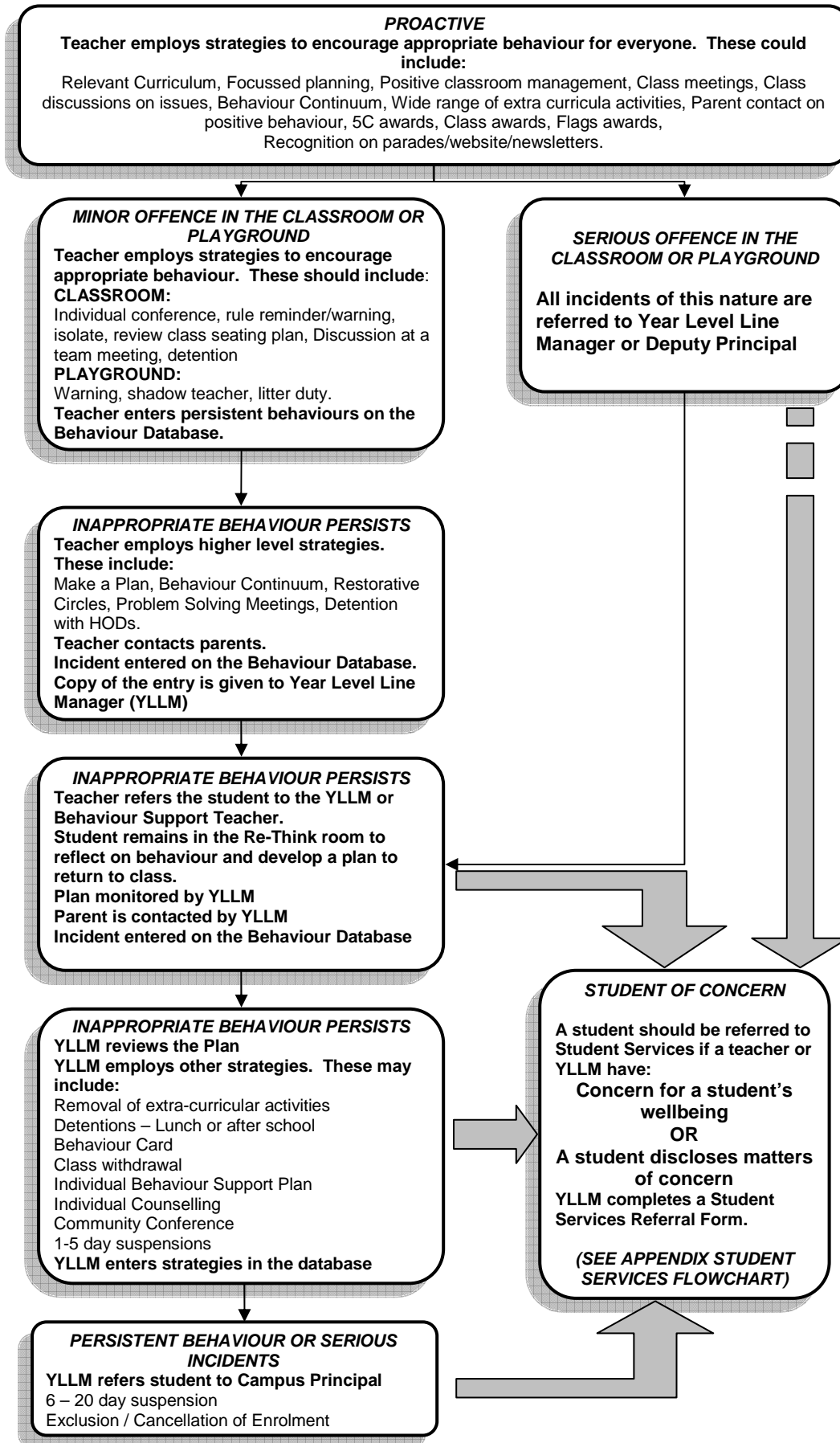
Guidelines for using corrective strategies:

- Have a corrective plan. Address the primary behaviour.
- Use a strategy appropriate to the context.
- Focus on the behaviour and the relevant rights and expected behaviour being affected.
- Re-establish working relationships.
- Follow up support may be necessary by teacher or Admin. Parental involvement is advised.
- Focus on using Restorative Practices (Rethink) to address situations.

NOTE: Least intrusive strategies encourage the student to use self control; more intrusive strategies are where the control of the student's behaviour is imposed (i.e. by staff). Least to most intrusive strategies are best used as part of a problem solving approach that considers the individual student, the specific behaviour and how it has affected the relevant relationships.



Secondary Campus Behaviour Support Process



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Process for Managing School Disciplinary Absences

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<p>*Principal provides timely advice to DO of all impending:</p> <ul style="list-style-type: none"> • Recommendations for Exclusion • Cancellations of Enrolment • 6-20 Day Suspensions. <p>*Principal appoints and advises a School Case Manager, and oversees any Alternative Program. [Options for Case Manager include: school's Guidance Officer (GO), Head of Department (HOD), Head of Special Education Services (HOSES), Deputy Principal (DP).]</p>	<p><i>*Wherever possible, early communication with SDA District Contact Officer (DCO), is recommended, to assure available district support and quality information.</i></p> <p><i>*Natural Justice rights of timely fair hearing are accorded.</i></p> <p><i>*Students in the Care of the State will require liaison with the Dept of Child Safety re custody and guardianship (for communication, correspondence, and decision-making).</i></p> <p><i>*If/when SDA is initiated, fax to DCO, with <u>Attention: Support Officer, Student Services (SQSS)</u>:</i></p> <ul style="list-style-type: none"> • Record of SDA (as lodged in the Central Data Collection System) • Copies of Letters of cancellation/suspension to both child and parent/caregiver(s) • SMS summary of current student details(e.g. contacts) • Notes re target group or other special status: e.g. NESB; ATSI; SWD; Child in the Care of the State; mental illness • Advice re the likelihood of an appeal against the decision • For suspensions/exclusions, overview of Alternative Education Program (AEP) proposal, as developed by School Case Manager, and signed off by the Principal.
<p>Principal to arrange collation and special filing (for possible forwarding to District Office) of key information regarding school responses</p>	<ul style="list-style-type: none"> • Involvement of Guidance Officer and/or other designated school/district support staff, or external agencies. • Range of punitive consequences, as well as support programs and services offered to student • Record of communications with parent/caregiver • Negotiation of possible enrolment at another school, if applicable (in liaison with School Case Manager)
<p>For Cancellations and Exclusions, Principal completes an internal investigation report</p>	<ul style="list-style-type: none"> • A formal (documented) meeting with key stakeholders can assist acceptance of the ultimate decision/options. • As well as the Principal's Exclusion Report (see template), description of investigative procedures and findings are very useful for appeals to EDS and/or DG.
<p>For Cancellations and Exclusions, Principal sends formal confirmation/ recommendation letter to Executive Director Schools (EDS), with a relevant report</p>	<ul style="list-style-type: none"> • Forward letter of recommendation, with attached relevant report, to EDS, with <u>Attention Senior Guidance Officer</u>. • ALL relevant documentation should be forwarded to DO. • For Exclusions, see suggested Report Checklist (below). • For Cancellations, reporting requirements will vary, but evidence of a fair "Show Cause" process is needed.
<p>District Contact Officer (DCO) consults with EDS and negotiates appointment of District Case Manager (DCM), often a Senior Guidance Officer</p>	<ul style="list-style-type: none"> • DCO considers documentation and other communication from school, and advises school of needed additions or amendments (to documents and/or processes). • DCO advises EDS and District Case Manager of cancellation/exclusion case and likely processes. • DCO and DCM discuss appeal process, if required • DCO addresses Principal's Supervisor Checklist for an Exclusion, or the Checklist for a Submission against Cancellation or 6-20 day Suspension (as per EPPR).
<p>District Case Manager (DCM) assists pathway to further education, training or employment</p>	<ul style="list-style-type: none"> • DCS assures that special considerations are taken into account, including custody and child protection issues. • DCM liaises with Principal and School Case Manager. • DCM investigates possible options and discusses with student and parent/caregiver(s).
<p>Principal</p>	<ul style="list-style-type: none"> • Responds to any appeal when advised by District Office. • Clarifies any issues with the District Contact Officer. • Provides any additional documents on request. • Ensures ongoing provision of the Alternative Education Program.
<p>Executive Director Schools</p>	<p>The EDS will make a decision to affirm, vary or set aside the Principal's decision:</p> <ul style="list-style-type: none"> • "promptly", for submissions against 6-20 day suspensions or cancellations, (and then tell the student and principal "as soon as possible"), OR • within 20 school days from student receiving written notice, for recommendations to exclude. (If decision is to set aside, EDS will tell student and principal ASAP).
<p>District Contact Officer</p>	<ul style="list-style-type: none"> • Provide drafts of notification letters to EDS • Arrange mailing with Student Services SO • Make necessary phone-calls to parent and school • Assist communication and documentation in contentious cases (e.g. Appeals to the Director General; legal/media)

Individual Behaviour Support Plan

SUNSHINE COAST REGION

Care, Commitment, Courtesy, Challenge, Cooperation



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Student: Johnny Demo	Year level:	Commencement Date:
EQ ID Number:	Date of Birth:	Teacher:
School: Chancellor SC	Case Manager:	

Behaviours of Concern:
<input type="checkbox"/> Johnny has a history of poor attendance at school. <input type="checkbox"/> Johnny has a history of not completing the course of instruction

Identified Behaviour Goal/s: For Johnny Demo:
<input type="checkbox"/> Commitment: To attend school everyday unless he is ill. <input type="checkbox"/> Commitment: To arrive on time for all classes detailed on his Alternate timetable <input type="checkbox"/> Commitment: To complete all set tasks for all subjects studied

Preventative and Teaching Strategies

Strategies	Responsible	When
Curriculum adjustments <ul style="list-style-type: none"> ELO – Mechanical Toys will require some adjustments for Johnny to succeed. The program will need to focus on practical aspects of the course and allow Johnny to complete tasks individually or in pairs 	ELO Teacher	For all Units of work
Class support <ul style="list-style-type: none"> Review class seating plan as required to ensure peer support from class friends Support Johnny in organisation of homework and class tasks through class discussions and monitoring school diary. 	Class Teacher	Immediately
Playground support <ul style="list-style-type: none"> Commit to one Workshop lunch Activity per week with Mr. Smith 	Lunch Action Program	Term 3, Weekly
Transitions support <ul style="list-style-type: none"> NA 		
Reinforcements for desired behaviour <ul style="list-style-type: none"> Shared activity with selected friends (Johnny to decide). 	DP	Week 10
Student Support Network <ul style="list-style-type: none"> Establish opportunities for Johnny to work with friends in learning activities to encourage attendance. 	Class Teacher	Daily
Individual Monitoring <ul style="list-style-type: none"> Johnny will develop his own Personal Management Plan (PMP) that outlines his proactive strategies to improve his learning with the G.O. Support from the school Guidance Officer once a week and reflect on Johnny's progress on his PMP. Behaviour Support Co-ordinator (Mr. Pearson) will check in on Johnny regularly to monitor his progress 	G.O. Johnny BS Co-Ord.	Weekly Meeting Twice a week
Case Monitoring / Evaluation <ul style="list-style-type: none"> Regular meetings between DP, Class Teacher and G.O. 	Class Teacher, G.O, DP	Fortnightly

Strategies	Responsible	When
Home Support <ul style="list-style-type: none"> Johnny or parent to ring school (DP) and inform them if he is late or not attending. Johnny to go to bed by 9:30pm. (TV and computer turned off by 9:00pm. Complete diary/calendar and reading until 9:30pm.) Parent to commit to transporting Johnny to school for all times outlined in his Alternative Timetable. 	Mother/ Father Johnny	Daily As required



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Reactive Strategies

Strategies	Responsible	When
In-class <ul style="list-style-type: none"> Implement the next stage of Truancy and Absentee Flowchart (Stage 2 implemented) Lunch time and after school detentions to complete missed learning. Enrolment at Chancellor State College will be reviewed 	DP DP DP	If required
Playground <ul style="list-style-type: none"> Johnny to commit to one Lunch Activity and discuss with DP other activities he would like to be involved in. Johnny will sign out for many of the breaks and picked up by his parents. 	DP	As required
Carer Communication <ul style="list-style-type: none"> DP to telephone parent when informed by class teacher of absences if Johnny has not contacted the school. 	Class Teacher DP	As required

Interagency Support

Involvement	Responsible	When
<ul style="list-style-type: none"> Youth Pathways Program (CADET) Weekly meetings with YPP will begin once Johnny displays a commitment to the Alternate Timetable Youth Justice is managing Johnny due to behaviours outside the school WBASE are working with Johnny on a needs basis outside the school 	YP Co-Ord YJ Rep	Weekly (pending Johnny's commitment)

Other Information	Responsible	When
<ul style="list-style-type: none"> Participation in the Rock and Water Program Participation in Workshop Peer Mentoring Term 3 with a Chancellor's Special Needs Students 	G.O. DP & Teacher	Term 3 Weekly

This plan has Parent/Carer agreement: **Yes / No (Circle one)**
Review Date:

Signature Date:

D/Principal
(Case Manager)

Classroom Teacher

Student

Parent

This document is available on the website www.chancellorsc.eq.edu.au

PERSONAL MANAGEMENT PLAN

What are my goals?

What things will I do to achieve my goals (strategies)?

Who can help me and how?

How will I know when I am succeeding in achieving my goals?



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SELF-MONITORING BEHAVIOUR CARD

A = Good
B = Fair
C = Poor

NAME: _____ YEAR LEVEL: _____



	SESSION	TEACHER	CLASS	ON TIME	ALLOWING OTHERS TO DO WORK	USE OF CLASS TIME	WORK DONE	MANNERS	NUMBER OF TIMES I INTERRUPTED CLASS	TEACHER INITIALS	STUDENT INSTRUCTIONS
DAY 1	1										Student completes all sections at the end of each session by rating their performance with an A-C in each category.
	2										
	3										
	4										
DAY 2	1										Student reads the completed evaluation of the lesson to their teacher.
	2										
	3										
	4										
DAY 3	1										Student presents the card to admin once a day for review.
	2										
	3										
	4										
DAY 4	1										TEACHER INSTRUCTIONS Once student has completed all comments for all sessions, the student's performance is to be evaluated.
	2										
	3										
	4										
DAY 5	1										Discuss the differences and normal. Further comments can be written on the back or stapled to the card.
	2										
	3										
	4										

