



**CHANCELLOR  
STATE COLLEGE**

*The best we can be*

# Responsible Behaviour Plan 2019 - 2023

CARE COURTESY COOPERATION CHALLENGE COMMITMENT

## Responsible Behaviour Plan

### 1. Purpose

The Chancellor State College Responsible Behaviour Plan aims to define high standards of behaviour to ensure students can participate positively within our community.

As members of our College community, we consider and respect the rights of others, appreciate individual differences and care about the wellbeing of others in our community.

The College Charter frames the College Code of Conduct, which describes what we value and the expectations for how we behave. Our community's safety and wellbeing is nurtured through behaviours that emphasise the 5Cs:

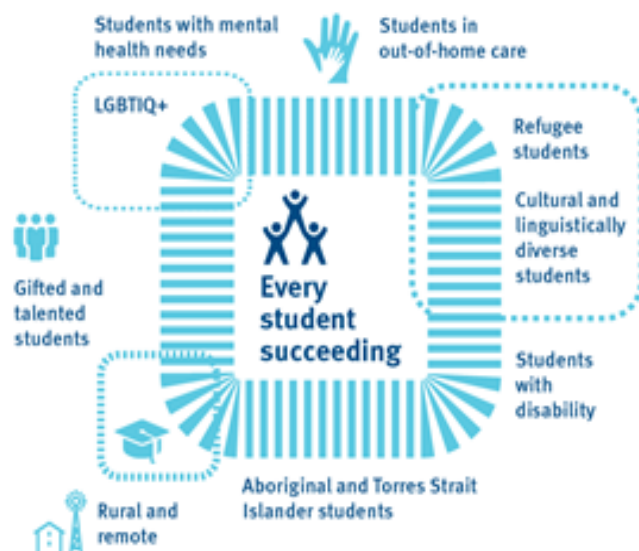
- **Care:** People are our greatest resource. We value caring for one another, our environment and ourselves.
- **Courtesy:** Respect, tolerance and acceptance of difference will characterise our community.
- **Cooperation:** Together we will achieve what no individual is capable of. Positive partnerships and effective teams will be formed to reach our goals.
- **Commitment:** As a community of learners, we will be unrelenting in our focus on continuous improvement, with every individual accepting personal responsibility and accountability.
- **Challenge:** To be innovative and inspiring in our search for excellence in curriculum, teaching, learning, performance and relationships that produces engaged, robust citizens and lifelong learners capable of shaping our future.

These 5C values are embraced by students, staff, corporate services and our community.

### 1.1 Statement of Inclusivity

At Chancellor, our Inclusive Philosophy ensures that all students can access and fully participate in learning alongside their similar-aged peers. Inclusive strategies enable a learner with disabilities to participate in learning experiences on the same basis as a learner without disabilities. In all learning environments, teaching and learning strategies are adjusted to meet students' individual needs. This is achieved by making adjustments to the delivery or mode of assessment, without changing the way the assessment is judged or marked.

Inclusive education encompasses all aspects of school life and is supported by our College culture, policies, programs and practices.



### 1.2 Wellbeing Statement

Informed by Education Queensland's 'Learning and Wellbeing Framework', Chancellor State College staff support wellbeing by building a positive learning culture – providing challenging, interactive and engaging learning experiences and by nurturing relationships with families and the wider community. Students support their own wellbeing by being actively involved in their college and community – and research on resilience shows a sense of belonging is critical for young people. Chancellor State College is committed to developing a rich college culture and positive ethos that creates a sense of belonging and self-responsibility, leading to positive behaviour, improved student attendance and achievement. We embed social and emotional capabilities in the general curriculum and are committed to improving educational outcomes for all students.

This is aligned to ASOT (The Art & Science of Teaching), in particular questions 6, 7, 8 and 9, which relate directly to Relationships, Routines and High Expectations. This alignment ensures these values are embedded within our teaching/learning framework.

## 2. Consultation and Data Review

Chancellor State College developed this plan in collaboration with our College community – parents, staff and students. A review of College data sets from 2016-2018 relating to attendance, absenteeism, College disciplinary absences and behaviour (both positive and incident records) also informed the development process.

This plan has been endorsed by the Executive Principal and the President of the P&C and the College Council.

## 3. Learning and Behaviour Statement

Chancellor State College expects and achieves a very high standard of behaviour from all students.

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

At the core of student academic success is the focus on ensuring the right conditions for learning. These areas of focus are referred to as the CORE FOUR.

- **Attendance:** Students are at school ready to learn and they present in uniform each day with the intention to ensure that every lesson counts.
- **Engagement:** Students attend each lesson and are committed to learn. Their behaviour and work ethic choices reflect their commitment to be the best they can be.
- **Resourcing:** Students are resourced to learn, having presented at class with the necessary materials and equipment as outlined in stationery and student resource lists.
- **Assessment:** Students take up the challenge of learning and demonstrate this learning through actively completing classwork and assessment tasks.



We believe these “Core Four” values promote high expectations, inclusiveness, wellbeing, positive relationships 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.

The College Plan aligns to Education Queensland’s Code of Behaviour, Learning and Wellbeing Framework and the National Values Education Framework.

## Restorative Practices

The Chancellor State College 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?

The College 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; and
- The rights of all to be safe.

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

## Students

Role	Responsibility
<p>To be 'the best I can be' I expect:</p> <ul style="list-style-type: none"> <li>• A safe environment that encourages me to engage with the College;</li> <li>• Structured opportunities for personal development;</li> <li>• Our college community members to take responsibility for their own behaviour and learning;</li> <li>• To be treated respectfully;</li> <li>• To be free from discrimination;</li> <li>• My belongings to be secure;</li> <li>• Clear communication and expectations to be delivered to me; and</li> <li>• Access to and advice about support I can access if needed.</li> </ul>	<p>To be 'the best I can be' I will:</p> <ul style="list-style-type: none"> <li>• Demonstrate <b>Commitment</b> by presenting myself in a manner that displays pride in myself and the College by wearing the correct uniform;</li> <li>• Communicate with clarity and understanding by speaking and listening to others respectfully, working interdependently to <b>Cooperate</b> with all members of the college community;</li> <li>• Develop <b>Caring</b> relationships by treating others with understanding and empathy;</li> <li>• Achieve the Chancellor <b>Challenge</b> by being persistent and remaining open to continuous learning, creating and innovating new ideas and concepts by thinking flexibly and finding other ways to solve problems;</li> <li>• Demonstrate <b>Courtesy</b> by managing impulsivity, thinking before acting and respecting other people's property;</li> <li>• Strive to meet our <b>Core Four</b> values by attending regularly, having the correct equipment, trying my best, completing homework and assignments on the day required.</li> </ul>

## Parents/Carers

Role	Responsibility
<p>To assist my child to be 'the best they can be' I expect:</p> <ul style="list-style-type: none"> <li>• Teachers and staff to show an active interest in my child's schooling and progress;</li> <li>• An inclusive and engaging curriculum;</li> <li>• Best practice teaching;</li> <li>• College staff to maintain a safe and respectful learning environment for all students;</li> <li>• Constructive communication and relationships with College staff regarding my child's learning, wellbeing and behaviour;</li> <li>• To be informed at regular intervals of my child's progress, including prompt feedback of any problems or concerns; and</li> <li>• Systems and procedures are implemented within the College to address issues affecting people's rights and the acceptance of their responsibilities.</li> </ul>	<p>To assist my child to be 'the best they can be' I will:</p> <ul style="list-style-type: none"> <li>• Promote the <b>Core Four</b> values to my child;</li> <li>• Provide my child with an organised space to study at home;</li> <li>• Encourage my child to strive for accuracy with their work;</li> <li>• Develop my child's resilience through supporting them when they are challenged by their performance;</li> <li>• Communicate regularly and positively with the College;</li> <li>• Ensure my child attends the College regularly and contact the College when they are absent.</li> <li>• Assist my child with presentation through supporting the College uniform policy (see the <a href="#">Uniform Policy</a> on the College website); and</li> <li>• Sign off on the Responsible Behaviour Plan agreement and support the College in the implementation of the Code of Behaviour should my child have breached the code.</li> </ul>

## Chancellor State College Staff

Role	Responsibility
<p>To assist our students to be 'the best they can be' I expect:</p> <ul style="list-style-type: none"> <li>• A safe and supportive learning environment;</li> <li>• To be free from discrimination;</li> <li>• To be treated with respect and dignity;</li> <li>• To be free from intimidation and harassment;</li> <li>• To be free from threats and verbal and/or physical abuse;</li> <li>• To have reasonable requests carried out promptly; and</li> <li>• Processes to support communication and relationships with students and Parents/Carers.</li> </ul>	<p>To assist our students to be 'the best they can be' I will:</p> <ul style="list-style-type: none"> <li>• Provide focussed lessons to develop students' social competencies;</li> <li>• Provide an engaging and relevant curriculum;</li> <li>• Provide a wide range of extra-curricular activities to promote a supportive and fun environment;</li> <li>• Engage in professional development that is responsive to the needs of students and staff, and systemic requirements;</li> <li>• Communicate positively with the Parents/Carers;</li> <li>• Monitor students' attendance and contact Parents/Carers if students are regularly absent without explanation;</li> <li>• Assist students with their presentation by implementing the College uniform policy;</li> <li>• Implementing the Code of Behaviour by embracing the principles of Restorative Practices; and</li> <li>• Promote the skills of responsible self-management.</li> </ul>

## 4. Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

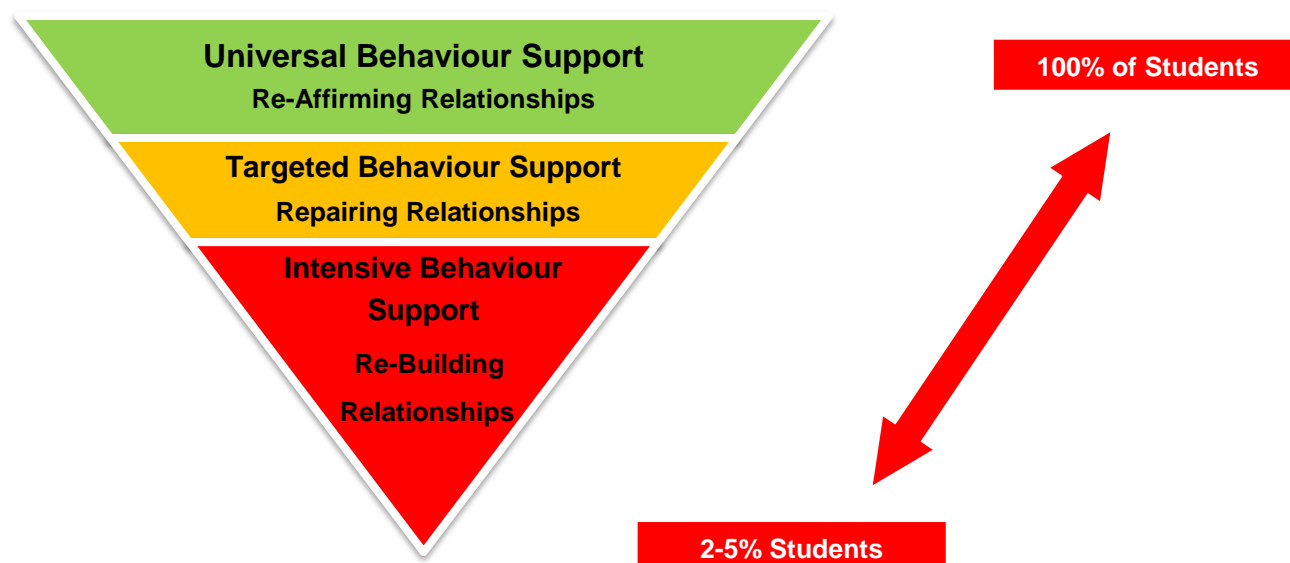
### Proactive Strategies to support Positive Behaviour

A strength of our College culture is that time is allocated to ensure that students are recognised for their successes and efforts. Numerous awards recognise commitment to our 5Cs. The College is progressively implementing a behaviour acknowledgement system as part of an approach to encourage and reward appropriate behaviour in our students. Each student commences every term on Gold Level behaviour. Students remaining on Gold Level at the end of the term will receive a Certificate at a Gold Level. Throughout the term, inappropriate minor behaviours will result in yellow slips, while major behaviours will result in red slips. A student will drop from Gold to Silver level as a result of slips being given. Further slips will result in dropping to Bronze Level and then to No Level. A range of consequences are applied at No Level, including restrictions placed on attending special events and excursions.

Throughout the year, a range of acknowledgements and awards are presented to students who have performed well in the many different aspects of College life. The College is progressively implementing Excellence Badges in the areas of Academia, Sports, Performing Arts, Community Support, Behaviour and Attendance. Students will earn points towards these badges for participating in a range of school activities and maintaining identified school standards.

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 College community. The practices move from proactive to reactive, along a continuum of support. 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 and an integrated approach to behaviour often being a component of learning and social issues.

[Refer to Appendix 3 and 4 for the flowcharts explaining behaviour support process for both campuses.](#)



### Universal Behaviour Support – Reaffirming Relationships

The first step in facilitating standards of positive behaviour is communicating those standards to all. At Chancellor State College, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate. 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. These expectations are communicated to students via a number of strategies, including My Journey lessons conducted by the class teacher, College assemblies, special events and College newsletters.

Chancellor State College promotes positive relationships across campus by providing:

- Quality teaching and learning – ***Essential Skills for Classroom Management, Classroom Profiling***



- Relevant and engaging curriculum – **The Art and Science of Teaching**
- Positive relationships, supportive programs and procedures – **Restorative Practices**

**Strategies to promote positive relationships include:**

- Class meetings
- Restorative Circles
- Personal communication
- Explicit teaching of Behavioural Expectations and Primary Campus Behaviour Matrix  
(see Appendix 8)

**My Journey** is Our Secondary Campus Life Skills Curriculum that aims to develop students' social, emotional and thinking skills for them to be successful in their life's pathways. Areas studied include:

- Bullying and harassment
- Conflict resolution
- Resilience
- Restorative skills
- Emotional and Multiple Intelligences
- Peer relationships
- Self-awareness/social skills
- Goal setting
- Careers and educational pathways

**Health, Well Being and PE Programs** 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.

**Supportive programs and procedures**

**Hi-5** – The High Five Hand is designed to give primary-aged 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



**Cyber Bullying Awareness Programs** provide explanations about what cyber bullying is, the effects of this form of bullying and consequences. In conjunction to explicit teaching of "eSmart" strategies in My Journey and HWB classes, experts in the field of cyber bullying and internet safety present student and parent information sessions throughout the year.

**Positive relationships**

**Extra-Curricular Programs** are designed to provide students with a supportive College environment by:

- Engaging students in active and positive interaction;
- Providing greater structure to playground activities, thus reducing the 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; and
- Provide opportunities for students to interact with worthwhile members of our College community.

**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 College 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 College initiatives and special events within the spheres of community, cultural pursuits, sport, the environment, student and staff welfare and the enrichment of College life.

### **Special Events/ Philanthropic Culture**

Our College community embraces a range of special events and philanthropic activities designed to enrich the life of students, staff and community members through learning and participation. 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.

### **Targeted Behaviour Support – Repairing Relationships**

The College facilitates a range of pro-active strategies and small group interventions strategies. These support initiatives are modified or sequenced each year to support the current student needs.

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

[Refer to Appendix 2, 3 and 4 for the flowcharts explaining behaviour support process and referring students 'of concern' for both campuses.](#)

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 the College. 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 College administration team.

**Time Out/Exit Classes** provision for the use of Time Out as a proactive strategy as well as a behaviour management strategy. Time out is defined as giving a student time away from their regular class program/routine to another supervised room or setting.

**Re-Think Process** is used by class teachers, Student Services staff and the College administration team 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 identifying 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 College 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 College administration.

**Small group or individual conferences** are facilitated by the College Student Services staff as another level to the re-think process outlined above.

**Pro Active Support programs** have been developed and implemented to help students who are 'at risk' of disengaging from their education 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 college through the My Journey curriculum (See page 5), however delivered to small targeted groups during class time. Students are selected from a range of data sources (for example; behaviour database, class reports, teacher/admin referral data) and parent permission is gained. Examples of age-appropriate programs that have been delivered at Chancellor State College are:

- Academic Mentoring
- Body Image Support
- Social Skills Program
- Boys 2 Young Men
- Anti-Bullying Programs/performances e.g. Sticks and Stones
- Indigenous Mentoring
- Helping Friends Camp
- Rock and Water (Male and Female)
- Self-Esteem Programs
- Changes Program for Grief and Loss



## Intensive Behaviour Support – Rebuilding Relationships

The Student Services Team has an effective referral system in place. Following referral, the team puts into action a support process and relevant stakeholders are contacted to form a support team.

The intensive level typically involves the participation of an even wider cross-section of the College community, or other agencies already working with the student and their family. Some of the strategies used are:

[Refer to Appendix 3, 4 and 5 for the flowcharts explaining Behaviour Support Process and referring students 'of concern' for both campuses.](#)

**Individual or small group support** is generally facilitated by the College Student Services staff or outside agencies. This process is used when the student is disengaged with the College and/or their peers for many different reasons.

**Mediation** occurs when an ongoing dispute between two or more people cannot be resolved. The College uses the restorative process to identify the key issues that are causing the dispute and to establish methods to resolve the problem.

**Positive Engagement Monitoring Card** is a short-term reflection tool designed to meet and support the needs of the student to allow them to meet the expectations of the College Code of Behaviour.

**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 College Code of Behaviour. IBSPs developed at Chancellor State College align with the standards suggested by Regional Behaviour Support staff and focus on maintaining a supportive College environment for the identified student. Mandatory information contained within the IBSP (See Appendix Individual Behaviour Support Plan).

**Restorative Conferences** are used when a significant incident has occurred and all involved would like to admit any guilt and repair the harm done.

## 5. Emergency or Critical Incident Responses

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

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.

Critical Incident Response Plan (CIRP) 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 College grounds and College operations;
- Procedures that allow for a return to normal operations as soon as possible; and
- Access to ongoing support and resources to ensure that the College recovery is as effective and efficient as possible.

[Refer to Appendix 6 for the CIRP flowchart](#)

### Basic defusing strategies

*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.

### *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.

### *Approach the student in a non-threatening manner*

Move slowly and deliberately towards 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 and 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 College 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 – Immediate or Emergency Response**

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

- Physically assaulting another student or staff member
- Posing an immediate danger to themselves or to others

Appropriate physical intervention may be used to ensure that the College 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; and
- The underlying function of the behaviour.

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

- Property destruction;
- College disruption;
- Refusal to comply;
- Verbal threats; or
- Leaving a classroom or the College, 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.

## **Physical Restraint – Immediate or Emergency Response**

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

- Physically assaulting another student or staff member; or

- Posing an immediate danger to him/herself or to others.

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

Staff will:

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

### *Record Keeping*

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Incident report – One School
- [Health and Safety incident record](#) (link)
- Debriefing report (for student and staff)

### *Physical Restraints: (Individual Plan)*

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

- Be approved by the Principal with a copy provided to the Principal's supervisor;
- Include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours;
- Not use physical restraint processes in isolation;
- Develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable; and
- Identify strategies to reduce and eliminate the need for physical restraint.

In preventing self-harming behaviours, strategies may include:

- Restoring safety in other practicable ways such as removing harmful objects;
- Employing responses such as increased monitoring and support within classrooms and/or referral to appropriately trained staff;
- Use of movement limiting and/or protective devices at times of high risk; and
- Complete documentation according to Student Protection requirements.

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

- Be provided with physical restraint training and professional development that is documented;
- Give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical;
- Complete the required documentation following a physical restraint;
- Employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm;
- Establish a regular review process to monitor effectiveness of planned strategies and procedures;
- Call for assistance from another member of the College staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised;
- Notify the principal (if not directly involved) and the student's Parent/Guardian of the incident detailing:
  - The behaviour that preceded the use of physical restraint;

- The type and duration of restraint used;
- Staff members and other witnesses present during the period of the restraint;
- Student's physical condition before and after the period of physical restraint; and
- Planned future action to prevent further incidents of the behaviour.

### Debriefing

Following each instance involving the use of physical intervention:

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

## 6. Consequences for Unacceptable Behaviour

The Chancellor State College 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 College Code of Behaviour.

The College Responsible Behaviour Plan aims to promote a supportive College environment and develop a student's 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 College 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 College Code of Conduct. Minor playground and classroom incidents require the intervention of the class teacher. Persistent minor incidents will lead to intervention by Student Services staff, Year Level Coordinator, relevant Heads of Department and Deputy Principals. Serious incidents are directly referred to the Deputy Principals. [See Appendix 3 and 4 – Behaviour Support Process.](#)

### Bullying and Harassment

Chancellor State College enforces the rights for all students to feel safe at the College, and, as such, has a zero tolerance approach to bullying, harassment and cyberbullying in line with Education Queensland and the National Safe Schools framework 2002. Incidents of bullying or harassment may consist of:

- Physical (hitting, kicking, punching), verbal (name-calling, teasing), psychological (standover tactics, gestures), social (social exclusion, rumours, putdowns) or sexual (physical, verbal or non-verbal conduct);
- May be done directly (eg. face to face) or indirectly (eg. via mobiles or the internet);
- May be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge;
- Have an element of threat;
- Can continue over time;
- Are often hidden from adults;
- Will be sustained if adults or peers do not take action.

### Cyberbullying

Chancellor State College also acknowledges the act of 'cyberbullying' to be as having equally serious implications as any other form of bullying, harassment or intimidation and is defined as:

Cyberbullying is when one person is targeted through the use of digital technology, mobile communication devices or through the internet. This can involve students using (for example) websites, blogs, mobile phones, chat rooms, email or SMS to send messages or images intending to threaten, harass or humiliate their peers.

Cyberbullying usually involves systematic communication over a period of time but can involve a one-off communication such as a message containing an indication of serious intended harm or humiliation. As the

bullying action is delivered via the written word or through images, the target can read or view (and therefore be affected by) the same action repeatedly over time.

Therefore, Chancellor State College reserves the right to determine the ‘**acceptable use**’ of all types of digital electronic communication devices within the context of ‘College time’. If a student does not comply to what has been determined as ‘acceptable use’ by the class teacher, the item may be confiscated by the College administration. [See Appendix 1 - Acceptable Use of Electronic Devices.](#)

Consequences for bullying, harassment and cyberbullying that occur within the College during College hours will be individually determined by the Deputy Principals or Campus Principal and may lead to suspension or exclusion from the College.

Individual cases of cyberbullying may attract legal consequences. The serious misuse of telecommunication devices is considered a breach of the law in Australia and is a Federal offence. **Section 474 of the Criminal Code Act 1995** states that it is an offence to use a telecommunications device to menace, harass or cause offence. Individuals need to be aware that they could be charged with such an offence and may face legal penalties. Please refer to <http://education.qld.gov.au/strategic/epr/colleges/scmpr003/> for further information about appropriate use of all forms of digital communication devices by students.

## 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 College Administration Team.

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the problem behaviour, such as 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 for work completion;
- A redirection procedure. The staff member takes the student aside and:
  - Names the behaviour that student is displaying;
  - Asks student to name expected College behaviour;
  - States and explains expected College behaviour if necessary; and
  - Gives positive verbal acknowledgement for expected College behaviour.

Major behaviours are those that:

- Significantly violate the rights of others;
- Put others/self at risk of harm; and
- Require the involvement of College administration.

Major behaviours result in an immediate referral to administration because of their seriousness.

## College Disciplinary Absences

College Disciplinary Absences including suspensions (1-5 day and 6-20 day), proposal/recommendation to exclude 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.***

A student may be suspended on the following grounds:

- Disobedience
- Misconduct



- Conduct of the student that is prejudicial to the good order and management of the College or state colleges.

Principals have the authority to suspend students for up to 20 days, suspend students with a proposal/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 five days will be provided with a program of study which they access while not attending the College, access to an alternative education site or regular contact from a member of the College 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 5 – Managing College Disciplinary Absences](#)

## 6. Building a culture of continual improvement

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

### Collection and analysis of behaviour data

It is the responsibility of all staff to accurately record student behaviour data into One School.

Data is collected and analysed regularly. The data would consist of:

- Number of student behaviour incidents by year level, form class, teacher;
- Staff names that are recording incidents;
- Nature of incidents;
- Location and times of incidents;
- Students referred frequently;
- Student attendance and unexplained absences; and
- Student suspension data.

Analysis of data is discussed during Student Services, Administration and Behaviour Support Meetings.

Information is forwarded to teaching staff and relevant stakeholders.

Behaviour Support Plan and strategies are reviewed.

Quadrennial College Review of College-wide data.

Annual review and action plan of the College Learning and Wellbeing Framework.

### Continual Professional Development

Teachers are supported and encouraged to access both internal and external forms of all behaviour-related Professional Development including College priorities such as Restorative Processes, Essential Classroom Management Skills and ASOT. Class teachers are supported and mentored by members of the Administration and Student Services Teams who are accessible to help facilitate all forms of appropriate behaviour support.

### Induction Program

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

Professional Development is organised by administration on Restorative processes used at the College.

New staff are included in continual communication through team meetings and peer support.

High expectations are clearly articulated.

College Charter is an overt component of the Induction Program.



## 7. The network of student support

Chancellor State College has a network of Support staff operating on and off the College campuses. Appendix 3 and 4 highlight the Student Welfare 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	Provides leadership and support to the personnel implementing the Code and associated student support; Reviews and monitors the effectiveness of College practices; College Charter review; and Accurately records events into OneSchool.
Campus Principals	Assist the Executive Principal in monitoring and reviewing the effectiveness of College practices; Provide support to staff, students and parents with high educational, social and emotional needs; Referrals to Department of Child Safety; Part-time and re-entry processes; and Accurately record events into OneSchool.
Deputy Principals	Provide behaviour, social and emotional support to pre-determined year levels; Monitor the implementation of the Code by staff, parents and students; Monitor the use of the Behaviour Management Database; Provide Professional Development of Staff on Behaviour Management; Lead restorative conferences for students requiring intensive behaviour support; Manage the Support Programs designed to assist students that require targeted or intensive behaviour support (IBSP's); Access support and inter-agencies; Engage Parents in partnership to create success for student; and Accurately record events into OneSchool.
Student Services HOD and Support Team	Lead Indigenous Education Program; Provide behaviour, social and emotional support to pre-determined year levels; Monitor the implementation of the Code by staff, parents and students through weekly meetings; Monitor the use of the Behaviour Management Database; Provide Professional Development of Staff on Behaviour Management; Lead restorative conferences for students requiring intensive behaviour support; Manage caseloads of Student Services Support staff; Manage the Support Programs designed to assist students that require targeted or intensive behaviour support (IBSP's); Access support and inter-agencies; Enter incidents into OneSchool; and Engage Parents in partnership to create success for student.
Curriculum HODs	Monitor the implementation of the Code by staff, parents and students; Provide behaviour support for teachers within their academy; Provide behaviour support for students unable to meet curriculum or behaviour requirements in their academy; Enter incidents into OneSchool; and Engage Parents in partnership to create success for student.

Behaviour Support Coordinators	Provide behaviour support to students requiring assistance; Provide Professional Development and support to staff on behaviour support; Lead restorative conferences for students requiring intensive behaviour support; Engage Parents in partnership to create success for student; and Accurately record events into OneSchool.
Year Level Coordinators	Provide behaviour support for students persistently making minor offences; Monitor the implementation of the Code in their year level; Engage Parents in partnership to create success for student; and Accurately record events into OneSchool.
Guidance Officers	Provide support for students disengaged from learning or 'at risk'; Provide family and individual support for students requiring either social or emotional support or career guidance; Develop and implement programs designed to assist students that require targeted or intensive behaviour support; Provide individual and group counselling for behavioural and attitudinal modification; Referrals to External Agencies; and Accurately record events into OneSchool.
Youth Support Coordinator	Provides support for students disengaged from learning or 'at risk' of leaving the College. Provides family and individual support; Develops and implements support programs designed to assist students who require targeted or intensive support; and Accurately records events into OneSchool.
Health Nurse	Provides students with health, social and emotional support and information; Develops and implements support programs designed to assist students who require targeted or intensive support; and Accurately records events into OneSchool.
College Chaplain	Provides support and spiritual guidance for students seeking assistance; Provides family and individual support; Develops and implements support programs designed to assist students who require targeted or intensive support; and Accurately records events into OneSchool.
Teachers	Facilitate proactive curriculum and non-curriculum programs; Provide Parents with feedback on students' progress and maintain communication with home; Monitor student well-being and provide support to students within their class; Enter behaviour incidents in the database and referred to relevant support staff when required; Engage Parents in partnership to create success for student; and Accurately record events into OneSchool
Students	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	Assist in the monitoring of student well-being; Maintain positive communication with the College; Sign off on the Responsible Behaviour Plan; and Involve themselves in College activities through the Parent Involvement Program (PIP).

## External Support Staff

Agency	Support Role
Youth Pathways (CADET)	Assist with students transitioning to the workforce.
Community Solutions	Provide the College's YSC for 2 days a week.
Life Bridge	Facilitate Support Programs for 'at risk' students.
Child Protection and Investigation Unit	Provide support for students not meeting the compulsory enrolment laws.
Child Youth Mental Health Services	Provide support for families of children diagnosed with a mental illness or serious risk of developing acute mental health concerns.
Department of Communities	Provide support for families and children.
Department of Child Safety	Provide support for children and their families.
Qld Health Services	Provide support for families and children.
Special Needs Committee	Provide information and networks to professionals working with students with special needs. This includes HOSE's network meetings every month.
Behaviour Support Committee	Provide information and networks to professionals specialising in Behaviour support. Network meetings are offered once a term.
Non-Government Support Groups	Provide extra-curricular opportunities to students.

## 8. Consideration of individual circumstances

With reference to SM-16: College 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, socio-economic 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 consideration for students with disabilities, therefore, will occur as a standard process at Chancellor State College, within the parameter of ensuring that all students deserve a safe and tolerant place of learning.

## 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 Act 1995  
 Workplace Health and Safety Regulation 1997  
 Right to Information Act 2009  
 Information Privacy (IP) Act 2009

## 10. Related Policies and Procedures

Copies of all policies and procedures can be located at <http://education.qld.gov.au/studentservices/index.html>

- [Statement of expectations for a disciplined college environment policy](#)
- [Safe, Supportive and Disciplined College Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Colleges](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on College Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by College Staff](#)

## 13. Some Related Resources

National Safe Colleges Framework ([ncab.nssfbestpractice.org.au/resources/resources.shtml](http://ncab.nssfbestpractice.org.au/resources/resources.shtml))

Learning and Wellbeing Framework (<http://deta.qld.gov.au/initiatives/learningandwellbeing/>)

National Framework for Values Education in Australian Colleges ([www.valueseducation.edu.au](http://www.valueseducation.edu.au))

National Framework for Values Education in Australian Colleges – Queensland

([www.education.qld.gov.au/curriculum/values/](http://www.education.qld.gov.au/curriculum/values/))

Bullying. No Way! ([www.bullyingnoway.com.au](http://www.bullyingnoway.com.au))

MindMatters ([www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters))

College Wide Positive Behaviour Support ([www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668))

Code of Conduct for College Students Travelling on Buses

<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>

- Thornsborne, M and Vinegard, D (2003), Restorative Practices in Colleges
- Thornsborne, M and Vinegard, D (2004), Restorative Practices in Classrooms: Rethinking Behaviour Management.
- eSmart
- [Bullying. No Way!](#)
- [Collegewide Positive Behaviour Support](#)
- [Code of Conduct for College Students Travelling on Buses](#)
- [Collegewide Positive Behaviour Support](#)

Code of Conduct for College Students Travelling on Buses

<http://www.soso.org.au/>

<http://www.marzanoresearch.com>



Principal



P&C President or  
Chair, College Council

## Appendix 1

# Acceptable Use of Electronic and digital communication Devices

(SCM-PR-003)

### Statement of intent

This policy reflects the importance the College places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. Bringing personal technology devices to the College is not encouraged because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to the College, students must follow the College Acceptable Use Policy and are used at their owners' risk. No liability will be accepted by the College in the event of loss, theft or damage to any device.

### Acceptable use during class and assemblies

Students' communication devices are to be switched off and out of sight during classes or assemblies, where these devices are not being used in a teacher-directed activity to enhance learning. Teachers will instruct students if any devices are required for the lesson.

### Acceptable use during lunch, before and after school

Secondary students may use mobile phones or other electronic devices during breaks to text or to listen to music. All communication with parents is to be made through the front office. **Primary students are not permitted to use digital communication devices during the breaks or class times. These are to remain in school bags or in student desks during the day.**

### Unacceptable use AT ALL TIMES

Using image-capturing devices such as in-phone cameras or similar anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.

Mobile phone or electronic devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by College staff.

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

Using a device to record private conversations, ordinary College activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the College into public disrepute is considered to be in breach of this policy.

Using devices to disseminate inappropriate material (through text messaging, display, internet uploading etc); OR knowingly being a subject of such recordings.

Sending text messages or images that contain obscene language and/or threats of violence may amount to bullying and or harassment, or even stalking.

### Consequences for unacceptable use

The use of mobile phones and electronic devices that contravene the College Acceptable Use Policy will lead to the device being handed into the office for the day. Collection/return to occur at the end of the College day where the device is not required for further investigation.

If the device has been confiscated for a second time, it will only be returned with the presence of a parent at the end of the College day.

Invasion of privacy through the recording of personal conversations or daily activities and/or the further distribution (e.g. via Multi Media Messaging Service, Bluetooth) of such material will result in disciplinary action and contravenes the *Invasion of Privacy Act 1971*;

The sending of text messages or posting of statements to websites that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will be subject to disciplinary action and potentially police investigation; 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.

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

It is important that all members of the College 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.

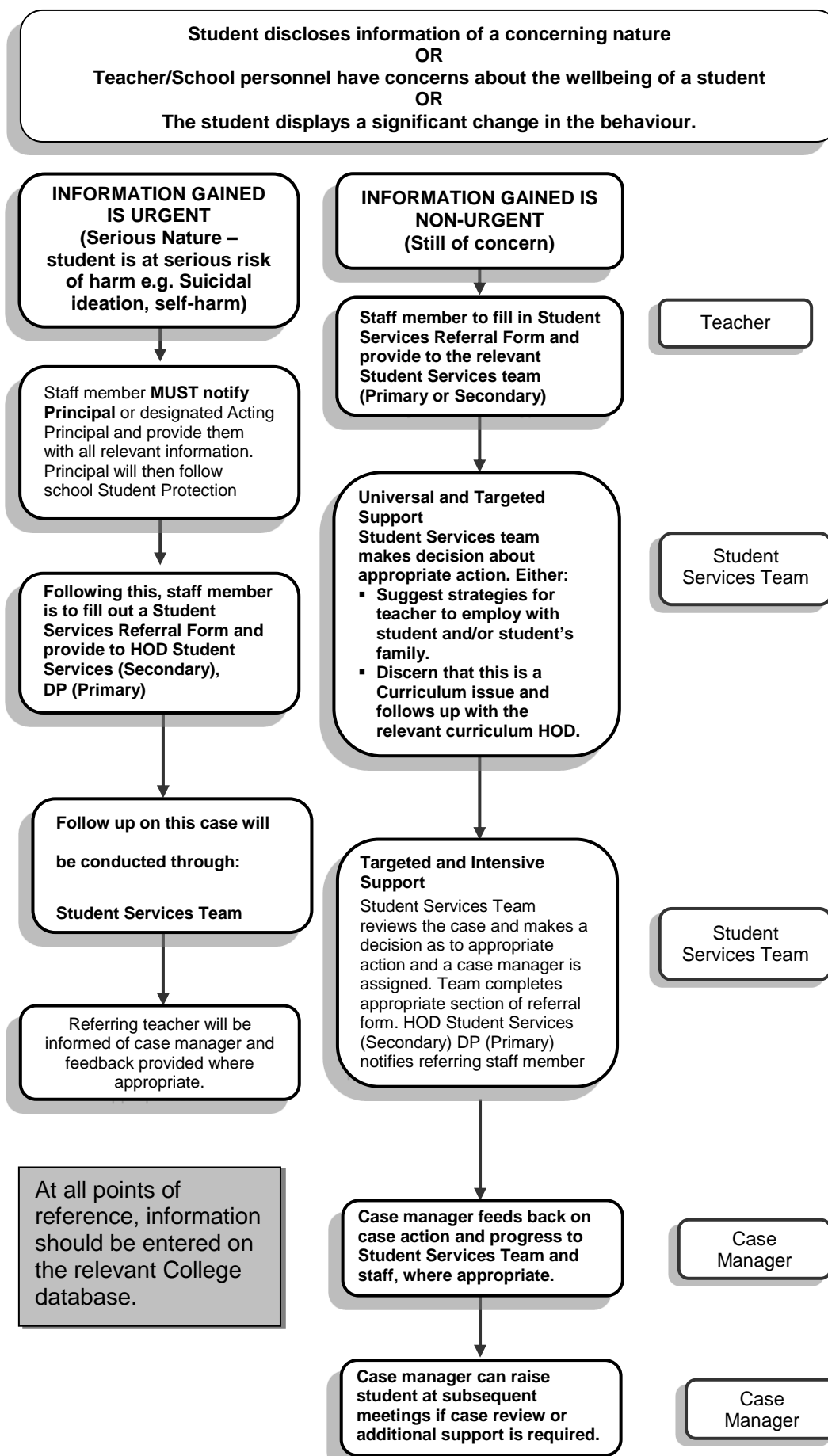
### Special Circumstances Arrangement

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.

*\* Personal Technology Devices includes, but is not limited to, games devices (such as portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices, digital watches (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

## Appendix 2

### Students of Concern Referral Process





## Appendix 3

### Primary Campus Behaviour Support Process

Guidelines for using corrective strategies:

Use a strategy appropriate to the context.

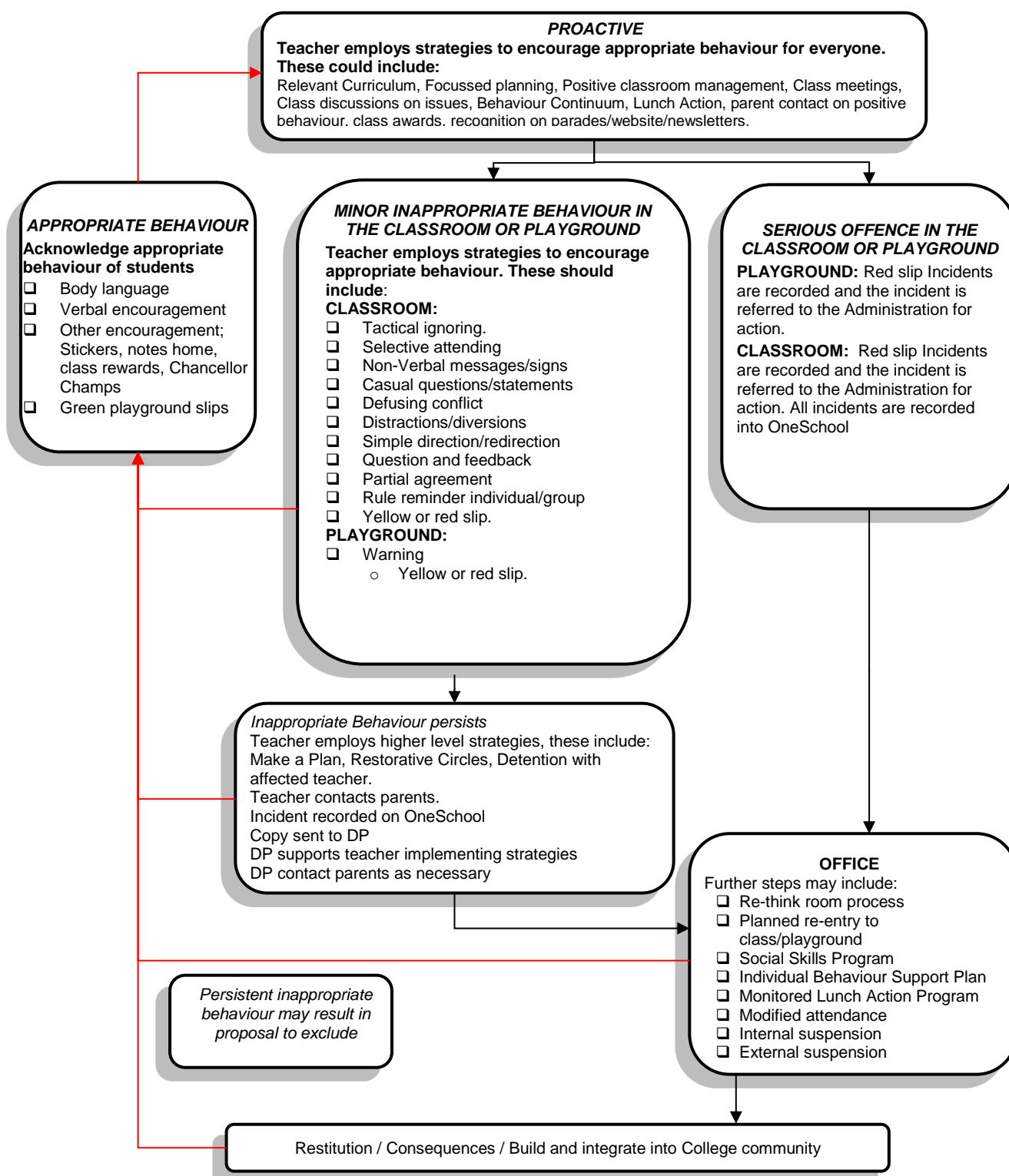
Focus on the behaviour and the relevant rights and expected behaviour being effected.

Re-establish working relationships.

Follow up support may be necessary by teacher or administration. Parental involvement is advised.

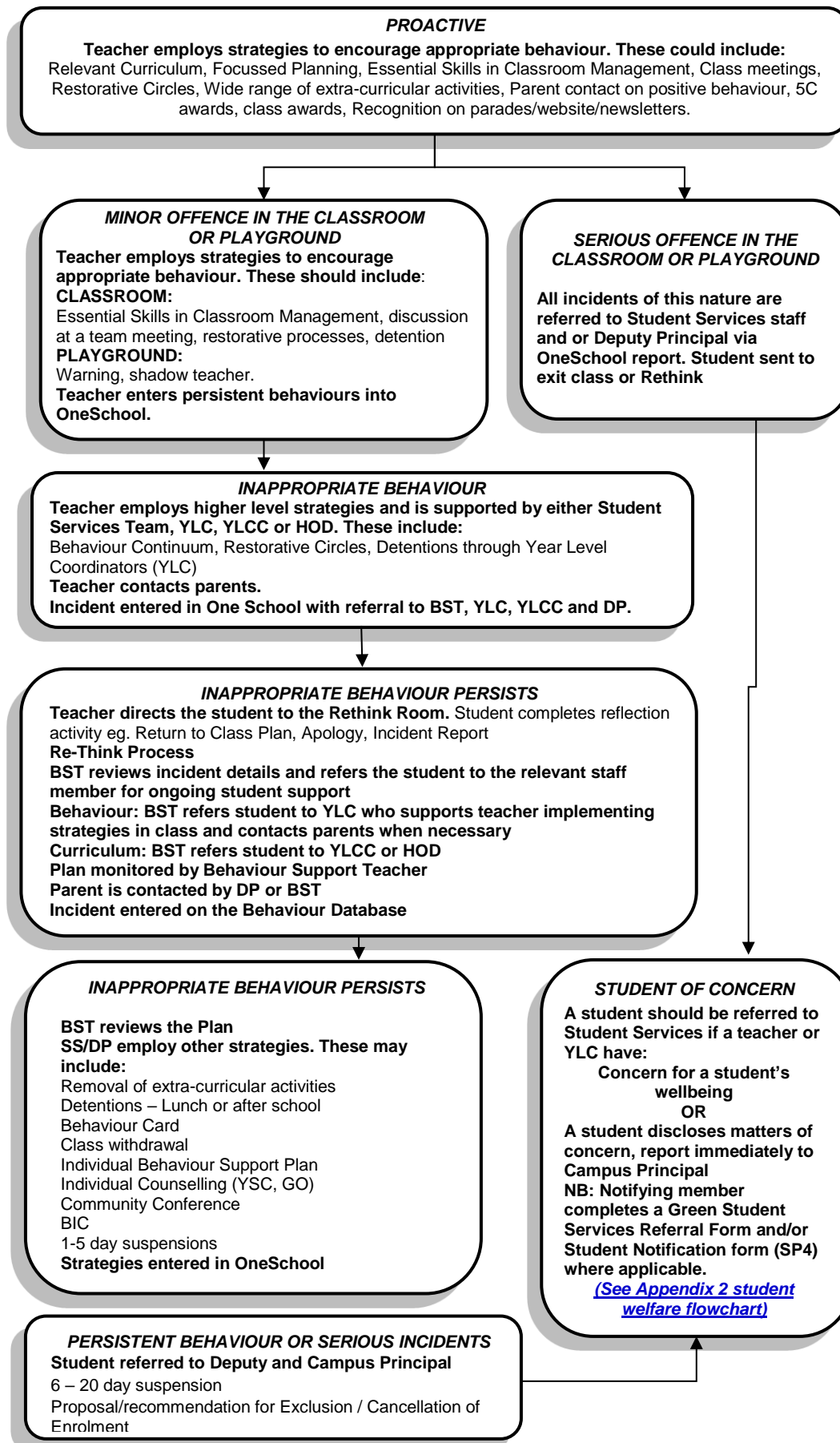
Focus on using Restorative Practices (Rethink) to address situations.

**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.



## Appendix 4

### Secondary Campus Behaviour Support Process



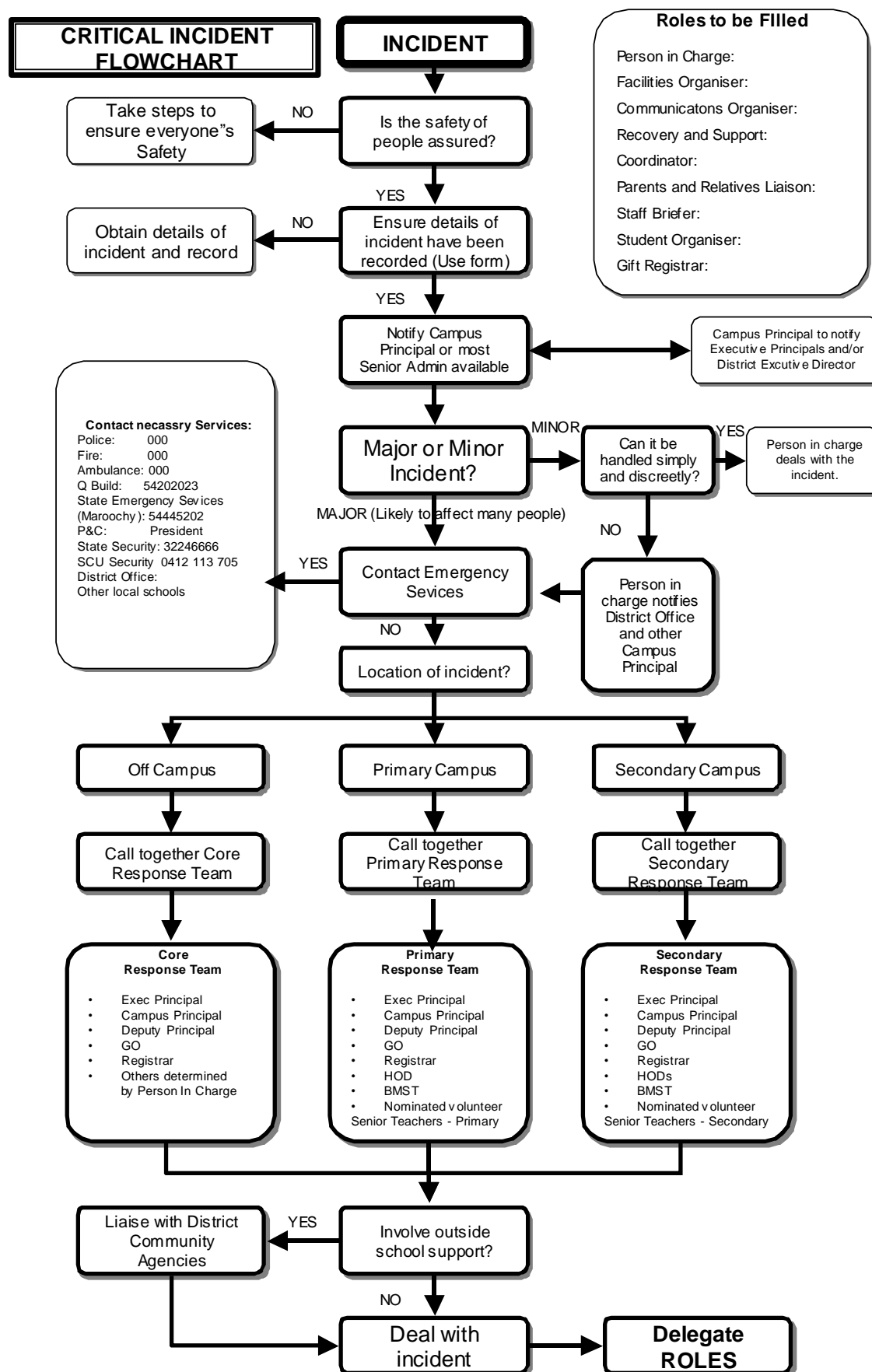
## Appendix 5

### Process for Managing College Disciplinary Absences

<p>*Principal provides timely advice to complete all impending:</p> <ul style="list-style-type: none"> <li>• Proposal/Recommendations for Exclusion</li> <li>• Cancellations of Enrolment</li> <li>• 6-20 Day Suspensions.</li> </ul> <p>*Principal appoints and advises a College Case Manager, and oversees any Alternative Program. [Options for Case Manager include: College Head of Department Student Welfare (HOD), Guidance Officer (GO), Head of Special Education Services (HOSES), and Deputy Principal (DP).]</p>	<p>* Wherever possible, early communication with SDA District Contact Officer (DCO), is recommended, to assure available district support and quality information.</p> <p>* Natural Justice rights of timely fair hearing are accorded.</p> <p>* 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).</p> <p>* If/when SDA is initiated, fax to RCO, with <u>Attention: Support Officer, Student Welfare (SOSW)</u>:</p> <ul style="list-style-type: none"> <li>• Record of SDA (as lodged in the Central Data Collection System)</li> <li>• Copies of Letters of cancellation/suspension to both child and parent/caregiver(s)</li> <li>• SMS summary of current student details(e.g. contacts)</li> <li>• Notes re target group or other special status: e.g. NESB; ATSI; SWD; Child in the Care of the State; mental illness</li> <li>• Advice re the likelihood of an appeal against the decision</li> <li>• For suspensions/exclusions, overview of Alternative Education Program (AEP) proposal, as developed by College Case Manager, and signed off by the Principal.</li> </ul>
<p>Principal to arrange collation and special filing (for possible forwarding to Regional Office) of key information regarding College responses</p>	<ul style="list-style-type: none"> <li>• Involvement of Guidance Officer and/or other designated college/district support staff, or external agencies.</li> <li>• Range of punitive consequences, as well as support programs and services offered to student</li> <li>• Record of communications with parent/caregiver</li> <li>• Negotiation of possible enrolment at another college, if applicable (in liaison with College Case Manager)</li> </ul>
<p>For Cancellations and proposal/recommendation for Exclusions, Principal completes an internal investigation report</p>	<ul style="list-style-type: none"> <li>• A formal (documented) meeting with key stakeholders can assist acceptance of the ultimate decision/options.</li> <li>• As well as the Principal's Exclusion Report (see template), description of investigative procedures and findings are very useful for appeals to ARD and/or DG.</li> </ul>
<p>For Cancellations and Exclusions, Principal sends formal confirmation/recommendation letter to Assistant Regional Director (ARD) with a relevant report</p>	<ul style="list-style-type: none"> <li>• Forward letter of recommendation, with attached relevant report, to ARD, with <u>Attention Senior Guidance Officer</u>.</li> <li>• ALL relevant documentation should be forwarded to RO.</li> <li>• For Exclusions, see suggested Report Checklist (below).</li> <li>• For Cancellations, reporting requirements will vary, but evidence of a fair "Show Cause" process is needed.</li> </ul>
<p>Regional Contact Officer (RCO) consults with Assistant Regional Director (ARD) and negotiates appointment of Regional Case Manager (RCM), often a Senior Guidance Officer</p>	<ul style="list-style-type: none"> <li>• RCO considers documentation and other communication from college, and advises college of needed additions or amendments (to documents and/or processes).</li> <li>• RCO advises EDS and Regional Case Manager of cancellation/exclusion case and likely processes.</li> <li>• RCO and RCM discuss appeal process, if required</li> <li>• RCO addresses Principal's Supervisor Checklist for an Exclusion, or the Checklist for a Submission against Cancellation or 6-20 day Suspension (as per EPPR).</li> </ul>
<p>Regional Case Manager (RCM) assists pathway to further education, training or employment</p>	<ul style="list-style-type: none"> <li>• RCS assures that special considerations are taken into account, including custody and child protection issues.</li> <li>• RCM liaises with Principal and College Case Manager.</li> <li>• RCM investigates possible options and discusses with student and parent/caregivers.</li> </ul>
<p>Principal</p>	<ul style="list-style-type: none"> <li>• Responds to any appeal when advised by Regional Office.</li> <li>• Clarifies any issues with the Regional Contact Officer.</li> <li>• Provides any additional documents on request.</li> <li>• Ensures ongoing provision of the Alternative Education Program.</li> </ul>
<p>Assistant Regional Director ARD</p>	<ul style="list-style-type: none"> <li>• Communication is directly between the ARD and the family</li> </ul>
<p>Regional Contact Officer</p>	<p>Communication is directly between the ARD and the family</p>

## Appendix 6

### Process for Managing a Critical Incident



## Appendix 7

# Individual Behaviour Support Plan

NORTH COAST REGION

<b>Student:</b>	<b>Year level:</b>	<b>EQID:</b>	<b>Date of Birth:</b> / /
<b>College:</b>	<b>Review Date:</b> / /	<b>Commencement Date:</b> / /	<b>Case Manager:</b>

Behaviours of Concern:

Goals for this plan:

## Environmental Adjustments: Reducing the likelihood of the problem behaviour

What	Who	When
<b>Curriculum adjustments</b> ( <i>What we teach. How we teach it</i> )		
<b>Communication adjustments</b> ( <i>How we ensure the message we send is the one received by the student</i> )		
<b>Learning Environment adjustments</b> ( <i>inc. playground, classroom and non-classroom settings</i> )		
<b>Organisational adjustments</b> ( <i>inc. transitions, arrivals, departures and supervision</i> )		
<b>Other</b>		

## Replacement Behaviour Teaching: Increasing the student's range of acceptable behaviours

What	Who	When

## Response Adjustments: Effective staff responses to student behaviour

What	Who	When

## Crisis Management Strategies: Bringing unsafe behaviour under safe and rapid control

What	Who	When

## Measures of Success: How will we know the plan is working?

What	Who	When

This Individual Behaviour Support Plan is aligned with the College Responsible Behaviour Plan for Students and meets the requirements of Education Queensland policy.

Principal

Class teacher

Parent

Student (if appropriate)

Signature Date:



Queensland Government

## Appendix 8

### Primary Campus Behaviour Matrix

	Whole College	Learning Settings	Play Settings	Tuckshop	Toilets	ICT	Excursions
<b>Show Care</b>	<ul style="list-style-type: none"> <li>I move safely</li> <li>I walk quietly and sensibly</li> <li>I keep hands and feet to myself</li> <li>I put rubbish in the bins</li> <li>I look after college property</li> <li>I care for the college environment</li> </ul>	<ul style="list-style-type: none"> <li>I look after college property</li> <li>I work safely with others</li> <li>I use scissors and equipment safely</li> <li>I use furniture properly</li> <li>I keep the classroom tidy</li> <li>I use my library borrowing bag for library borrowing</li> </ul>	<ul style="list-style-type: none"> <li>I wear a sun safe hat</li> <li>I wear appropriate footwear</li> <li>I walk on the concrete</li> <li>I keep my hands and feet to myself</li> <li>I care for the environment</li> <li>I use equipment correctly and responsibly</li> </ul>	<ul style="list-style-type: none"> <li>I put rubbish in bins</li> <li>I wait sensibly in line</li> <li>I wait for my turn</li> <li>I only eat and buy my own lunch/snacks</li> </ul>	<ul style="list-style-type: none"> <li>I walk into the toilets</li> <li>I flush the toilet</li> <li>I wash my hands</li> <li>I keep the toilet area tidy</li> <li>I report any problems</li> </ul>	<ul style="list-style-type: none"> <li>I will only access appropriate information and sites</li> <li>I will not share any personal information or individual passwords</li> <li>I ask for help when I need help</li> </ul>	<ul style="list-style-type: none"> <li>I respect and look after all property</li> <li>I look after my belongings</li> </ul>
<b>Show Co-operation</b>	<ul style="list-style-type: none"> <li>I go straight to the undercover area with my bag <u>before</u> 8.30am</li> <li>I take my bag to my classroom <u>after</u> 8.30am</li> <li>I follow instructions</li> <li>I do not bully others</li> <li>I encourage and support others</li> <li>I sign out at the office if I leave early</li> <li>I sign in at the office if I arrive late</li> </ul>	<ul style="list-style-type: none"> <li>I work safely with others</li> <li>I model sensible behaviour</li> <li>I ask permission to leave the class</li> <li>I am only in the classroom when a teacher is present</li> <li>I return books to the library by due date</li> <li>I return books to the library Returns Box</li> </ul>	<ul style="list-style-type: none"> <li>I play in the correct area for my year level</li> <li>I play fairly following the rules</li> <li>I play college approved games</li> <li>I invite others to play</li> <li>I play safely with others</li> <li>I share equipment fairly with the people I am playing with</li> </ul>	<ul style="list-style-type: none"> <li>I line up in single file</li> <li>I visit the tuckshop only to buy or collect lunch/snacks</li> <li>I sit in the correct area to eat</li> </ul>	<ul style="list-style-type: none"> <li>I use toilets at breaks</li> </ul>	<ul style="list-style-type: none"> <li>I will report anything I find that is illegal, dangerous or offensive</li> <li>I will take turns when sharing the computer</li> <li>I will use ICTs for my college work only</li> </ul>	<ul style="list-style-type: none"> <li>I stay alert</li> <li>I stay with the group</li> <li>I follow adult instructions</li> </ul>
<b>Show Courtesy</b>	<ul style="list-style-type: none"> <li>I use good manners at all times</li> <li>I use polite language and tone with everyone</li> <li>I only touch other people's belongings when I have been given permission</li> </ul>	<ul style="list-style-type: none"> <li>I respect teachers' right to teach</li> <li>I respect others' right to learn</li> <li>I use polite and positive language and tone</li> <li>I am on time</li> <li>I line up quietly and sensibly</li> <li>I raise my hand to speak</li> <li>I listen to others when they speak</li> </ul>	<ul style="list-style-type: none"> <li>I use positive language</li> <li>I listen and follow adult instructions</li> </ul>	<ul style="list-style-type: none"> <li>I use good manners</li> </ul>	<ul style="list-style-type: none"> <li>I do not play in the toilet area</li> <li>I respect the privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>I will use appropriate language in emails</li> <li>I will communicate respectfully with others when using ICTs</li> <li>I log off when I am finished using a computer</li> </ul>	<ul style="list-style-type: none"> <li>I follow Bus Code of Conduct</li> <li>I show respect</li> <li>I use good manners with all others in all places</li> </ul>
<b>Show Commitment</b>	<ul style="list-style-type: none"> <li>I wear the correct uniform at all times</li> <li>I follow and use the 5Cs</li> <li>I ask for help</li> <li>I always work to be the best I can be</li> <li>I am on time &amp; prepared</li> <li>I am responsible for my own behaviour</li> <li>I am honest</li> </ul>	<ul style="list-style-type: none"> <li>I stay on task</li> <li>I listen actively</li> <li>I am organised</li> <li>I am responsible for my behaviour</li> <li>I model positive behaviour</li> <li>I am responsible for my learning</li> <li>I am honest</li> <li>I participate fully</li> </ul>	<ul style="list-style-type: none"> <li>I get involved</li> <li>I am a problem solver</li> </ul>		<ul style="list-style-type: none"> <li>I return to class promptly after going to the toilets</li> </ul>	<ul style="list-style-type: none"> <li>I will follow the Internet/Computer Access Agreement</li> </ul>	<ul style="list-style-type: none"> <li>I represent myself and my college with pride</li> <li>I take responsibility for my behaviour</li> </ul>

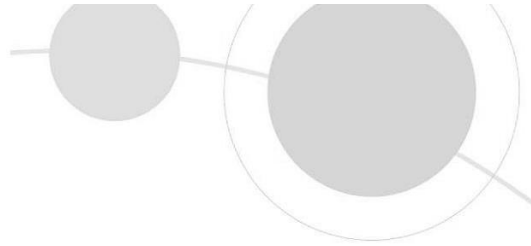


### ***Junior Secondary Positive Engagement Card***

Version Date: 29/01/2019

## Appendix 10

### *Fact sheet about knives for students*



#### **WORKING TOGETHER TO KEEP CHANCELLOR SAFE**

We can work together to keep knives out of school. At Chancellor:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

#### **What kinds of knife are banned?**

You are not allowed to have any type of knife at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

#### **What will happen if I bring a knife to school?**

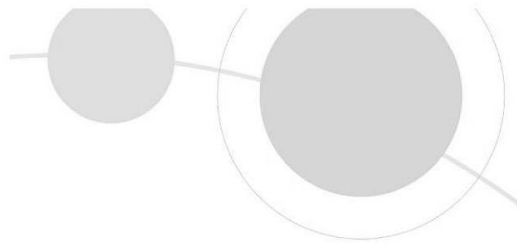
- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined. For example you could be suspended
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

#### **How can I help to keep Chancellor safe?**

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

## Appendix 11

### *Fact sheet about knives for parents*



#### **WORKING TOGETHER TO KEEP CHANCELLOR SAFE**

We can work together to keep knives out of school. At Chancellor:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

#### **What kinds of knife are banned?**

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

Principals can take tough action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences such as withdrawal from class and suspension.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

#### **How can parents help to keep Chancellor safe?**

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact a campus Principal or HOD Student Welfare.