1. Purpose

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

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

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 the expectations for 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.

2. Learning and wellbeing statement

Informed by Education Queensland’s “Learning and Wellbeing Framework” Chancellor school 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 school 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 school 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.

3. Consultation and data review

Chancellor State College developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through meetings, newsletters and website. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C/Chair of the School Council and Regional Executive Director, and will be reviewed in 2015 as required in legislation.

4. Learning and Behaviour statement

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.

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

- The Early Primary Phase Prep to 3
- The Upper Primary Phase Years 4 to 6
- The Junior Secondary Phase Years 7 to 9
- The Senior Secondary 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, teamwork 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, Learning and Wellbeing Framework and Academic Good Standing Policy. The College Plan aligns to EQ’s Code of Behaviour, Education Queensland’s Learning and Wellbeing Framework and the 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**

<table>
<thead>
<tr>
<th>Students are expected to:</th>
<th>By:</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Participate actively in the college’s education program</td>
<td>❑ Demonstrating Commitment by being persistent through not giving up, completing all work and attending all school days</td>
</tr>
<tr>
<td>❑ Take responsibility for their own behaviour and learning</td>
<td>❑ Showing Cooperation by being organised through having the correct equipment, homework and assignments on the day required.</td>
</tr>
<tr>
<td>❑ Being resilient to Challenges through thinking flexibly and finding other ways to solve problems</td>
<td>❑ Being resilient to Challenges through thinking flexibly and finding other ways to solve problems</td>
</tr>
<tr>
<td>❑ Striving for accuracy through completing your best work, being in class on time, and always working on improving caring relationships.</td>
<td>❑ Striving for accuracy through completing your best work, being in class on time, and always working on improving caring relationships.</td>
</tr>
<tr>
<td>❑ Achieving the Chancellor Challenge by creating and innovating new ideas and concepts</td>
<td>❑ Achieving the Chancellor Challenge by creating and innovating new ideas and concepts</td>
</tr>
<tr>
<td>❑ Finding humour and remaining open to continuous learning and new ideas</td>
<td>❑ Finding humour and remaining open to continuous learning and new ideas</td>
</tr>
</tbody>
</table>

- Demonstrate respect for themselves, other members of the college community and college environment
- Behave in a manner that respects the rights of others, including the right to learn
- Cooperate with staff and others in authority

- Demonstrating Care and Courtesy by treating others with understanding and empathy
- Managing impulsivity through thinking before acting and respecting other people’s property
- Communicating with clarity and understanding by speaking and listening to others respectfully
- Working interdependently through Cooperating with all members of the school community and being an effective team member
- Presenting yourself in a manner that displays pride in yourself and the school by wearing the correct uniform
### Parents/Carers

<table>
<thead>
<tr>
<th>Parents are expected to:</th>
<th>By:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show an active interest in their child’s schooling and progress</td>
<td>Assisting and developing his/her organisation skills</td>
</tr>
<tr>
<td>Co-operate with the school to achieve the best outcomes for their child.</td>
<td>Providing him/her with an organised space to study at home.</td>
</tr>
<tr>
<td>Support school staff in maintaining a safe and respectful learning environment for all students.</td>
<td>Encouraging him/her to strive for accuracy with their work.</td>
</tr>
<tr>
<td>Initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour.</td>
<td>Developing his/her resilience through supporting them when they are challenged by their performance</td>
</tr>
<tr>
<td>Contribute positively to behaviour support plans that concern their child.</td>
<td>Communicating regularly and positively with the school.</td>
</tr>
<tr>
<td>Demonstrate commitment to College Attendance Policy</td>
<td>Supporting the school in the implementation of the Code of Behaviour should your child have breached the Code.</td>
</tr>
<tr>
<td></td>
<td>Sign off on Responsible Behaviour Plan agreement</td>
</tr>
<tr>
<td></td>
<td>Ensuring your child attends school or provide the college with appropriate information regarding any absence</td>
</tr>
</tbody>
</table>

### Schools/Principals

<table>
<thead>
<tr>
<th>Schools are expected to:</th>
<th>By:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide safe and supportive learning environments</td>
<td>Providing focussed lessons to develop students’ social competencies.</td>
</tr>
<tr>
<td>Provide inclusive and engaging curriculum and teaching</td>
<td>Providing an engaging and relevant curriculum.</td>
</tr>
<tr>
<td>Initiate and maintain constructive communication and relationships with students and parents/carers</td>
<td>Providing a wide range of extra-curricular activities to promote a supportive and fun environment.</td>
</tr>
<tr>
<td>Promote the skills of responsible self-management</td>
<td>Providing professional development for all staff that is responsive to the students/staff needs and systemic requirements.</td>
</tr>
<tr>
<td>Benchmark high standards</td>
<td>Communicating positively with the parents/carers.</td>
</tr>
<tr>
<td></td>
<td>Monitoring students’ attendance and contacting parents/carers if students are regularly absent without explanation.</td>
</tr>
<tr>
<td></td>
<td>Assisting students with their presentation by implementing the school’s uniform policy.</td>
</tr>
<tr>
<td></td>
<td>Implementing the Code of Behaviour by embracing the principles of Restorative Practices.</td>
</tr>
</tbody>
</table>
5. 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 college 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.

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 students. At Chancellor State College we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour. These expectations are communicated to students via a number of strategies, including My Journey lessons conducted by the class teacher, school assemblies, special events and school newsletters.

Chancellor promotes positive relationships across the college by 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
  - Explicit teaching of Behaviour expectations and Primary Campus Behaviour Matrix (see Appendix 8)
My Journey
A life Skills 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
- Restorative skills
- Goal setting
- 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.

Social Skills 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

Rock and Water
Awareness that boys learn differently and require new ways to help them make the connection between feeling, thinking and acting. Physical exercises are constantly linked with mental and social skills and this forms the basis for delivering a program to help boys become aware of purpose and motivation in their life. Emphasising the themes of Self-control, Self-respect and Self-confidence, the program covers topics such as intuition, body language, mental power, empathic feeling, positive thinking and visualisation. Discussion topics include: bullying, sexual harassment, homophobia, goals in life, desires and following an inner compass.

Cyber Bullying Awareness Programs
provide explanations about what cyber bullying is, the affects 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.

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, Construction Club, Touch Football, Tennis, Drama, Prayer group, and Indigenous Awareness groups

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

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, Unit and Elective Subject Celebrations, Indigenous celebrations, supporting various Charity events, Open Nights and Parent Information sessions.
Student Acknowledgement Systems

Students are recognised for their successes and efforts through a variety of ways across the college. Throughout the year a range of Acknowledgements and Awards are presented to students who have performed well in the many different aspects of school life.

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:

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 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 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 behaviour support staff as another level to the re-think process outlined above.

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

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:

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 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.

- Behaviour Monitoring Card: A short term reflection tool designed to meet and support the needs of the student to allow them to meet the expectations of the school’s 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 school’s 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 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 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 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

Refer to Appendix 6 for the CIRP flowchart

6. 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

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
  - Student suspension data

- Analysis of data is discussed during Student Welfare, Administration and Behaviour Support Meetings.
- Information is forwarded to teaching staff and relevant stakeholders
- Behaviour Support Plan and strategies are reviewed
- Quadrennial School Review of school wide data
- Annual review and action plan of Chancellor’s 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 Welfare Teams who are accessible to help facilitate all forms of appropriate behaviour support.

Continual Communication

College Staff discuss student behaviour regularly

- Open feedback is provided on individual and class strategies to employ for students and their behaviour.
- Year Level Coordinator or Admin rep follows up on students when necessary.
- Feedback provided to relevant staff 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 College 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 continual communication through team meetings and peer support
- High expectations are clearly articulated
- College Charter is an overt component of the Induction Program

**7. Emergency responses or critical incident**

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

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

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

**Basic defusing strategies**

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

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

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

**Physical Intervention**

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

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

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

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.
It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

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

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

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

- Health and Safety incident record (link)
- One School Behaviour Records

8. 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, 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 Deputy Principal and the Campus Principal. See Appendix 3 and 4 – Behaviour Support Process.

Chancellor State College enforces the rights for all students to feel safe at school, and, as such, has a zero tolerance approach to bullying, harassment and cyber-bullying 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 nonverbal 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

The Bullying.No Way! Website 2009
Chancellor State College also acknowledges the act of ‘cyber-bullying’ to be as having equally serious implications as any other form of bullying, harassment or intimidation and is defined as:

- Cyber bullying is when one person is targeted by another 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.

- Cyber bullying 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 electronic devices within the context of ‘school 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 school administration. See Appendix 1 - Acceptable Use of Electronic Devices.

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

Individual cases of cyber-bullying 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 face legal penalties. Please refer to http://education.qld.gov.au/strategic/eppr/schools/scmpr003/ for further information about appropriate use of mobile phones and other electronic equipment by students.

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

<table>
<thead>
<tr>
<th>INAPPROPRIATE BEHAVIOUR</th>
<th>POSSIBLE STRATEGIES (examples)</th>
<th>POSSIBLE CONSEQUENCES (examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assault</td>
<td>Personal Management Plans</td>
<td>Alternate Program</td>
</tr>
<tr>
<td>Assessment Infringement</td>
<td>Individual Behaviour Support Plan</td>
<td>Apology</td>
</tr>
<tr>
<td>Bullying</td>
<td>Monitoring Card</td>
<td>Behaviour Monitoring Card</td>
</tr>
<tr>
<td>Classroom Disruption</td>
<td>Restorative Culture Sessions</td>
<td>Change Class</td>
</tr>
<tr>
<td>Cyber bullying</td>
<td>Reward Programs and Praise</td>
<td>Community Service</td>
</tr>
<tr>
<td>Disobedience</td>
<td>Restorative Justice</td>
<td>Contract</td>
</tr>
<tr>
<td>Disrespect to Teacher</td>
<td>Alternate Program</td>
<td>Detention (After School)</td>
</tr>
<tr>
<td>Drug Related Incident</td>
<td>Behaviour Monitoring Card</td>
<td>Detention (Break Time)</td>
</tr>
<tr>
<td>Frequent Disruption of Learning</td>
<td>Change Class</td>
<td>Disable Login</td>
</tr>
<tr>
<td>Graffiti</td>
<td>Community Service</td>
<td>Enrolment Cancelled</td>
</tr>
<tr>
<td>Harassment</td>
<td>Contract</td>
<td>Exclusion</td>
</tr>
<tr>
<td>Late Assignment</td>
<td>Formal Warning</td>
<td>Formal Warning</td>
</tr>
<tr>
<td>Missing Class(es)</td>
<td>Individual Behaviour Support Plan</td>
<td>Internet Access Suspended</td>
</tr>
<tr>
<td>Misuse of Computers</td>
<td>Individual Conference</td>
<td>Letter Home</td>
</tr>
<tr>
<td>Obscenity</td>
<td>Letter Home</td>
<td>Natural Consequence</td>
</tr>
<tr>
<td>Off Site Behaviour affecting the School</td>
<td>Modified Tasks</td>
<td>Parent Interview</td>
</tr>
<tr>
<td>Persistent Lateness to Class</td>
<td>Parent Interview</td>
<td>Refer to HOD, DP</td>
</tr>
<tr>
<td>Smoking</td>
<td>Peer Mentoring</td>
<td>Refer to GO</td>
</tr>
<tr>
<td>Swearing</td>
<td>Referred to Admin</td>
<td>Police Report</td>
</tr>
<tr>
<td>Theft</td>
<td>Referred to Student Services</td>
<td>Restitution</td>
</tr>
<tr>
<td>Truancy</td>
<td>Redirection</td>
<td>Restorative Circle</td>
</tr>
<tr>
<td>Uniform Infringement</td>
<td>Restitution</td>
<td>Rethink Process</td>
</tr>
<tr>
<td>Unsafe Practice</td>
<td>Restorative Meeting</td>
<td>Social Skills</td>
</tr>
<tr>
<td>Vandalism</td>
<td>Rethink Process</td>
<td>Suspension</td>
</tr>
<tr>
<td>Verbal Abuse</td>
<td>Seating Plan Adjustment</td>
<td>Time Out</td>
</tr>
<tr>
<td></td>
<td>Social Skills</td>
<td>Withdrawal</td>
</tr>
<tr>
<td></td>
<td>Personal Management Plan</td>
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</tr>
</tbody>
</table>
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 school Administration team

Minor behaviours are those that:

- are minor breeches 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
- 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 —
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour

Major behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to Administration.

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.** The key reasons for implementation of suspension include:

<table>
<thead>
<tr>
<th>Reasons for Suspension (1–5 days or 6–20 days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistently disruptive behaviour adversely affecting others</td>
</tr>
<tr>
<td>Refusal to participate in the program of instruction</td>
</tr>
<tr>
<td>Verbal or Non Verbal Misconduct</td>
</tr>
<tr>
<td>– Involving Adults</td>
</tr>
<tr>
<td>– Involving Students</td>
</tr>
<tr>
<td>Physical Misconduct</td>
</tr>
<tr>
<td>– Involving Adults</td>
</tr>
<tr>
<td>– Involving Students</td>
</tr>
<tr>
<td>Property Misconduct</td>
</tr>
<tr>
<td>– Involving Own Property</td>
</tr>
<tr>
<td>– Involving Other’s Property</td>
</tr>
</tbody>
</table>

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 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 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 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 School Disciplinary Absences

9. 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 Welfare process for both the Primary and Secondary Campuses. The following information highlights the staff on both campuses and their support roles.

<table>
<thead>
<tr>
<th>Staff</th>
<th>Support Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Principal</td>
<td>- Provide leadership and support to the personnel implementing the Code and associated student support</td>
</tr>
<tr>
<td></td>
<td>- Review and monitor the effectiveness of school practices.</td>
</tr>
<tr>
<td></td>
<td>- College Charter review</td>
</tr>
<tr>
<td></td>
<td>- Accurately record events into OneSchool</td>
</tr>
<tr>
<td>Campus Principals</td>
<td>- Assist the Executive Principal in monitoring and reviewing the effectiveness of school practices.</td>
</tr>
<tr>
<td></td>
<td>- Provide support to staff, students and parents with high educational, social and emotional needs.</td>
</tr>
<tr>
<td></td>
<td>- Referrals to Department of Child Safety</td>
</tr>
<tr>
<td></td>
<td>- Part time and re-entry processes</td>
</tr>
<tr>
<td></td>
<td>- Accurately record events into OneSchool</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>- Provide behaviour, social and emotional support to pre-determined year levels.</td>
</tr>
<tr>
<td></td>
<td>- Monitor the implementation of the Code by staff, parents and students.</td>
</tr>
<tr>
<td></td>
<td>- Monitor the use of the Behaviour Management Database.</td>
</tr>
<tr>
<td></td>
<td>- Provide Professional Development of Staff on Behaviour Management.</td>
</tr>
<tr>
<td></td>
<td>- Lead restorative conferences for students requiring intensive behaviour support.</td>
</tr>
<tr>
<td></td>
<td>- Manage the Support Programs designed to assist students that require targeted or intensive behaviour support. (IBSP’s)</td>
</tr>
<tr>
<td></td>
<td>- Access support and inter-agencies</td>
</tr>
<tr>
<td></td>
<td>- Engage Parents in partnership to create success for student</td>
</tr>
<tr>
<td></td>
<td>- Accurately record events into OneSchool</td>
</tr>
<tr>
<td>Student and Staff Welfare HOD and Support Team</td>
<td>- Lead Indigenous education Program</td>
</tr>
<tr>
<td></td>
<td>- Provide behaviour, social and emotional support to pre-determined year levels.</td>
</tr>
<tr>
<td></td>
<td>- Monitor the implementation of the Code by staff, parents and students through weekly meetings.</td>
</tr>
<tr>
<td></td>
<td>- Monitor the use of the Behaviour Management Database.</td>
</tr>
<tr>
<td></td>
<td>- Provide Professional Development of Staff on Behaviour Management.</td>
</tr>
<tr>
<td></td>
<td>- Lead restorative conferences for students requiring intensive behaviour support.</td>
</tr>
<tr>
<td></td>
<td>- Manage case loads of Student Welfare Support staff.</td>
</tr>
<tr>
<td></td>
<td>- Manage the Support Programs designed to assist students that require targeted or intensive behaviour support. (IBSP’s)</td>
</tr>
<tr>
<td></td>
<td>- Access support and inter-agencies</td>
</tr>
<tr>
<td></td>
<td>- Enter incidents into One School</td>
</tr>
<tr>
<td></td>
<td>- Engage Parents in partnership to create success for student</td>
</tr>
<tr>
<td>Curriculum HOD’s</td>
<td>- Monitor the implementation of the Code by staff, parents and students</td>
</tr>
<tr>
<td></td>
<td>- Provide behaviour support for teachers within their academy.</td>
</tr>
<tr>
<td></td>
<td>- Provide behaviour support for students unable to meet curriculum or behaviour requirements in their academy.</td>
</tr>
<tr>
<td></td>
<td>- Enter incidents into One School</td>
</tr>
<tr>
<td></td>
<td>- Engage Parents in partnership to create success for student</td>
</tr>
<tr>
<td>Role</td>
<td>Responsibilities</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 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.  
- 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.  
- Accurately record events into OneSchool. |
| Guidance Officer            | - 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.  
- Develops and implements programs designed to assist students that require targeted or intensive behaviour support.  
- Provide individual and group counselling for behavioural, attitudinal modification.  
- Referrals to External Agencies.  
- Accurately record events into OneSchool. |
| Youth Support Coordinator   | - Provide support for students disengaged from learning or “at risk” of leaving school.  
- Provide family, and individual support.  
- Develops and implements Support Programs designed to assist students who require targeted or intensive support.  
- Accurately record events into OneSchool. |
| Health Nurse                | - Provide students with health, social and emotional support and information.  
- Develop and implements Support Programs designed to assist students who require targeted or intensive support.  
- Accurately record events into OneSchool. |
| School Chaplain             | - Provide support and spiritual guidance for students seeking assistance.  
- Provide family, and individual support.  
- Develops and implements Support Programs designed to assist students who require targeted or intensive support.  
- Accurately record 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.  
- 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 school.  
- Sign off on the Responsible Behaviour Plan.  
- Involve themselves in school activities through the Parent Involvement Program (PIP). |
### External Support Staff

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

### 10. 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 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 learning.

### 11. Related legislation

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

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

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

13. 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)
- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- Code of Conduct for School Students Travelling on Buses
- Thornsborne, M and Vinegard, D (2003), Restorative Practices in Schools
- eSmart
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- http://www.marzanoresearch.com

___________________________________________   _________________________________
Principal P&C President or Chair, School Council Regional Executive Director
Appendix 1

Acceptable Use of Electronic Devices

(SCM-PR-003)

Statement of intent
This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, students must follow the school’s ‘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’ mobile phones and electronic equipment 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 electronic 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 phone calls during breaks are to be made through the front office. It is acceptable to use any electronic device appropriately before or after school hours. Primary students are not permitted to use mobile phones during the breaks.

Unacceptable use AT ALL TIMES
- Using in-phone cameras 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 school staff
- Recording of events in class is not permitted unless express consent is provided by the class teacher.
- Using a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
- Using mobile phones or electronic 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 school's '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 school 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 school 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; and
- 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 school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (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

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 process.

  - Following this, staff member is to fill out a Student Welfare Referral Form and provide to HOD Student Welfare (Secondary), DP (Primary).

  - Follow up on this case will be conducted through:
    - Student Welfare Team
    - OR Guidance Officer

  - Referring teacher will be informed of case manager and feedback provided where appropriate.

- **INFORMATION GAINED IS NON-URGENT**
  (Still of concern)

  - Staff member to fill in Student Welfare Referral Form and provide to the relevant Student Welfare team (Primary or Secondary)

  - Universal and Targeted Support
    Student Welfare team makes decision about appropriate action. Either:
    - Suggest strategies for teacher to employ with student and/or student’s family.
    - Discern that this is a Curriculum issue and follows up with the relevant curriculum HOD.

  - Targeted and Intensive Support
    - Student Welfare Team reviews the case and makes a decision as to appropriate action and a case manager is assigned.
    - Team completes appropriate section of referral form. HOD Student Welfare (Secondary) DP (Primary) notifies referring staff member of case manager

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

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

At all points of reference, information should be entered on the relevant College database.
Appendix 3

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.

**PROACTIVE**
Teacher employs strategies to encourage appropriate behaviour for everyone.

These could include:
- Relevant Curriculum, Focussed planning, Positive classroom management, Class meetings, Class discussions on issues, Behaviour Continuum, Lunch Action, parent contact on positive behaviour, class awards, recognition on parades/website/newsletters

**APPROPRIATE BEHAVIOUR**
Acknowledgement of appropriate behaviour of students
- Body language
- Verbal encouragement
- Other encouragement;
- Stickers, Notes home, class rewards;
- Chancellor Champs
- Yellow Playground

**MINOR INAPPROPRIATE BEHAVIOUR IN THE CLASSROOM OR PLAYGROUND**
Teacher employs strategies to encourage appropriate behaviour. These should include:

**CLASSROOM:**
- Tactical ignoring.
- Selective attending
- Non-Verbal messages/signs
- Casual questions/statements
- Defusing conflict
- Distractions/diversions
- Simple direction/redirection
- Question and feedback
- Partial agreement
- Rule reminder individual/group

**PLAYGROUND:**
- Warning
- Entry in the Playground duty folder may result in:
  - Litter duty
  - Shadow teacher
  - Community Service and will be recorded on OneSchool

**SERIOUS OFFENCE IN THE CLASSROOM OR PLAYGROUND**

**PLAYGROUND:** Incidents are recorded into the Red Playground folder.

**CLASSROOM:** Blue Exit note used to facilitate student removal from the classroom. All incidents are recorded into One school and referred to Year Level Coordinator, (Deputy Principal or Principal)

Inappropriate Behaviour persists
Teacher employs higher level strategies, these include:
- Make a Plan, Restorative Circles, Detention with effected teacher.
- Teacher contacts parents.
- Incident recorded on OneSchool
- Copy sent to DP
- DP supports teacher implementing strategies
- DP contact parents as necessary

**OFFICE**
Further steps may include:
- Re-think room process
- Planned re-entry to class/playground
- Social Skills Program
- Individual Behaviour Support Plan
- Monitored Lunch Action Program
- Modified attendance
- Internal suspension
- External suspension

Persistent inappropriate behaviour may result in cancellation of enrolment or proposal to exclude

Restitution / Consequences / Build and integrate into school community
Appendix 4

Secondary Campus Behaviour Support Process

**PROACTIVE**
Teacher employs strategies to encourage appropriate behaviour. These could include:
- Relevant Curriculum
- Focussed planning
- Positive classroom management
- Class meetings
- Class discussions on issues
- Behaviour Continuum
- Wide range of extra curricula activities
- Parent contact on positive behaviour
- 5C awards
- Class awards
- Recognition on parades/website/newsletters.

**MINOR OFFENCE IN THE CLASSROOM OR PLAYGROUND**
Teacher employs strategies to encourage appropriate behaviour. These should include:
- **CLASSROOM:**
  - Individual conference
  - Rule reminder/warning
  - Isolate
  - Review class seating plan
  - Discussion at a team meeting
  - Restorative processes
  - Detention
- **PLAYGROUND:**
  - Warning
  - Shadow teacher
  - Litter duty
  - Teacher enters persistent behaviours into OneSchool.

**INAPPROPRIATE BEHAVIOUR PERSISTS**
Teacher employs higher level strategies and is supported by Student Welfare Team, YLC and DP.
These include:
- Return to Class Plan
- Behaviour Continuum
- Restorative Circles
- Detentions through Year Level Coordinators (YLC)
- Teacher contacts parents
- Incident entered in OneSchool with referral to Behaviour Support teacher (BST) and YLC and DP
- YLC supports teacher implementing these strategies in class, contacts parents when necessary

**INAPPROPRIATE BEHAVIOUR PERSISTS**
Teacher/YLC refers the student to the Rethink Room.
Student remains in the Re-Think room to reflect on behaviour and develop a Return to Class plan.
Plan monitored by Behaviour Support Teacher
Parent is contacted by DP or BST
Incident entered on the Behaviour Database
Referral to GO where appropriate

**INAPPROPRIATE BEHAVIOUR PERSISTS**
BST reviews the Plan
BST/DP employ other strategies. These may include:
- Removal of extra-curricular activities
- Detentions – Lunch or after school
- Behaviour Card
- Class withdrawal
- Individual Behaviour Support Plan
- Individual Counselling (YSC, GO)
- Community Conference
- BIC
- 1-5 day suspensions
- Referral to GO where appropriate
- Strategies entered in OneSchool

**STUDENT OF CONCERN**
A student should be referred to Student Welfare if a teacher or YLC have:
- Concern for a student’s wellbeing
- A student discloses matters of concern, report immediately to Campus Principal
- NB: Notifying member completes a Green Student Welfare Referral Form and/or Student Notification form (SP4) where applicable.
(See Appendix 2 student welfare flowchart)

**PERSISTENT BEHAVIOUR OR SERIOUS INCIDENTS**
Student referred to Deputy and Campus Principal
- 6 – 20 day suspension
- Proposal/recommendation for Exclusion / Cancellation of Enrolment
## Appendix 5

**Process for Managing School Disciplinary Absences**

| Principal | *Whenever possible, early communication with SDA District Contact Officer (DCO), is recommended, to assure available district support and quality information.*
| Principal | *Natural Justice rights of timely fair hearing are accorded.*
| Principal | *Students in the State of the State will require liaison with the Dept of Child Safety re custody and guardianship (for communication, correspondence, and decision-making).*
| Principal | *If SDA is initiated, fax to RCO, with Attention: Support Officer, Student Welfare (SOSW):*
| Principal | • Record of SDA (as lodged in the Central Data Collection System)
| Principal | • Copies of Letters of cancellation/suspension to both child and parent/caregiver(s)
| Principal | • SMS summary of current student details (e.g. contacts)
| Principal | • Notes re target group or other special status: e.g. NESB; ATSI; SWD; Child in the Care of the State; mental illness
| Principal | • Advice re the likelihood of an appeal against the decision
| Principal | • For suspensions/exclusions, overview of Alternative Education Program (AEP) proposal, as developed by School Case Manager, and signed off by the Principal.
| Principal | • Involvement of Guidance Officer and/or other designated school/district support staff, or external agencies.
| Principal | • Range of punitive consequences, as well as support programs and services offered to student
| Principal | • Record of communications with parent/caregiver
| Principal | • Negotiation of possible enrolment at another school, if applicable (in liaison with School Case Manager)
| Principal | • A formal (documented) meeting with key stakeholders can assist acceptance of the ultimate decision/options.
| Principal | • 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.
| Principal | • Forward letter of recommendation, with attached relevant report, to ARD, with Attention: Senior Guidance Officer.
| Principal | • ALL relevant documentation should be forwarded to RO.
| Principal | • For Exclusions, see suggested Report Checklist (below).
| Principal | • For Cancellations, reporting requirements will vary, but evidence of a fair “Show Cause” process is needed.
| Principal | • RCO considers documentation and other communication from school, and advises school of needed additions or amendments (to documents and/or processes).
| Principal | • RCO advises EDS and Regional Case Manager of cancellation/exclusion case and likely processes.
| Principal | • RCO and RCM discuss appeal process, if required
| Principal | • 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).
| Principal | • RCS assures that special considerations are taken into account, including custody and child protection issues.
| Principal | • RCM liaises with Principal and School Case Manager.
| Principal | • RCM investigates possible options and discusses with student and parent/caregiver(s).
| Principal | • Responds to any appeal when advised by Regional Office.
| Principal | • Clarifies any issues with the Regional Contact Officer.
| Principal | • Provides any additional documents on request.
| Principal | • Ensures ongoing provision of the Alternative Education Program.
| Assistant Regional Director ARD | The ARD will make a decision to affirm, vary or set aside the Principal’s decision:
| Assistant Regional Director ARD | • “promptly”, for submissions against 6-20 day suspensions or cancellations, (and then tell the student and principal “as soon as possible”), OR
| Assistant Regional Director ARD | • within 20 school days from student receiving written notice, for recommendations to exclude. (IF decision is to set aside, ARD will tell student and principal ASAP).
| Regional Contact Officer | • Provide drafts of notification letters to ARD
| Regional Contact Officer | • Arrange mailing with Student Welfare SO
| Regional Contact Officer | • Make necessary phone-calls to parent and school
| Regional Contact Officer | • Assist communication and documentation in contentious cases (e.g. Appeals to the Director General; legal/media)
| Regional Contact Officer | • Principal to arrange collation and special filing (for possible forwarding to Regional Office) of key information regarding school responses
| Regional Contact Officer | • For Cancellations and Exclusions, Principal completes an internal investigation report
| Regional Contact Officer | • For Cancellations and Exclusions, Principal sends formal confirmation/recommendation letter to Assistant Regional Director (ARD) with a relevant report
| Regional Contact Officer | • Regional Contact Officer (RCO) consults with Assistant Regional Director (ARD) and negotiates appointment of Regional Case Manager (RCM), often a Senior Guidance Officer
| Regional Contact Officer | • Regional Case Manager (RCM) assists pathway to further education, training or employment
| Regional Contact Officer | • Provide drafts of notification letters to ARD
| Regional Contact Officer | • Arrange mailing with Student Welfare SO
| Regional Contact Officer | • Make necessary phone-calls to parent and school
| Regional Contact Officer | • Assist communication and documentation in contentious cases (e.g. Appeals to the Director General; legal/media)

---

*Principal provides timely advice to complete of all impending:
  • Proposal/Recommendations for Exclusion
  • Cancellations of Enrolment
  • 6-20 Day Suspensions.
*Principal appoints and advises a School Case Manager, and oversees any Alternative Program. (Options for Case Manager include: school’s Head of Department Student Welfare (HOD), Guidance Officer (GO), Head of Special Education Services (HOSES), Deputy Principal (DP).)
Appendix 6

Process for Managing a Critical Incident

CRITICAL INCIDENT FLOWCHART

Take steps to ensure everyone’s Safety

NO

Is the safety of people assured?

YES

Ensure details of incident have been recorded (Use form)

NO

Obtain details of incident and record

YES

Notify Campus Principal or most Senior Admin available

Contact Emergency Services

Location of incident?

MINOR

Can it be handled simply and discreetly?

MAJOR (Likely to affect many people)

Major or Minor Incident?

Person in charge notifies District Office and other Campus Principal

Person in charge deals with the incident.

Secondary Campus

Call together Core Response Team

Core Response Team

- Exec Principal
- Campus Principal
- Deputy Principal
- GO
- Registrar
- Others determined by Person In Charge

Primary Campus

Call together Primary Response Team

Primary Response Team

- Exec Principal
- Campus Principal
- Deputy Principal
- GO
- Registrar
- HOOD
- BMS T
- Nominated volunteer
- Senior Teachers - Primary

Off Campus

Call together Core Response Team

Core Response Team

- Exec Principal
- Campus Principal
- Deputy Principal
- GO
- Registrar
- Others determined by Person In Charge

Roles to be Filled

Person in Charge:

Facilities Organiser:

Communications Organiser:

Recovery and Support Coordinator:

Parents and Relatives Liaison:

Staff Brief:

Student Organiser:

Gift Registrar:

Delegated ROLES

Liaise with District Community Agencies

YES

NO

Involve outside school support?

Deal with incident

Delegate ROLES
**Appendix 7**

**Individual Behaviour Support Plan**

**NORTH COAST REGION**

<table>
<thead>
<tr>
<th>Student:</th>
<th>Year level:</th>
<th>EQID:</th>
<th>Date of Birth: / /</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Review Date: / /</td>
<td>Commencement Date: / /</td>
<td>Case Manager:</td>
</tr>
</tbody>
</table>

Behaviours of Concern:

Goals for this plan:

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

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

Other

**Replacement Behaviour Teaching:** Increasing the student’s range of acceptable behaviours

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
</table>

**Response Adjustments:** Effective staff responses to student behaviour

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
</table>

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

Principal ____________________________  Class teacher ____________________________  Parent ____________________________  Student (if appropriate) ____________________________

Signature Date: ____________________________

[Queensland Government logo]
### Primary Campus Behaviour Matrix

<table>
<thead>
<tr>
<th>Whole School</th>
<th>Learning Settings</th>
<th>Play Settings</th>
<th>Tuckshop</th>
<th>Toilets</th>
<th>ICT</th>
<th>Excursions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I move safely</td>
<td>• I look after school property</td>
<td>• I wear a sun safe hat</td>
<td>• I put rubbish in bins</td>
<td>• I walk into the toilets</td>
<td>• I respect and look after all property</td>
<td>• I respect and look after my belongings</td>
</tr>
<tr>
<td>• I walk quietly and sensibly</td>
<td>• I work safely with others</td>
<td>• I wear appropriate footwear</td>
<td>• I wait sensibly in line</td>
<td>• I brush the toilet</td>
<td>• I stay alert</td>
<td></td>
</tr>
<tr>
<td>• I keep hands and feet to myself</td>
<td>• I use scissors and equipment safely</td>
<td>• I walk on the concrete</td>
<td>• I wait for my turn</td>
<td>• I wash my hands</td>
<td>• I stay with the group</td>
<td></td>
</tr>
<tr>
<td>• I put rubbish in the bins</td>
<td>• I use furniture properly</td>
<td>• I keep my hands and feet to myself</td>
<td>• I only eat and buy my own lunch/snacks</td>
<td>• I keep the toilet area tidy</td>
<td>• I follow adult instructions</td>
<td></td>
</tr>
<tr>
<td>• I look after school property</td>
<td>• I keep the classroom tidy</td>
<td>• I care for the environment</td>
<td>• I report any problems</td>
<td>• I use toilets at breaks</td>
<td>• I use ICTs for my school work only</td>
<td></td>
</tr>
<tr>
<td>• I care for the school environment</td>
<td>• I use my library borrowing bag for library borrowing</td>
<td>• I use equipment correctly and responsibly</td>
<td>• I line up in single file</td>
<td>• I do not access inappropriate information and sites</td>
<td>• I respect Bus Code of Conduct</td>
<td></td>
</tr>
<tr>
<td><strong>Show Commitment</strong></td>
<td>• I model sensible behaviour</td>
<td>• I play in the correct area for my year level</td>
<td>• I visit the tuckshop only to buy or collect lunch/snacks</td>
<td>• I will use ICTs for my school work only</td>
<td>• I stay alert</td>
<td></td>
</tr>
<tr>
<td>• I encourage and support others</td>
<td>• I ask permission to leave the class</td>
<td>• I play fairly following the rules</td>
<td>• I sit in the correct area to eat</td>
<td>• I will report anything I find that is illegal, dangerous or offensive</td>
<td>• I stay with the group</td>
<td></td>
</tr>
<tr>
<td>• I sign out at the office if I leave early</td>
<td>• I am only in the classroom when a teacher is present</td>
<td>• I play school approved games</td>
<td>• I return to class promptly after going to the toilets</td>
<td>• I will take turns when sharing the computer</td>
<td>• I follow adult instructions</td>
<td></td>
</tr>
<tr>
<td>• I sign in at the office if I arrive late</td>
<td>• I return books to the library by due date</td>
<td>• I invite others to play</td>
<td>• I log off when I am finished using a computer</td>
<td>• I use ICTs for my learning</td>
<td>• I use ICTs for my school work only</td>
<td></td>
</tr>
<tr>
<td><strong>Show Co-operation</strong></td>
<td>• I follow books to the library by due date</td>
<td>• I play safely with others</td>
<td>• I will communicate respectfully with others when using ICTs</td>
<td>• I do not play in the toilet area</td>
<td>• I will use ICTs for my school work only</td>
<td></td>
</tr>
<tr>
<td>• I go straight to the undercover area with my bag</td>
<td>• I model sensible behaviour</td>
<td>• I share equipment fairly with the people I am playing with</td>
<td>• I respect the privacy of others</td>
<td>• I respect the privacy of others</td>
<td>• I respect Bus Code of Conduct</td>
<td></td>
</tr>
<tr>
<td>before 8.30am</td>
<td>• I ask permission to leave the class</td>
<td>• I line up fairly following the rules</td>
<td>• I will not share any personal information or individual passwords</td>
<td>• I respect the privacy of others</td>
<td>• I represent myself and my school with pride</td>
<td></td>
</tr>
<tr>
<td>• I take my bag to my 8.30am</td>
<td>• I am only in the classroom when a teacher is present</td>
<td>• I play school approved games</td>
<td>• I will communicate respectfully with others when using ICTs</td>
<td>• I take responsibility for my behaviour</td>
<td>• I always work to be the best I can be</td>
<td></td>
</tr>
<tr>
<td>• I am on time &amp; prepared</td>
<td>• I return books to the library by due date</td>
<td>• I invite others to play</td>
<td>• I log off when I am finished using a computer</td>
<td>• I respect the privacy of others</td>
<td>• I always work to be the best I can be</td>
<td></td>
</tr>
<tr>
<td>• I am responsible for my own behaviour</td>
<td>• I play safely with others</td>
<td>• I play safely with others</td>
<td>• I log off when I am finished using a computer</td>
<td>• I respect the privacy of others</td>
<td>• I respect the privacy of others</td>
<td></td>
</tr>
<tr>
<td>• I am honest</td>
<td>• I share equipment fairly with the people I am playing with</td>
<td>• I line up fairly following the rules</td>
<td>• I log off when I am finished using a computer</td>
<td>• I respect the privacy of others</td>
<td>• I respect the privacy of others</td>
<td></td>
</tr>
</tbody>
</table>

**Whole School Learning Settings**

• I am honest
• I am responsible for my behaviour
• I walk quietly and sensibly
• I always work to be the best I can be
• I am responsible for my learning
• I respect teachers and peers

**Play Settings**

• I play fairly following the rules
• I play school approved games
• I play in the correct area for my year level
• I line up in single file

**Tuckshop**

• I use toilets at breaks
• I return to class promptly after going to the toilets

**Toilets**

• I use toilets at breaks
• I report anything I find that is illegal, dangerous or offensive

**ICT**

• I will use ICTs for my learning
• I follow ICTs for my school work only

**Excursions**

• I will use ICTs for my school work only
• I follow ICTs for my school work only
# Self-Monitoring Behaviour Card

**NAME:** __________________________   **YEAR LEVEL:** __________

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TEACHER</th>
<th>CLASS</th>
<th>ON TIME</th>
<th>ALLOWING OTHERS TO DO WORK</th>
<th>USE OF CLASS TIME</th>
<th>WORK DONE</th>
<th>MANNERS</th>
<th>NUMBER OF TIMES INTERRUPTED CLASS</th>
<th>TEACHER INITIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAY 1</td>
<td>1</td>
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<td>DAY 2</td>
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<td>DAY 4</td>
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</tbody>
</table>

**STUDENT INSTRUCTIONS**

- Completed and returned at the end of each session by signing the bottom of the page with an A, B, or C codeword.
- Pupils complete evaluations of the class to their teachers.
- Teachers personalize the card to administer once a day for work.

**TEACHER INSTRUCTIONS**

- Code: A = Good, B = Fair, C = Poor
- Code: B = Fair
- Code: C = Poor
- Code: A = Good
- Complete the column with an A, B, or C codeword.
- Further comments can be written on the back or clipped to the card.
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

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 a 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, ballastic 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