

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

Sunshine Beach State High School

Amended December 2016



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Responsible Behaviour Plan for Students

1. PURPOSE

Document why it is important to ensure students are provided with a safe and supportive learning environment.

The cornerstones of Sunshine Beach High School are:

- 1) Our Vision and Values represented by P.R.I.D.E
 - Pride - Developing and extending students' personal character & individual talents. Providing a balanced curriculum that aims to meet diverse needs and pathway options. Developing and supporting a highly competent and skilled workforce.
 - Respect -- Developing a strong sense of community service, effective leadership and loyalty to others through teamwork. Developing within each student a sense of worth and respect for themselves and the international community.
 - Innovation – Developing attitudes, skills and a base of knowledge as a foundation for encouraging creative, enterprising and critical thinkers in life in 21st century.
 - Diligence – Developing responsible young adults with the capacity, discipline and desire to become life long learners. Developing appreciation of learning.
 - Enthusiasm – Providing diverse programs with cultural, intellectual and physical pursuits. Encouraging students to strive for success, whilst embracing virtues of honesty and integrity.
- 2) Our school motto “*Quality In All We Do*”.
- 3) Our mantra “Empower lifelong learners through a challenging and supportive school community.”
- 4) Maintaining the rights of students, parents/carers and school staff.

STUDENTS' RIGHTS

My rights are:	Students help maintain their rights by:
<ul style="list-style-type: none"> • to learn in a supportive caring environment 	<ul style="list-style-type: none"> • completing all required work to the best of my ability • being co-operative and considerate in contact with fellow students and staff • being punctual to class and regular in attendance • being prepared for all classes by bringing all required equipment and resources • allowing others to learn
<ul style="list-style-type: none"> • to learn in a secure, safe and clean environment 	<ul style="list-style-type: none"> • reporting unsafe practices • reporting the presence of strangers on the school campus • not damaging school property or buildings • using the provided bins in the playground and in classrooms to dispose of rubbish • behaving in a manner to ensure the safety of all individuals
<ul style="list-style-type: none"> • to be treated in a respectful manner 	<ul style="list-style-type: none"> • being polite, well mannered and courteous. • using appropriate language in an appropriate tone. • promoting the rights of others • keeping other people's property safe • respecting others right to learn
<ul style="list-style-type: none"> • to attend a school of good reputation 	<ul style="list-style-type: none"> • wearing the complete school uniform as endorsed by the P&C • participating in school and community activities that set a positive example • behaving in an appropriate manner on the way to school, at school and on the way home
<ul style="list-style-type: none"> • to make decisions for myself 	<ul style="list-style-type: none"> • being aware of the consequences of behaviours as outlined in the Code of School Behaviour • managing my commitments effectively • choosing to follow all reasonable instructions in a respectful manner • choosing to meet attendance requirements • practicing self discipline • choosing to actively participate in school life for personal growth



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TEACHERS' RIGHTS

My rights are:	Teachers help maintain their rights by:
<ul style="list-style-type: none"> to teach in supportive environment 	<ul style="list-style-type: none"> establishing and maintaining an appropriate classroom tone through ASOT using appropriate classroom strategies in the teaching and learning process that encompasses learning and relearning. being fully prepared and punctual for all classes establishing routines using teaching strategies of high intellectual quality recognizing the unique learning needs and well-being for Junior Secondary and Senior Secondary recognising and catering for difference connecting to students' world through knowledge of individual child's needs supporting and upholding all policies of the school being responsive to the needs of the students strong communication with family to ensure well-being and learning outcomes following the Behaviour Management flow chart implementing Student Support Plan procedures marking attendance rolls on OneSchool in a professional manner keeping efficient curriculum records and use OneSchool to record student behaviour and parent communication
<ul style="list-style-type: none"> to be treated with respect 	<ul style="list-style-type: none"> communicating with students and other members of the school community in an appropriate manner treating others with respect being a positive role model for students and colleagues helping students and other staff members when support is required
<ul style="list-style-type: none"> to feel safe 	<ul style="list-style-type: none"> ensuring that potentially harmful situations are avoided/defused and reported completing scheduled playground duty working as a member of a team keeping and maintaining clear communication channels
<ul style="list-style-type: none"> to be informed 	<ul style="list-style-type: none"> being aware of the current departmental policies and initiatives attending staff meetings, faculty area meetings and actively participate in the school communication channels

PARENTS' RIGHTS

My rights are:	Parents help maintain their rights by:
<ul style="list-style-type: none"> to be informed 	<ul style="list-style-type: none"> regularly accessing School Website to read school newsletter and important events accessing the Parent Liaison Officer – Mark McCarthy 54404209 attending parent teacher interviews being familiar with and supportive of the School policies as outlined on the school website maintaining close contact with the classroom teachers and Head of Years via phone or email attending Parent Forums ensuring contact details are kept up to date
<ul style="list-style-type: none"> to be supported 	<ul style="list-style-type: none"> communicating any concerns in an appropriate manner to ensure that issues are resolved satisfactorily being aware of the support available within the school community – see School website or list attached pre-arranging an appointment to meet with staff
<ul style="list-style-type: none"> to be involved 	<ul style="list-style-type: none"> checking on and helping with my child's learning and homework having my child in uniform as endorsed by the P&C having my child meet the school's 90% attendance goals providing specific explanations of absences ensuring that my child is fully prepared and equipped for all activities participating in Parenting Programs as organized by the Guidance Centre
<ul style="list-style-type: none"> to have a say in the directions of the school 	<ul style="list-style-type: none"> attending P&C Association meetings volunteering for roles and responsibilities within the P&C and/or School Council
<ul style="list-style-type: none"> to participate 	<ul style="list-style-type: none"> being involved in volunteer programs within the school e.g. canteen volunteer, support students with learning difficulties or fundraising activities promoting Sunshine Beach SHS positively to the local community




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Our Responsible Behaviour Plan connects these cornerstones and clearly articulates how the school delivers its philosophical foundations and facilitates a safe supportive environment so that students can learn and teachers can teach.

2. CONSULTATION AND DATA REVIEW

This Responsible Behaviour plan was developed after review of the previous RBP by the following groups:

- 1) Policies and Procedures Committee;
- 2) Head of Years;
- 3) Administration;
- 4) School Leaders.

Feedback from these groups has been collected and evaluated.

The following data has been collected and analysed to develop this Responsible Behaviour Plan:

- 1) OneSchool Behaviour data;
- 2) OneSchool Attendance data;
- 3) School Annual Harassment Survey;
- 4) Bully Box Intranet data;
- 5) Timeout Intranet data;
- 6) Alternative Program Review data such as Social Outcomes Surveys and Parent Perception data;
- 7) Teacher feedback;
- 8) Parent feedback;
- 9) Support Program Personnel feedback;
- 10) Referrals to outside agencies.

This Responsible Behaviour Plan also considers our Key Strategic directions of Teaching and Learning (ASOT), Data and development of a district Junior Secondary and Senior Secondary.

Once endorsed, this plan will be presented to the P&C Association at the first meeting in 2013.

This plan will be reviewed in 2015 as required by legislation.

3. LEARNING AND BEHAVIOUR STATEMENT

Links between student behaviour and learning

At Sunshine Beach High, we believe that good teaching practice has a positive influence on the behaviour of our students. During 2012, the main professional development focus of the school was the implementation of the curriculum framework, "*The Art & Science and Teaching*".

As part of the school's Professional Development plan, teachers have been skilled with a range of strategies to address the following questions:

- Q1 What will I do to establish and communicate learning goals, track student progress, and celebrate student success?
- Q2 What will I do to help students effectively interact with new knowledge?
- Q3 What will I do to help students practice and deepen their understanding of new knowledge?
- Q4 What will I do to engage students?
- Q5 What will I do to establish or maintain rules and procedures?
- Q6 What will I do to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?

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- Q7 What will I do to establish and maintain effective relationships with students?
 Q8 What will I do to establish high expectations for all students?

Highly trained teachers who can address the ASOT questions by selecting appropriate teaching strategies is a major component of our Responsible behaviour Plan for the next three years.

Our Approach to Addressing Student Behaviour

Our Responsible Behaviour Plan addresses inappropriate behaviour in a flexible two pronged approach.

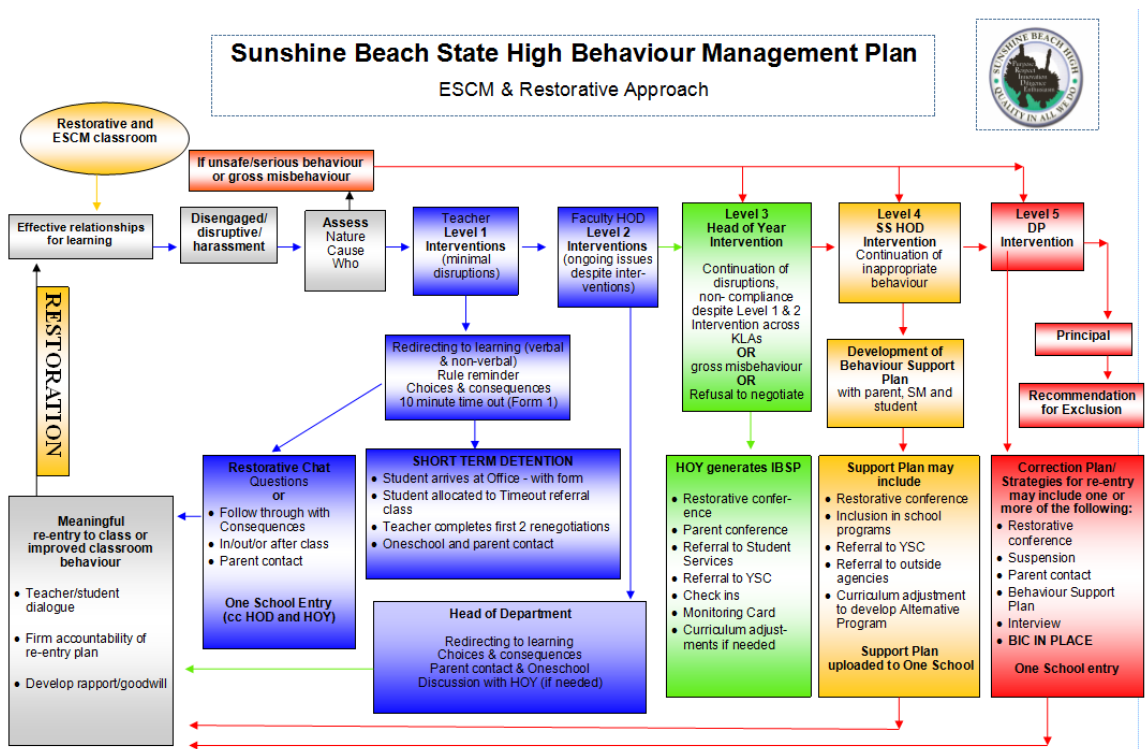
As well as a consequence model (see Section 6, Consequences for Unacceptable Behaviour), we can choose when appropriate, a restorative approach. This approach is used **only** when students involved have admitted harm and are willing to participate in a process where strategies to repair this harm are identified and implemented .

A restorative approach has the advantage of:

- addressing the root causes of harmful behaviour rather than reacting to the symptoms, thus enabling “real” life learning;
- acknowledging that harm from incidents goes beyond just victims and wrongdoers in the school community;
- finding creative and meaningful ways of responding to violations against people and property and to develop preventative strategies;
- making the commitment of time necessary to repairing relationships instead of going down the quick fix path.

During the 2012 school year, considerable funds were spent on the restorative training of staff. A total of ten staff are now trained.

4. PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR



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• Teacher Level 1 & 2 (SWPBS Universal Behaviour Support)

BLUE ZONE Students in the Blue Zone are successfully managed self or by classroom teachers.

Proactive and preventive whole school processes and strategies for developing positive behaviour for all students.

- 1) ASOT trained teachers as part of school PD plan
- 2) Staff Induction Program to support teachers new to the school with Schools' Responsible Behaviour Plan and Policies & Procedures.
- 3) Quick Reference Head of Year Flow Chart for all teachers to ensure consistency across the school. Appendix 1
- 4) School Wide Positive Classroom Behaviours of :

Be Responsible, Be Respectful, Be Safe and Be Productive as organisers for the development of class rules across the school and across different Departments.

- 5) A school management structure which recognises the importance of the Junior Secondary phase. The role of HOD Junior Secondary to implement the Junior Secondary agenda with focus on student wellbeing and learning in Years 8-9 by:
 - identifying practical strategies our school can use to improve outcomes for all Junior Secondary students by enhancing their well-being for learning and life;
 - addressing curriculum, environmental, policy and community elements which can support student well-being;
 - aligning the principals of the Junior Secondary agenda through responsive and localised approaches to student well being, safe and supportive learning environments and community engagement and strong leadership.
- 6) Head of Year Structure
- 7) 10 Minute Time out

A 10 minute time out is available to teachers should student behaviour become unmanageable within the classroom. This process involves the student being relocated to the next classrooms with a series of reflective questions designed to allow the student to reflect on their behaviour and self-manage their re-entry to the learning environment. Should a student return to the learning environment and continue to disrupt the learning of other the will be sent to Short Term Detention.

- 8) Short Term Detention

Following a 10 minute time out, if a student returns to class and behaviour remains a barrier to the teaching and learning process within the class. Students referred into the Short Term Detention system are relocated to the Student Services Office where they will complete work.

When using the Short Term Detention system, referring teachers must:

- follow the Short Term Detention script to ensure consistency across the school;
- provide work for the referred student which is to be completed once student has been relocated to another classroom;
- contact parents;
- record incident on OneSchool;
- participate in a restorative renegotiation before student returns to class.



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After a Short Term Detention, the appropriate Head of Year arranges and **chairs** a restorative meeting between the student and the teacher responsible for the referral. During these very structured meetings, the School provides the commitment of time necessary to repair relationships in a problem solving framework. Timeout referrals and renegotiations are recorded and tracked on School intranet by staffroom and administration teacher aides.

9) Review of PRIDE Awards

At present, a review is being undertaken by a Head of Year Sub-Committee to provide more opportunities to acknowledge positive behaviours.

10) Proactive Program Referrals

Head of Years monitor students closely and can refer into support programs before behaviour escalates to Yellow Zone.

11) Awards Night Recognition

Students are encouraged and recognised at Arts, Sport and Academic Awards Nights.

12) School Leadership Program

Provides opportunity for students from all year levels to develop leadership skills.

• Head of Year Level 3 (SWPBS Targeted Behaviour Support)

GREEN ZONE Students in the Green Zone are managed by their Head of Year.

Students in this zone are identified by;

- pattern or frequency of timeout referrals
- direct Head of Year referrals from teaching staff once flow chart conditions have been satisfied;
- OneSchool behaviour data;
- OneSchool attendance data;
- Parent/Carer referral.

Head of Years use a number of strategies in addition to previous blue zone strategies when case managing Green Zone students. Some of these are:

- getting to know the student by developing a student profile;
- providing balanced communication with parents/carers - important not to only contact home when things are going badly, also contact parents when students are doing well;
- implementing the use of a monitoring card with daily student and parent contact;
- monitoring of OneSchool attendance and behaviour;
- monitoring of academic performance;
- the use of "Take a Break" card where necessary and appropriate - student must have done Anger Management program prior;
- lunchtime/after-school detentions with parent consent;
- development of basic student support plans;
- regular review processes with students and parents to ensure plan is flexible;
- development of flexible learning arrangements in consultation with parents/carers;
- referral to Student Services programs (listed below);
- referral of students with ten or more unexplained absences to Sunshine Connect Program;
- referral to Student Services team;
- participating in case management discussions with Student Services team.



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• Student Services Level 4 (SWPBS Targeted/Intensive Behaviour Support)

YELLOW ZONE Students in the Yellow Zone are generally managed by Student Services, however DP intervention does occur at this level.

Students in this zone are identified by:

- pattern or frequency of timeout and STD referrals;
- Failure on 'Green HOY BM Card'
- direct Head of Year referrals once flow chart conditions have been satisfied;
- OneSchool behaviour data;
- OneSchool attendance data;
- Parent/Carer referral.

Students in this zone have high needs and may be supported by:

- Child Safety Case Manager;
- Youth Child and Mental Health Case Manager;
- Youth Support Coordinator;(TBC)
- Department of Youth Justice;
- Guidance Officer Intensive support after referral by school.
- School Chaplain
- HOD Student Services
- BM Teacher Student Services

Students in this zone have an extensive Student Support Plan based on a functional behavioural approach. Input into support plan from outside agencies and support staff is sort and welcomed.

An Intensive Behaviour Support plan may include:

- flexible Learning arrangements working with other RTOs or service providers;
- flexible contact hours;
- referral to school based programs;
 - Girl Power (Junior Secondary Girls Program)
 - Big Thursday (Junior Secondary Boys Program)
 - Building Better Boys (Junior Secondary Boys Program)
 - Work Experience
 - School Based Apprenticeships and Traineeships
 - Lunchtime programs
- communication scripts for teachers;
- referral to outside agencies – e.g. FOCUS – school has developed an extensive network of support from outside agencies;
- a safety plan;
- work experience;

Intensive Behaviour Plans are working documents that must be reviewed regularly with student and parents/carers.

• Intensive Behaviour Support

Red Zone Students in Red Zone are managed by a member of the Administration team (in some cases HOD SS or GO).

Students in this zone are identified by:

- Repeated and high level suspensions and exclusion
- Present risk to learning and safety of others at school
- Failure on 'SS Yellow BM Card'



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Students in this zone have high needs and may be supported by;

- Deputy Principal
- Child Safety Case Manager;
- Youth Child and Mental Health Case Manager;
- Youth Support Coordinator;(TBC)
- Department of Youth Justice;
- Guidance Officer Intensive support after referral by school.

An Intensive Behaviour Support plan may include:

- As per 'yellow zone' with stricter parameters clearly linked to continued enrolment at SBHS
- A Behaviour Improvement Condition (BIC) can be incorporated into the plan and must be case managed by appropriate year level Deputy Principal.

Responsible Behaviour Plan

Use of Monitoring Cards

Note:

1. Cards are aligned to Behaviour Management Plan flow chart levels/colours. Eg students returning from a major suspension will be on a 'red card' and managed by DP.
2. Attendance card is not separate anymore, simply use behaviour card

BLUE - LEVEL 1 and 2 – Class Teacher Level (supported by HOY, HODS)

- Time Out (Form 1)
- Short Term Detention (Form 2)
- Student Agreements (completed with student, teacher HOD)

GREEN - LEVEL 3 – Head of Year Intervention

(Student checks in before school/break 1 and 2 at SS at HOY's office)

- Behaviour Monitoring Card (green)
- Student Agreements (completed with student, parent, HOY)

YELLOW – Level 4 – Student Services Intervention

(Student checks in before school/break 1 and 2 at Student Services)

- Behaviour Monitoring Card (yellow)
- Behaviour Support Plan developed (completed with student, parent, HOY)

RED – LEVEL 5 – Deputy Principal Intervention

(Student checks in before school/break 1 and 2 at DP office)

- Behaviour Monitoring Card (red)
- Behaviour Support Plan developed (completed with student, parent, DP), including potential alternative timetable and referral to off-site programs
- Clear set of guidelines and consequences developed

5. EMERGENCY RESPONSES OR CRITICAL INCIDENTS

Sunshine Beach High School has two policy documents in place to ensure that staff members 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 enhance the safety of both students and staff.

1. Critical Incident Plan 2012 (Appendix 2)

2. Emergency “Lock Down“ Procedures 2006-2010 (Appendix 3)

Lock down procedures are practiced during the year so that all students recognise the signal for a “lock down” situation and know exactly what to do when the “lock down” alarm is sounded.

All Mentor Group teachers review this policy as part of the school orientation program at the start of the school year.

Physical Intervention – Teachers in the Sunshine Learning Centre (SEU) are the only teachers at Sunshine Beach High who are trained in physical intervention.

These teachers are aware that 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.

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

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

- Incident report
- Health and Safety incident record
- Debriefing report (for student and staff)



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6. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

This Responsible Behaviour Plan addresses inappropriate behaviour in a flexible manner:

- 1) applying consequences as outlined below;
- 2) use of a restorative approach is available to address the root cause of harmful behaviour rather than reacting to the systems;
- 3) a combination of applied consequences with a restorative component.

There are some instances however when the disciplinary action of exclusion is appropriate.

These instances are outlined below:

- 1) When a student in the Red Zone has contravened a behaviour improvement condition (BIC) which has been put in place due to continued student disobedience, misconduct or any other conduct that disturbs the good order and management of the school;
- 2) when a student has used a knife or similar weapon to threaten or injure students or staff while under the school's duty of care;
- 3) when a student has distributed an illegal drug/substance to another student while under the school's duty of care;
- 4) when a student has assaulted another student or staff using excessive violence.
- 5) other serious misconduct prejudicial to the good order and management of the school.

The following tables outline Sunshine Beach High School's system of consequences for unacceptable behaviour while under the school's "Duty of Care".

Duty of Care defines the period from the moment a student leaves home in the morning to go to school until the time that student returns directly from school in the afternoon.

Duty of Care extends to include excursions, field trips and sporting activities where a student is representing the school.

Although cyberbullying can occur outside the defined period of Duty of Care, the school will enact the consequences from this Responsible Behaviour Plan when:

- cyberbullying has been identified as sent from or to an Education Queensland email address;
- cyberbullying is influencing a student's personal safety at school.

Bullying and Harassment

SBSHS Bullying and Harassment Profile

2012 Bullying and Harassment Survey indicates:

- 72% of students feel safe or very safe;
- 4% of students feel unsafe at school;
- 64% of students have never been bullied at school;
- 4% of students are bullied more than once every day;
- 53% of students were happy or very happy with how a reported bullying episode was handled;
- 22% of students very disappointed with how a bullying episode was handled;
- 13% of students who indicated they had been bullied classified it as cyberbullying

Restorative Practices and Bullying and Harassment

SBSHS processes for responding to Bullying and harassment have been outlined at the:

- classroom level
- playground level
- Head of Year level
- Administration level



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In this Responsible Behaviour Plan, a greater emphasis on Restorative Practices has been included in response to the data that 22% of students were disappointed with the way the school had addressed the bullying.

When this approach is used, the student who is being harassed has a say in what can be done to make up for the harm caused by the wrong doer.

Whole School Proactive Process to Address Bullying

- Yearly survey to gauge satisfaction with Bullying and Harassment Policy
- Schoolwide pastoral care program which includes:
 - Emotional Intelligence
 - My Mental Health
 - Cyber Bullying and safety
 - Restoring Esteem and Focus
 - My Peer Group
 - Anger Control
 - TV, Music, Mobile, Chatrooms
 - Harassment
 - Bullying No Way!
 - Friends and Making Friends
- Electronic Bullybox on student intranet to report bullying
- Year 8 Orientation Program which includes paid presenters to address bullying and harassment
- Trained Head of Years in “No Blame” and Restorative Approaches
- Yearly drama presentation for Year 8 & 9 students focusing on bullying and harassment issues. Example – Say it to My Facebook, Sticks and Stones, Verbal Combat.

Cyberbullying

Cyberbullying is a relationship/behavioural problem not a technological problem.

This Responsible Behaviour Plan supplements the Cyberbullying and reputation management flowchart for Principals.

Whole School Proactive Process to Address Cyberbullying

- school has filters for common social media sites
- WORDSCAN automatically scans for offensive or rude language - these emails are flagged by the Network Administrator and are forwarded to HOD IT to follow up
- all school computers have Cyber Help button on desktop for student reference
- briefing sessions for all year levels by HOD IT on digital citizenship
- external agency presentations (drama presentations) to all students
- web site links to support parents on school website
- more than 95% of staff have ICT Certificates, therefore understand how learners can use ICT purposefully and develop digital citizenship through modelling and explicit teaching
- bi-annual parent night to provide information on digital citizenship
- Year 8 orientation program in first week of school to address digital citizenship
- Pastoral Care program as previously noted

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POSITIVE REINFORCEMENT AND CONSISTENT DISCIPLINE

As previously stated “student behaviour can be modified through positive reinforcement and explicit teaching of positive behaviours and not punishment”. When students choose to model unacceptable behaviour the “consequences for behaviour should be linked to the behaviour”.

CLASSROOM CONSEQUENCES

UNACCEPTABLE BEHAVIOUR	POSSIBLE TEACHER ACTIONS/CONSEQUENCES (from least to most intrusive)
Continually late to class (without late pass)	<ul style="list-style-type: none"> ↓ Record time late on class roll (evidence) ↓ Issue Detention to make up class time ↓ Parent contact to inform of situation ↓ One School entry (refer to HOD/HOY) ↓ Refer to Head of Year where lateness is continual – disruption to teaching and learning.
Persistently Disruptive /Unsafe behaviour/ Failure to follow teacher direction	<ul style="list-style-type: none"> ↓ Implement range of Teacher Strategies as per Green Zone Tool Kit ↓ Parent Contact to inform of situation ↓ Conduct lunchtime detention to make up for work not completed due to disruptive behaviour ↓ Use the Time Out system and participate with student in a renegotiation interview before next lesson. ↓ Record all actions on One School (refer to HOD/HOY) ↓ Implement actions from renegotiation interviews ↓ Refer to HOD/HOY for further support and intervention if previous strategies are unsuccessful
Non-Participation in a program of study	<ul style="list-style-type: none"> ↓ Discussion with student ↓ Parent contact ↓ Issue detention to make up work not completed ↓ One School ↓ Refer to HOD/HOY if persistent
Minor Graffiti (able to be easily removed)	<ul style="list-style-type: none"> ↓ Community service – removal, fix/repair problem ↓ Parent contact to inform of situation ↓ One School entry ↓ Refer to Head of Year if negotiations unsuccessful
Minor Vandalism (easily repaired)	<ul style="list-style-type: none"> ↓ Community service – removal, fix/repair problem ↓ Parent contact to inform of situation ↓ One School Entry ↓ Refer to Head of Year if negotiations unsuccessful
Use of Mobile Phone in class (Policy – Appendix 3)	<ul style="list-style-type: none"> ↓ Ask student to switch off mobile phone and remove from sight during class ↓ Record on One School all incidents of inappropriate use of mobile phone. ↓ Parent contact to inform of situation, record all ↓ If inappropriate use continues, phone confiscated and held at Admin Office until end of school day ↓ If refusal to allow confiscation of phone, refer to Administration.
Minor computer misuse where no actual damage has taken place to hardware, software or computer room furniture.	<ul style="list-style-type: none"> ↓ Record on One School ↓ Parent contact to inform of situation ↓ Lunchtime detention ↓ Referral to HOD/HOY if situation continues



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Major computer misuse where damage has occurred to hardware, software or computer furniture	<ul style="list-style-type: none"> ↓ Gather supporting evidence from student/s involved and bystanders referral to HOD IT ↓ One School entry ↓ Referral to Cyber Safety Branch
Use of Inappropriate sites on the Internet	<ul style="list-style-type: none"> ↓ Gather supporting evidence from impartial students as well as students involved in the incident ↓ Refer to IT HOD
Verbal Abuse of staff	<ul style="list-style-type: none"> ↓ Gather supporting evidence from impartial students as well as students involved in the incident ↓ Refer immediately to Admin with supporting evidence from students ↓ Record on One School
Physical attack on staff	<ul style="list-style-type: none"> ↓ Make sure all students and staff are safe ↓ Gather supporting evidence from impartial students as well as student/s involved in incident ↓ Refer immediately to Administration with supporting evidence from students ↓ Record on One School
Fighting: <ul style="list-style-type: none"> • Where it is clear a punch with a closed fist or use of a weapon has made contact with another student • Wrestling • Pushing/kicking 	<ul style="list-style-type: none"> ↓ Make sure all students are safe (send responsible student for help if necessary) ↓ Gather supporting evidence from impartial students ↓ Refer to Admin with supporting evidence from students ↓ Record on One School
Inciting a Fight: <ul style="list-style-type: none"> • Students encouraging other students to fight • Students refusing to follow instructions to leave the area of a fight 	<ul style="list-style-type: none"> • Gather supporting evidence from impartial students as well as students involved in incident (if appropriate). • Refer immediately to admin • Record on One School
Failure to Attend Detentions	<ul style="list-style-type: none"> • Follow up with student after failure to attend first detention • Refer to HOD/HOY if failure to attend second negotiated detention • Record on One School
Truancy	<ul style="list-style-type: none"> ↓ Staff respond to any notifications of possible truancy ↓ Parent contact to inform of situation ↓ Record on One School ↓ Detention for missed work ↓ Refer to HOD/HOY is persistent
Harassment/Bullying /Sexual harassment	<ul style="list-style-type: none"> ↓ Address harassment immediately (name it and stop it) ↓ Refer student into timeout system if harassment doesn't stop immediately ↓ Parent contact to inform of situation ↓ Record on One School ↓ Participate in renegotiation process with Head of Year (if applicable) ↓ Refer to HOD/HOY if harassment continues
Students not in Uniform	<ul style="list-style-type: none"> ↓ Request student remove non-uniform item ↓ Issue uniform pass if one-off unforeseeable events ↓ Advise Head of Year if persistent or refusal

PLAYGROUND CONSEQUENCES

Unacceptable Behaviour	Possible Teacher Actions/ Consequences (from least to most intrusive)
Unsafe behaviour in playground eg: <ul style="list-style-type: none"> • Throwing objects • Unsafe Play • Water or food fights 	↓ Warnings/redirections (preventative) ↓ Remove from playground ↓ Record incident on One School (HOY Referral)
Out of bounds	↓ Rule reminder (move into appropriate area) ↓ Refusal to follow directions, remove from playground ↓ Record incident on One School (HOY Referral)
Harassment / bullying	↓ Address immediately - name it, stop it ↓ If continues, remove from playground (HOY Referral)
Fighting in playground <ul style="list-style-type: none"> • Where it is clear that a punch with a closed fist/weapon has made contact with another student • Wrestling • Pushing/slapping kicking 	↓ Make sure all students are safe (send responsible student for help if necessary) ↓ Gather supporting evidence from bystanders and students involved ↓ Refer to Admin with supporting evidence from students to help assess if a restorative approach is appropriate ↓ record on One School
Inciting a Fight <ul style="list-style-type: none"> • Students encouraging students to fight • Students refusing to follow instructions to leave the area of a fight 	<ul style="list-style-type: none"> • Gather supporting evidence from impartial students as well as students involved in incident (if appropriate). • Refer immediately to admin • Record on One School
Recording of fights/ harassment / playground incidents using electronic equipment	↓ Ensure electronic imprint is preserved ↓ Refer to Admin immediately with electronic imprint
Smoking or in possession of cigarettes, tobacco, implements associated with smoking.	↓ Remove from playground ↓ Record on One School ↓ Refer to Admin immediately
Possession of or use of alcohol or other drugs	↓ Refer to Admin immediately
Supply/selling of alcohol and or other drugs	↓ Refer to Admin immediately
Student /s in playground threatened with a knife or other dangerous weapons including replicas	↓ Make sure all students are safe and removed from vicinity ↓ Send student to staffroom to trigger Critical Incident Procedures ↓ Refer to Admin immediately



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HEAD OF YEAR CONSEQUENCES

Unacceptable Behaviour	Possible Teacher Actions/ Consequences (from least to most intrusive)
Continually late to class without explanation	<ul style="list-style-type: none"> ↓ accept referral from classroom teacher in line with BM flow chart ↓ contact parents , record on Record of Contact on OneSchool ↓ arrange for students to make up time on Wednesday or Thursday afternoon with Student Services staff ↓ refer to Admin if behaviour continues
Non attendance	<ul style="list-style-type: none"> ↓ follow Attendance Policy flow chart ↓ meet with parents for students with 5 unexplained absences ↓ refer any students in Years 8, 9 &10 with 10 unexplained absences to Sunshine Connect Program via Students Services HOD ↓ refer any students in Years 11 & 12 with 10 days unexplained absence to Senior School DP ↓ Refer to Student Services HOD for police intervention for students with 15 days unexplained absence <ul style="list-style-type: none"> - (for referral to Police for intervention, student must have been involved in Sunshine Connect Program)
Persistently Disruptive /Unsafe behaviour/ Failure to follow teacher direction	<ul style="list-style-type: none"> ↓ accept referral from classroom teacher making sure BM flow chart has been followed ↓ inform parents that Head of Year is now student's case manager ↓ record change of case manager in Record of Contact on OneSchool ↓ implement a range of strategies which may include generation of a Behaviour Support Plan (Basic) and may include: <ul style="list-style-type: none"> - use of monitoring card - timetable modifications with parent permission - use of a "Take A Break" card - referral into Student Services Support programs - referral into outside agency programs - flexible learning arrangements - regular monitoring and review with parents ↓ referral to Student Services/ Admin for change of case manager if required
Continued bullying and harassment/ cyber bullying	<p>Follow steps in Harassment and Bullying policy</p> <p>Step 1 - If harassment or bullying is of a low level, student participates in a "No Blame" interview during which the student is reminded about the different types of harassment and informed of which particular behaviours are being interrupted as being of a harassing or bullying nature. The aim of the "No Blame" interview is to stop the harassment or bullying. Students involved in a "No Blame" interview are not punished or blamed but informed of the effect of their behaviour on other students. At the end of the interview, the student has the choice to either stop the harassing behaviour or to continue to exhibit the harassing behaviour.</p> <p>Step 1 interview - record in Record of Contact on OneSchool as a meeting.</p> <p>Step 2 – If student continues to exhibit harassment or bullying behaviour after the "No Blame" interview, parents will be contacted and the student will be required to participate in further educational programs outside of normal school hours.</p> <p>OR</p> <p>If student accepts that his behaviour has caused the other student/s harm, a Restorative Conference could be arranged if all parties agree. The size of the conference will be at the discretion of the school.</p> <p>Step 2 incidents must be recorded on OneSchool.</p> <p>Step 3</p> <p>If bullying and harassment episode is severe or harassment continues after steps 1 and 2 – referral immediately to Administration.</p>
Truancy	<ul style="list-style-type: none"> ↓ contact parents and record in Record of Contact on OneSchool ↓ negotiate with parents when missed work to be completed ↓ email HOD Student Services the work to be caught up if work to be completed after school ↓ refer to Admin if truancy continues after intervention by Head of Year
Uniform monitoring	<ul style="list-style-type: none"> ↓ accept referral from mentor teachers making sure BM flow chart has been followed ↓ contact parents to outline continuing uniform problems ↓ continue monitoring, if no improvement refer to Admin.



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ADMINISTRATION CONSEQUENCES

Unacceptable Behaviour	Possible Administration Actions/ Consequences (from least to most intrusive)
Non attendance	↓ Years 8, 9 & 10 ↓ follow Attendance Policy flow chart after referral from Student Services Letters TCS 4, TCS 5 and TCS 6 in line with Enforcement of Compulsory School Provisions Year 11 and 12 ↓ follow Attendance Policy flow chart after referral from Student Services ↓ initiate and monitor cancellation procedure
Smoking	↓ if student acknowledges smoking is a problem, referral to school based health nurse for QUIT program. ↓ possible referral to FOCUS – Andy Knight, if more support required ↓ if student doesn't agree to support or student continues to smoke on campus during or on completion of QUIT program, behaviour considered to be misconduct prejudicial to the good order and management of the school
Possession of or use of alcohol or other illegal drugs	↓ contact parents ↓ contact police for illegal substances ↓ 10 days suspension ↓ repeated offence, recommendation for exclusion in line with misconduct prejudicial to the good order and management of the school
Distribution of illegal drugs or possession of significant amounts of illegal drugs.	↓ contact parents ↓ contact police ↓ recommendation for exclusion in line with misconduct prejudicial to the good order and management of the school
Bus behaviour not meeting Code of Conduct for school bus travel	↓ work in cooperation with bus companies to implement Code of Conduct for Bus Travel ↓ inform student of Bus Code of Conduct ↓ process and send breach letters in line with Code of Conduct for School Students Travelling on Buses Policy
misconduct prejudicial to the good order and management of the school including: <ul style="list-style-type: none"> • persistent truanting • persistently late to school without permission • persistent disruptive behaviour • persistent unsafe behaviour • persistently not following teacher direction • verbal abuse of staff • physical abuse of staff • physical assault of students • continue to exhibit harassing and bullying behaviour after step 2 intervention • major harassment/ bullying episode including cyberbullying • smoking see above 	↓ accept referral from Student Services for case management of Red Zone student in line with BM flow chart Administration to determine course of action including: <ul style="list-style-type: none"> ↓ inform parents of change of case management ↓ 1-5 days suspension ↓ 5-10 days suspension ↓ 10 –20 days suspension ↓ BIC in place ↓ recommendations for exclusion



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7. NETWORK OF STUDENT SUPPORT

Inner Core Support

- 1) Classroom teachers - support their students by fulfilling their responsibilities as teachers (see responsibilities in Section 1)
- 2) Mentor teachers – supporting students by:
 - developing positive relationships with students in their mentor group
 - teaching Pastoral Care program
 - monitoring student attendance and working with Head of Years to support students in their mentor group
- 3) Parents/Carers – support the education of their children by fulfilling outlined parent responsibilities (see responsibilities in Section 1)
- 4) Head of Years – supports students by:
 - developing positive relationships with students in their POD
 - providing excellent communication between school and parents
 - monitoring student behaviour and attendance
 - follow Behaviour Management Flowcharts
 - develop basic student support plans for Yellow Zone students
 - refer to Student Services as required.

Mid Core Support

- 1) Guidance Officer – supporting students by providing a comprehensive guidance and counselling program to address the educational, personal, vocational and holistic needs of the student.
- 2) Chaplains – provide:
 - personal support for students
 - support for Student Services staff to provide quality alternative programs
- 3) Indigenous Community Advisor – providing support for indigenous students and their families.
- 4) Alternative Program teacher – provides:
 - quality alternative programs for students with a broad range of needs;
 - case management of Red Zone students.
- 5) School Based Health Nurse – works in an education and support role with students, school staff and parents to address concerns or problems about health and well-being.
- 6) Vocational Projects Officer – supports students who have or are searching for a school based apprenticeship or traineeship.
- 7) Learning Enhancing staff – provide:
 - high quality literacy and numeracy support programs for students under national benchmarks;
 - literacy support with modules from outside providers for students undertaking school based apprenticeships or traineeships.
- 8) HOD Student Services – supports students, teachers and parents by:
 - case management of Red Zone students by designing and implementing extensive Student Support plans;
 - referring Red Zone students to Deputy Principals when appropriate;
 - providing support for Head of Years as required;
 - managing Student Services and Learning Enhancement Staff;
 - managing weekly case management meetings.
- 9) Deputy Principal – supports students, teachers and parents by case managing red zone students once referred from Student Services.



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Outer Core Support

- 1) Child Youth and Mental Health Services – student case managers from CYMHS work closely with Student Services staff to develop Support and safety plans for students.
- 2) United Synergies – this outside agency has supported students at SBSHS for many years. Presently managing School Mentor Program and Youth Support Coordinator program.
- 3) Youth Support Coordinator – supports students in Years 8-12 who are disengaged from school. Youth Support Coordinator is an important member of the Sunshine Connect Program.
- 4) Youth Connections Program – provides alternative programs for Red Zone students. Youth Connections manages Sunshine Connect Program.
- 5) Department of Child Safety – student case managers from Child Safety work closely with Student Services staff to develop support plans for any student who has been identified as “at risk”.
- 6) Noosa Rotary Club – supports students experiencing financial difficulties associated with their schooling.
- 7) Department of Youth Justice – works with school and young offenders.
- 8) GOIB program – Guidance Officer Intensive Behaviour work with Red Zone students after school referrals.
- 9) Sunshine HUB staff – work with Red Zone students after school referral.
- 10) Police – work with school to ensure all students meet school attendance goals.

Online support for students

- Kids Help Line – Cyberbullying www.kidshelp.com.au
- <http://bullyingnoway.gov.au>
- Youth Beyond Blue www.youthbeyondblue.com Call – 1300 224 636
- Online Counselling www.kidshelp.com.au
- Lifeline www.lifeline.org.au Call – 13 11 14
- www.reachout.com
- www.inspire.org
- Kids Help Line Call – 1800 55 1800

8. CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

At Sunshine Beach State High School, consideration of individual circumstances is taken into account.

- 1) Supporting students in the teaching and learning environment by:
 - being informed of student background;
 - using a data informed classroom to allow differentiation of the curriculum to suit the learning needs of students;
 - literacy support classes for students under national benchmarks;
 - learning support plans for students under national benchmarks;
 - modification of assessment instruments in line with ability;
 - in class support for students under national benchmarks;
 - flexibility for Learning Enhancement staff to work with Gifted and Talented students;
 - learning support plans for all Indigenous students with individual case management by members of the school “Closing the Gaps” Consultative Committee.
- 2) Developing basic and extensive Student Support Plans specifically designed for the individual by taking into account student:
 - needs;
 - strengths and weaknesses;



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- interests;
- literacy/numeracy levels;
- family background;
- connection with other members of the school community.

- 3) The Head of Year structure that allows a “small school feel in a big school” thus allowing for a more individual relationship with Head of Year.
- 4) Junior Secondary core teacher structure which reduces the number of teachers of Junior Secondary students.
- 5) A flexible approach to behaviour management by including Restorative Practices thereby creating creative solutions to problems outside a consequence driven model.

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

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



11. Some related resources

Behaviour Management Flow Chart – Appendix 1
Critical Incident Plan -- Appendix 2
Emergency Lock Down Procedures -- Appendix 3

Endorsement

Principal

**P&C President or
Chair, School Council**

**Regional Executive Director or
Executive Director (Schools)**

Date effective:

from to



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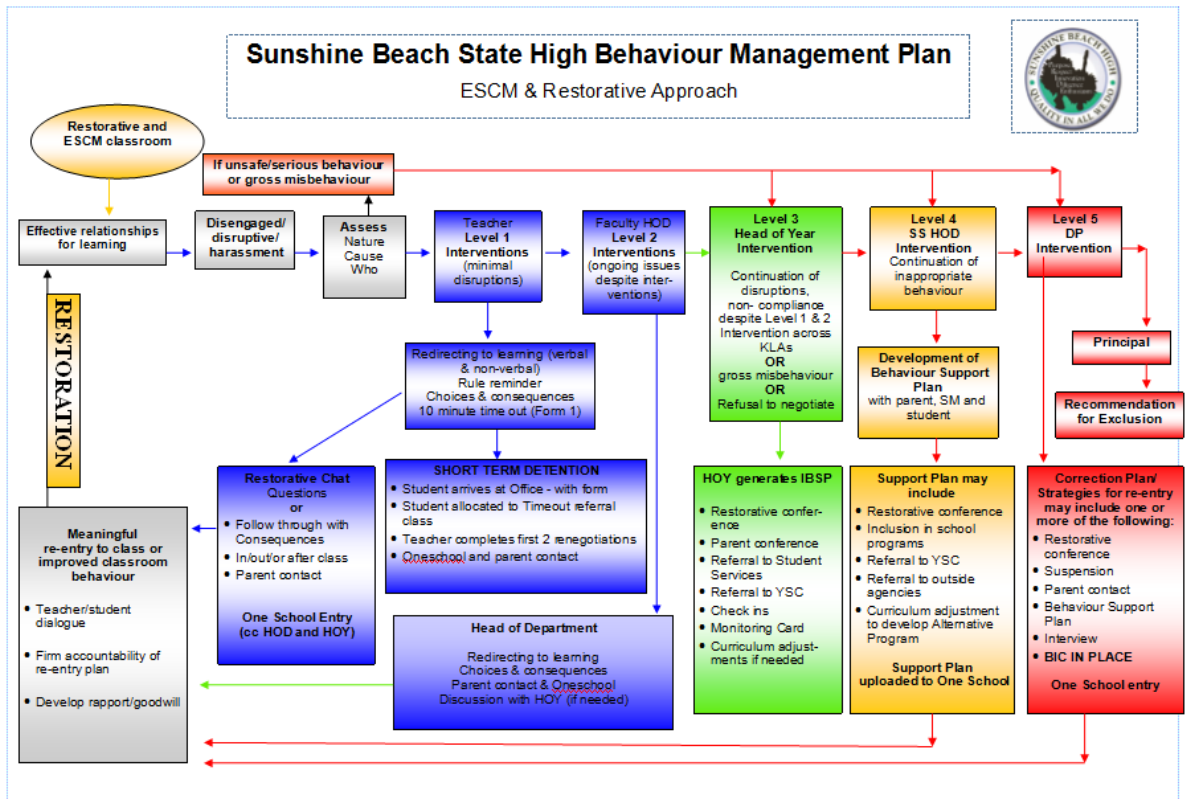


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APPENDIX 1



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Appendix 2



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Our Positive Classroom Behaviours are:

Be
Responsible

Be
Safe

Be
Respectful

Be
Productive

