Plan on Managing Behaviour in a Supportive School Environment
MISSION STATEMENT

Blackwater State High School aims to provide, through the delivery of a meaningful curriculum and effective teaching, a structured, supportive and caring environment within which each individual student is given the opportunity to develop intellectually, physically, personally and socially in order to meet the present and future needs of society.

Blackwater High exists to assist families with the education of their children by:

- providing access to expertise which may not be available at home
- providing access to accreditation
- providing a wide range of opportunities

COMMUNITY AND LOCATION

Blackwater is situated in Emerald Education District, 200 km inland from Rockhampton. It is set on a flat, low rainfall area in the lee of the Blackdown Tableland National Park. The town serves a number of open cut and underground coal mines. It is the main town in the Duaringa Shire which also serves the surrounding grazing country. The town has a population of 6000.

Blackwater High is situated in north Blackwater. It has ten teaching blocks of which three are traditional high set style. The site is flat. The school is characterised by many student-built or sponsored landscaping projects. The school is fully air-conditioned.

STAFF

The staff consists of:

- Principal
- 2 Deputy Principals
- 4 Heads of Department (year level coordinators)
- 26 full-time classroom teachers
- 1 Teacher-Librarian
- Visiting Guidance Officer - 0.3
- Five permanent teacher aide positions and a varying number of casual teacher aides who support specific short term goals
- One Registrar, 2 Administration Officers - AAEP.
- Ancillary staff, janitor & grounds person

Student Welfare

Year level coordinators
Guidance Officer
Learning Support Group
Student Council
Behaviour Management guidelines
School Nurse
Chaplain
BLACKWATER STATE HIGH SCHOOL

MOTTO

“Know thyself”

VISION STATEMENT

Our vision is to create a school which meets the learning needs of our students so that at the end of their secondary schooling they achieve outcomes consistent with their potential.
AIM OF POLICY

GLOBAL: To maintain, enhance and continue to develop a supportive school environment for all members of the school community.

OPERATIONAL: The aims of this plan are to:

- Set out a cohesive structure of procedures to promote individual security and opportunities of advancement personally, academically and socially for all school community members.
- Encourage self discipline and accountability so that self esteem is developed for students, teachers, and for parents alike.

CODE OF BEHAVIOUR

The code of behaviour is based upon shared values and beliefs of the school community. They include the following:

- Honesty
- Respect for self, others and property
- Responsibility and self-discipline
- Industry work ethics, self management
- Security / safety
PROCEDURES FOR UPHOLDING THE CODE

A SUPPORTIVE SCHOOL ENVIRONMENT MODEL

CURRICULUM  INTERPERSONAL RELATIONSHIPS  ORGANISATION

POSITIVE / PREVENTATIVE
* Professional Development Encouraged
* Inclusive Practices
* Emphasis on Self-Responsibility
* Collaborative Planning and Participation
* Sound Teaching Microskills
* Effective Teaching and Learning Principles
* Recognition of Success (Curric./Behaviour)
* Comfortable, Well-Resourced Physical Environment
* Positive School Community Relationships
* Social Skilling Programs

SUPPORTIVE/PROBLEM-SOLVING
* Revise/Review Class Plan/Rules
* Examine Curriculum/Environment
* Involve Support Services
* Conflict Resolution
* Revisit Social Skilling
* Counselling
* Behaviour Agreements
* Parent contact by teacher – (consult YLC)

RESPONSIVE / RETRIEVAL
* Monitoring
* Behaviour Management options
* Parent Contact
* Alternate Education Programs
* Suspension
* Conferencing

STAGE 1
STUDENT MANAGEMENT

STAGE 2-3
STUDENT MANAGEMENT

STAGE 4-5
STUDENT MANAGEMENT
STAGES OF STUDENT MANAGEMENT

STAGE 1 SELF-MANAGED (STUDENT ALONE)

TEACHER RESPONSE

STAGE 2 SELF-MANAGED + TEACHER SUPPORT

TEACHER RESPONSE - SEE FOCUS OF INTERVENTION STRATEGIES
SEE CORRECTION PLAN/ACKNOWLEDGEMENT PLAN

STAGE 3 SELF-MANAGED + TEACHER SUPPORT + PARENT

TEACHER RESPONSE - AS ABOVE
- Consult Year Level Coordinator

STAGE 4 SELF-MANAGED + TEACHER SUPPORT + PARENT + YEAR LEVEL COORDINATOR

TEACHER RESPONSE - AS ABOVE + CRISIS PLAN

STAGE 5 SELF-MANAGED + TEACHER SUPPORT + PARENT + YEAR LEVEL COORDINATOR + DEPUTY PRINCIPAL

TEACHER RESPONSE - AS ABOVE + POSSIBLE INDIVIDUAL BM PLAN

**NOTE** At Stage 5, formal referral to other agencies and support personnel may also take place. Informal approaches to such personnel, including the Guidance Officer & Year Level Coordinator, may be instigated by the class teacher as early as Stage 2.
BLACKWATER STATE HIGH SCHOOL
BEHAVIOUR AGREEMENT
YEARS 8-9

Student Name: ______________________________ Class: ____________

The following are the expectations of Blackwater State High School for all students participating in its educational program:

SAFETY
During all school activities, I will take into consideration the physical and emotional safety of myself, and all other people in the school.

EFFORT
I will apply myself to the best of my ability at all times and in all school activities, including completing all assessment tasks by the due date. This also includes wearing and maintaining my uniform to a satisfactory standard.

RESPECT
I will show respect for all property. I will use appropriate language and behaviour with all people I meet and work with at school.

SELF-RESPONSIBILITY
I am aware that I am responsible for my actions and that I will need to make responsible choices at school at all times. I understand that poor choices may lead to loss of privileges.

Students meeting these expectations will access all school and extra-curricular activities.

Students failing to meet these expectations will be subject to the consequences of their behaviour, including negotiation through the Behaviour Management Policy, withdrawal from class and a possible withdrawal of privileges and access to extra – curricular activities.

STUDENT UNDERTAKING:
I will, to the best of my ability, uphold the expectations of this behaviour agreement, as outlined to me and my caregivers.

Signed __________________________ Date ______________________

Parent __________________________ Date ______________________

TEACHER/PRINCIPAL CONFIRMATION:
I have outlined school expectations to: ________________________________

Signed __________________________ Date ______________________
BLACKWATER STATE HIGH SCHOOL
BEHAVIOUR AGREEMENT
Years 10, 11 & 12

Student Name: ___________________________________ Form: __________________

The following are the expectations of Blackwater State High School for all students participating in its educational program:

SAFETY
During all school activities, I will take into consideration the physical and emotional safety of myself, and all other people in the school.

EFFORT
I will apply myself to the best of my ability at all times and in all school activities (learning & extra-curricula).

RESPECT
I will show respect for all property, and use appropriate language and behaviour with all people I meet and work with at school.

SELF-RESPONSIBILITY
I am aware that I am responsible for my actions and that I will need to make responsible choices at school at all times. I understand that poor choices may lead to loss of privileges.

ATTENDANCE
I am aware my attendance must meet the 80% required to meet course requirements, and that I will notify the school promptly if I am unable to attend.

ASSESSMENT
I am aware that I am responsible for submission of all assessment by the due dates.

UNIFORM
I will wear the appropriate uniform neatly at all times. Students meeting these expectations will access all school and extra-curricular activities.

Students failing to meet these expectations will be subject to the consequences of their behaviour, including negotiation through the Behaviour Management Policy, withdrawal from class and a possible withdrawal of privileges and access to extra – curricular activities.

STUDENT UNDERTAKING:
I will, to the best of my ability, uphold the expectations of this behaviour agreement, as outlined to me and my caregivers

Signed _____________________________ Date ______________________

(Parent) ____________________________ Date ______________________

TEACHER/PRINCIPAL CONFIRMATION:
I have outlined school expectations to:

Signed _____________________________ Date ______________________
ROLES OF SCHOOL COMMUNITY MEMBERS IN BEHAVIOUR MANAGEMENT

All school community members have a role in managing behaviour, principally by meeting their responsibilities and cooperating to promote a supportive school environment. In addition, there are specific roles that each particular member or group member will need to adopt, as follows:

TEACHERS

- Will manage behaviour in the classroom, school grounds and all official school venues and functions
- Will consistently apply consequences for appropriate and inappropriate behaviours as per behaviour management plan guidelines
- Will communicate issues with parents, administration, fellow teachers and support personnel
- Will uphold and reinforce the school's Code of Behaviour in personal and professional practice in the school
- Will accurately document behaviour incidents and concerns - School Cop data base
- Will provide support for students and fellow staff in need
- Will work collaboratively with other staff, support personnel and caregivers to address specific behaviour management issues

YEAR LEVEL COORDINATOR

- Year Level Coordinators will be HOD’s and one Deputy Principal.
- Will provide support to staff and students
- Will monitor student behavior reports from staff and parents
- Will communicate issues with staff, parents and specialist personnel
- Will assist in referral of students to specialist personnel
- Will provide supervision of students in crisis situations
- Will maintain appropriate documentation in relation to behaviour management issues
- Will participate in regular review of the behaviour management plan
- Will assist in the co-ordination of specialist services (Case Management) by facilitating a collaborative consultation process
- Will assist with the re-entry process for suspended students

HEAD OF DEPARTMENT

- Curriculum support in regards to specific Subject Behaviour / Safety.
DEPUTY PRINCIPAL

- Will coordinate provision of staff professional development in behaviour management
- Will monitor staff and student practice in relation to behaviour management plan guidelines
- Will maintain appropriate documentation in relation to behaviour management issues
- Will be responsible for Suspension, Cancellation of Enrolment and Exclusions where necessary
- Will co-ordinate the provision of Alternative Education Programs and other support plans where necessary.
- Will adopt the roles of Principal if necessary in the Principal's absence
- Will co-ordinate reentry processes for students returning from suspension or exclusion
- Will ensure awareness of student issues/circumstances are disseminated to relevant staff

PRINCIPAL

- Will co-ordinate reentry processes for students returning from suspension or exclusion
- Will be responsible for Suspension, Cancellation of Enrolment and Exclusions where necessary

GUIDANCE OFFICER, LEARNING SUPPORT TEACHING AND VISITING SPECIALIST PERSONNEL INCLUDING SCHOOL NURSE AND SCHOOL CHAPLAIN

- Will provide collaborative support for teachers, administration and students in addressing behaviour problems
- Will assist in the assessment of behaviour problems
- Will assist in the development and implementation of intervention plans
- Will assist in the referral of students to other specialist support services
- Will communicate necessary information to parents and school staff

PARENTS

- Will support and reinforce the principles of the school's behaviour management plan
- Will communicate issues and concerns to class teachers, and administration where necessary
- Will work collaboratively with school staff and support personnel to address specific behaviour management issues relating to their student

STUDENTS

- Will uphold the school's Code of Behaviour in the classroom, school grounds and whilst representing the school at official functions, events or activities

PARENTS AND CITIZENS' ASSOCIATION

- Will reinforce the principles, protocols and procedures of the school's behaviour management plan
- Contribute to support and review policies and procedures
# Rights and Responsibilities – Teaching Staff

<table>
<thead>
<tr>
<th>TEACHER RIGHTS</th>
<th>TEACHER RESPONSIBILITIES</th>
<th>PERFORMANCE</th>
</tr>
</thead>
</table>
| **1. The right to inclusive collaboration and consultation in school decision-making processes and in matters personally involving the individual.** | **To be involved in school committees and forums where interests and expertise are present.**  
**To provide opportunities for students to be involved in classroom decision-making processes.**  
**To fulfil roles and accept decisions agreed upon by representative consultative groups.**  
**All decision making to be guided by Department Policy.** | **Teachers are actively involved in school committees and forums.**  
**Students feel and report that they have input into classroom decision-making processes.**  
**All roles assigned and agreed upon are satisfactorily carried out.** |
| **2. The right to express one’s opinions and beliefs in appropriate, socially acceptable ways and settings.** | **To ensure communications with staff, students and parents are courteous and professional.**  
**To listen to and respect the opinions and beliefs of staff and students.**  
**To be aware of school and Department policy regarding communication with parents and outside agencies.**  
**To maintain confidentiality where appropriate.** | **Communications with staff, students and parents are courteous and professional.**  
**Opinions and beliefs of staff and students are heard and respected.**  
**School and Department policy regarding communication with parents and outside agencies is understood and adhered to.**  
**Confidentiality is maintained where appropriate.**  
**A culture exists that facilitates openness in communications. No putdowns, retribution.** |
| **3. The right to safety, of one’s person and one’s possessions.** | **To ensure the safety of self, fellow staff and students through safe practice.**  
**To respect and protect the property of staff, students and school.** | **Performance of roles involves safe practice.**  
**Incidents of property and equipment damage or neglect, vandalism or theft are minimal.** |
| **4. The right to teach in a positive, adequately resourced environment.** | **To provide a classroom and school environment which is positive and supportive of students and staff.**  
**To use school resources with care, respect and equity.**  
**To ensure students are aware of teacher expectations with regard to behaviour and work practices.**  
**To be punctual, prepared and presentable and to model appropriate behaviour.** | **Observed/reported manner with students is positive and supportive of student learning.**  
**School resources remain in good condition.**  
**Students are aware of the teachers’ expectations with regard to behaviour and work practices.**  
**Personnel are punctual, prepared and presentable.**  
**Teacher behaviour in school settings (assemblies, staff meetings etc.) is appropriate.** |
| **5. The right to professional and personal courtesy** | **To treat fellow staff and students with fairness.**  
**To acknowledge and accept the** | **Fellow staff and students report fair treatment.**  
**Awareness of and respect** |
<table>
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<td>for the differing responsibilities of staff and students is observed in work practice.</td>
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<td>Courtesy and respect are evident in work practice.</td>
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<td>6. The right to professional support from colleagues, administration, school policy and the services of Education Queensland.</td>
<td>To support colleagues and administration.</td>
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<td>To be involved in conflict resolution /mediation processes made available to staff.</td>
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<td>To uphold school and Department policy through professional practice.</td>
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<td>To provide support for students when help is sought.</td>
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<td>To seek help when it is needed.</td>
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<td>Colleagues and administration acknowledge the cooperation and support of other staff.</td>
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<td>Staff utilise conflict resolution /mediation to resolve disputes.</td>
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<td>Adherence to school policy is evident in work practice.</td>
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<td></td>
<td>Students access teacher assistance within and outside the classroom.</td>
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<td>Support mechanisms and personnel in the school are utilised by staff.</td>
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<tr>
<td>7. The right to adequate professional development, training and preparation time.</td>
<td>To have the opportunity to participate in training when it is offered.</td>
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<td></td>
<td>To utilise preparation time productively to enhance teaching practice.</td>
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<td>Staff engage in professional development, when offered</td>
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<td>Lessons are well structured and presented.</td>
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<tr>
<td>8. The right to be treated equitably and as an individual.</td>
<td>To treat fellow staff and students as they would like to be treated.</td>
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<td>To acknowledge and accept individual differences in staff and in students.</td>
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<td>To accept responsibility for one’s actions.</td>
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<td>Working and social relationships reflect fairness and equity.</td>
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<td>Tolerance and respect for individual differences is apparent in the professional and social setting.</td>
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<td>Staff are willing to be held accountable for the delivery and outcomes of work practice.</td>
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*** THE TEACHER RESPONSIBILITIES LISTED ADDRESS THE 5 AREAS OF EDUCATION QUEENSLAND ‘CODE OF CONDUCT’. ***
## Rights and Responsibilities - Teacher Aide

<table>
<thead>
<tr>
<th>TEACHER AIDE RIGHTS</th>
<th>TEACHER AIDE RESPONSIBILITIES</th>
<th>PERFORMANCE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The right to collaboration and consultation in school decision-making processes, and in the allocation of work roles and demands.</td>
<td>To be involved in school committees and forums where interests and expertise are present. To fulfil roles assigned and agreed upon through consultation.</td>
<td>Teacher Aides are actively involved in school committees and forums. All roles assigned and agreed upon are satisfactorily carried out.</td>
</tr>
<tr>
<td>2. The right to express one’s opinions and beliefs in appropriate socially acceptable ways and settings.</td>
<td>To ensure communications with staff, students and parents are courteous and professional. To listen to the opinions and beliefs of staff and students. To be aware of school and Departmental policy regarding communication with parents and outside agencies. To maintain confidentiality where appropriate.</td>
<td>Communications with staff, students and parents are courteous and professional. Opinions and beliefs of staff and students are heard and respected. School and Departmental policy regarding communication with parents and outside agencies is understood and adhered to. Confidentiality is maintained where appropriate.</td>
</tr>
<tr>
<td>3. The right to safety of one’s person and one’s possessions.</td>
<td>To ensure the safety of self, fellow staff and students through safe practices. To respect and protect the property of staff, students and school.</td>
<td>Performance of roles involves safe practices. Incidents of property and equipment damage or neglect, vandalism or theft are minimal.</td>
</tr>
<tr>
<td>4. The right to work in a pleasant adequately resourced environment.</td>
<td>To present an attitude when working with students which is positive and supportive of student learning and self-esteem? To use school resources with care and respect. To ensure students are aware of expectations with regard to behaviour and work practices. To be punctual, prepared and presentable.</td>
<td>Observed/reported manner with students is positive and supportive of student learning and self-esteem. School resources remain in good condition. Students are aware of the Aides’ expectations with regard to behaviour and work practices. Personnel are punctual, prepared and presentable.</td>
</tr>
<tr>
<td>5. The right to professional courtesy and respect.</td>
<td>To treat fellow staff and students with fairness. To acknowledge and accept the differing responsibilities of staff and students. To model courtesy and respect at all times.</td>
<td>Fellow staff and students report fair treatment. Awareness of and respect for the differing responsibilities of staff and students is observed in work practices. Courtesy and respect are evident in work practice.</td>
</tr>
<tr>
<td>TEACHER AIDE RIGHTS</td>
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</tr>
<tr>
<td>6. The right to professional support from colleagues, administration, school policy and the services of Education Queensland.</td>
<td>✉ To support colleagues and administration. ✉ To uphold school policy through professional practice. ✉ To seek help when it is needed.</td>
<td>✉ Colleagues and administration acknowledge the cooperation and support of other staff. ✉ Adherence to school policy is evident in professional work practices. ✉ Courtesy and respect are evident in work practice.</td>
</tr>
<tr>
<td>7. The right to adequate professional development, training and preparation time (including advance notification of work requirements).</td>
<td>✉ To access training opportunities through negotiation with the Principal</td>
<td>✉ Staff engage in relevant negotiated professional development</td>
</tr>
<tr>
<td>8. The right to be treated equitably and as an individual.</td>
<td>✉ To treat fellow staff and students as they would like to be treated. ✉ To acknowledge and accept individual differences in staff and students. ✉ To accept responsibility for one’s actions.</td>
<td>✉ Working and social relationships reflect fairness and equity. ✉ Tolerance and respect for individual differences is apparent in the professional and social setting. ✉ Staff are willing to be held accountable for the delivery and outcomes of work practice.</td>
</tr>
</tbody>
</table>
# Rights and Responsibilities - Student

<table>
<thead>
<tr>
<th>STUDENT RIGHTS</th>
<th>STUDENT RESPONSIBILITIES</th>
<th>STUDENT PERFORMANCE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The right to guidance in preparation for a responsible life, respect for adults, human rights, the natural environment, for one’s own cultural and social identities and the cultural and social identities of others.</td>
<td>To listen, understand and practise what has been taught to the best of our ability.</td>
<td>The rights of the student (2-10) have been respected. Students understand and practise rights in the school and are skilled to carry this throughout their life.</td>
</tr>
<tr>
<td>2. The right to feel safe and protected from bullying and harassment and to have your property protected.</td>
<td>To ensure that all students feel safe and protected from bullying and harassment and to protect property.</td>
<td>Students are learning better because of a safe and happy environment. Little damage or theft of own and other's property.</td>
</tr>
<tr>
<td>3. The right to be guided and supported in your education at Blackwater State High School through access to education and educational resources suitable to your developmental stage and curriculum (work).</td>
<td>To take advantage of special help and ask for assistance when necessary. To communicate about your learning to teachers and parents while also acknowledging fellow students for their efforts.</td>
<td>Communication between all students, teachers and parents about learning progress and students are achieving to the best of their ability.</td>
</tr>
<tr>
<td>4. The right to rest and leisure, to engage in recreational activities and to participate in cultural and artistic life.</td>
<td>To take advantage of recreational time, participate in cultural activities and respect the rights of others to do so.</td>
<td>Students use the school grounds and sport areas equitably and students are performing and displaying cultural, sporting and artistic activities.</td>
</tr>
<tr>
<td>5. The right to be treated with dignity and respect.</td>
<td>To respect the rights of others and be aware of their different roles. To respect other’s individual abilities.</td>
<td>Students respect themselves and others.</td>
</tr>
<tr>
<td>6. The right to express one’s opinions, information and beliefs. The right to be heard in all matters including disputes affecting us.</td>
<td>To have this right subject to any restrictions necessary to project and respect the rights of others. To do this at the right time and in an appropriate manner.</td>
<td>Free communication between students, teachers and parents. All beliefs are respected.</td>
</tr>
<tr>
<td>7. The right to be protected from any form of discrimination (race, religion, gender, age, ability and beliefs).</td>
<td>To report any discrimination against yourself. Not to discriminate against others.</td>
<td>Everyone has equal access and opportunity.</td>
</tr>
<tr>
<td>8. The right to have teachers who carry out their duties in a way that values the best interest of the student.</td>
<td>To cooperate with teachers in a way that values the best interest of the teacher and other students.</td>
<td>Teachers and students cooperate while working together.</td>
</tr>
<tr>
<td>9. The right to freedom of association eg friendship and other groups within the school.</td>
<td>To recognise the value of true and long lasting friendship. To be friendly towards all students at the school. To understand the commitment associated with group membership.</td>
<td>The school is a friendly place and students continue established friendships. Friendships are formed throughout the school community.</td>
</tr>
<tr>
<td>10. The right to privacy, respect and reputation.</td>
<td>To respect the privacy, honour and reputation of others.</td>
<td>Privacy, honour and reputation are respected.</td>
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</table>
## Rights and Responsibilities - Parent

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</thead>
<tbody>
<tr>
<td>1. The right to collaboration and consultation in school decision-making processes.</td>
<td>✷ To be involved in school committees and forums where interests and expertise are present.</td>
<td>✷ Parents are actively involved in school committees and forums.</td>
</tr>
<tr>
<td></td>
<td>✷ To ensure communication with staff, students and school personnel are courteous and professional.</td>
<td>✷ Communications with staff, students and school personnel are courteous and professional.</td>
</tr>
<tr>
<td></td>
<td>✷ To listen to the opinions and beliefs of staff and students and school community members.</td>
<td>✷ Opinions and beliefs of staff, students and school community members are heard and respected.</td>
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<tr>
<td></td>
<td>✷ To maintain confidentiality where appropriate.</td>
<td>✷ Confidentiality is maintained where appropriate.</td>
</tr>
<tr>
<td>2. The right to express one’s opinions and beliefs in appropriate, socially acceptable ways and settings.</td>
<td>✷ To ensure the safety of self, staff and students through safe practice.</td>
<td>✷ School involvement and performance of roles involves safe practice.</td>
</tr>
<tr>
<td></td>
<td>✷ To respect and protect the property of staff, students and school.</td>
<td>✷ Incidents of property and equipment damage or neglect, vandalism or theft are minimal.</td>
</tr>
<tr>
<td>3. The right to safety of one’s person, one’s students and one’s possessions.</td>
<td>✷ To present an attitude when dealing with staff and students which is supportive of student learning.</td>
<td>✷ Observed/reported manner with students and staff is positive and supportive of student learning.</td>
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<tr>
<td></td>
<td>✷ To encourage care and respect for school resources.</td>
<td>✷ School resources remain in good condition.</td>
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<tr>
<td></td>
<td>✷ To ensure students are aware of parental support for school expectations of behaviour and work practices.</td>
<td>✷ Student report parental support for school expectations. Support is indicated in communications and interaction.</td>
</tr>
<tr>
<td>4. The right to a pleasant adequately resourced learning environment for one’s students.</td>
<td>✷ To treat fellow parents, staff and students with fairness.</td>
<td>✷ Fellow staff and students report fair treatment.</td>
</tr>
<tr>
<td></td>
<td>✷ To acknowledge and accept the differing responsibilities of other parents, staff and students.</td>
<td>✷ Awareness of and respect for the differing responsibilities of other parents, staff and students is observed in interactions.</td>
</tr>
<tr>
<td></td>
<td>✷ To model courtesy and respect at all times.</td>
<td>✷ Courtesy and respect are evident in communications and interactions.</td>
</tr>
<tr>
<td>5. The right to courtesy and respect.</td>
<td>✷ To support school personnel and Education Queensland in its educational endeavours.</td>
<td>✷ Staff and administration acknowledge the cooperation and support of parents.</td>
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<td></td>
<td>✷ To support school policy.</td>
<td>✷ Parental support of school policy is evident in communications and interactions.</td>
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<tr>
<td></td>
<td>✷ To seek help when it is needed.</td>
<td>✷ Support services and personnel in the school are utilised by parents.</td>
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<td>6. The right to professional support from school personnel, school policy and the services of Education Queensland.</td>
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<tr>
<td>PARENT RIGHTS</td>
<td>PARENT RESPONSIBILITIES</td>
<td>PERFORMANCE INDICATORS</td>
</tr>
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<tr>
<td>7. The right to training and inservice in relevant educational areas.</td>
<td>To participate in training when it is offered.</td>
<td>Parents participate in training programs when offered.</td>
</tr>
<tr>
<td>8. The right to be treated equitably and as an individual.</td>
<td>To treat fellow parents, staff and students as they would like to be treated.</td>
<td>Working and social relationships reflect fairness and equity.</td>
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<tr>
<td></td>
<td>To acknowledge and accept individual differences in fellow parents, staff and students.</td>
<td>Tolerance and respect for individual differences is apparent in the professional and social setting.</td>
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</table>
BLACKWATER STATE HIGH SCHOOL
BULLYING POLICY

POLICY STATEMENT
Blackwater State High School practises a “zero tolerance” to bullying in all its forms, in line with Education policy and the provisions of the Child Protection Act. Our school and the school community endorses each teacher’s right to teach, each student’s right to learn, and the right to safety of all school community members. Bullying undermines such values, and prevents students from achieving their full potential in the educational and social setting. Bullying affects all members of the school community, not simply the bully or the victim, and can damage the climate of the class and the supportive environment of the school in general. For these reasons, it cannot be tolerated and must be addressed with immediacy and consistency.

DEFINITIONS OF BULLYING
As defined in Education Queensland's Child Protection Act.

"Bullying involves the abuse of power with the intention of causing distress to the other person(s), or for personal gain or gratification. Behaviours may include repeated behaviour that can be covert and subtle, and be social, psychological, verbal, physical and/or sexual in nature."

For ease of student understanding and identification of bullying, the school has defined bullying for students and staff in relation to three specific behaviours. These are:

- **Bad Touches** - any deliberate touch of a person's body without their permission.
- **Stealing** - unauthorised removal of possessions, social opportunities, and teaching/learning time.
- **Teasing** - use of name-calling, actions and gestures, words, rumours to hurt or to ostracise

AIMS OF THE POLICY
1. To counter views that bullying is a natural or inevitable part of school life
2. To combat and overcome barriers of secrecy that often surround bullying, create a telling environment
3. To create a safe and supportive teaching/learning environment for students and staff
4. To provide support and counselling services for both bully and victim
5. To move beyond a reactive response to bullying by proactively promoting a school climate where bullying behaviours are not tolerated and infrequent in incidence

RESPONSIBILITIES OF THE SCHOOL COMMUNITY

A) **STAFF RESPONSIBILITIES**
Identification
1. Watch for early warning signs of bullying in students (e.g. stress, behaviour change, physical injuries etc.)
2. Record and report all incidences of bullying, including action taken. A bullying register is centrally located and collated within the school, and where deemed necessary, specific incidents will be recorded in relevant student files.
3. Offer the victim immediate support and help.
4. Use all students as a positive resource in countering bullying, taking time to discuss bullying in class sessions when the need arises. (e.g. after incidents)
5. Ensure all areas of the school are monitored at breaks and in between lessons. Fulfill school ground duty requirements with vigilance.
Education
1 All students upon enrolment at the school will be made aware of the School's Bullying Policy.
2 Education of all year levels will occur, within the context of the curriculum and during form classes.
3 Where possible, parents/caregivers will be included in the education process and informed of developments within the school in the area of Bullying.
4 All teaching staff will undertake regular professional development in regard to Bullying issues and their professional responsibilities in combating Bullying.

ACTION

Teachers will adopt a logical and sequential approach when responding to reports of bullying, using the following process:

STEP 1 Teacher stops any immediate or on-going bullying that may be occurring.

STEP 2 Teacher listens to all sides of the story (victim, bully and available witnesses to the incident where possible)

STEP 3 Teacher requests an APOLOGY from the identified bully/bullies (This may include the reporting student; if bullying behaviours on their part have been identified). Bullies may also be requested to replace any personal property damaged. Possible reflection Sheet completed.

STEP 4 A student who refuses to apologise, or who re-offends after the apology, will complete a REFLECTION FORM. This will then be discussed with the teacher at the soonest possible occasion.

STEP 5 If the student re-offends after reflection, then IN-CLASS WITHDRAWAL (via seating plan) or short term SCHOOL GROUND WITHDRAWAL (for School ground offences only) will be used to separate the bully from his/her victims.

STEP 6 If the student continues to bully despite previous measures, then ALTERNATIVE CLASSROOM WITHDRAWAL (movement to another classroom for a period from 1 session to 1 day) or long-term SCHOOL GROUND WITHDRAWAL (1 day to 1 week) will be used.

STEP 7 In unison with STEP 6, parents will be contacted and informed of the situation. If deemed necessary, a PARENT CONFERENCE will be held to discuss issues and collaboratively formulate a solution. This may take the form of an Individual Behaviour Management Plan.

STEP 8 For extreme incidents of bullying (e.g. physical assault) or where previous steps have failed to modify student behaviour, then SUSPENSION (1-20 days) and possibly EXCLUSION of the student may occur.
B) STUDENT RESPONSIBILITIES

ACTION

Students will adopt an assertive, sequential response to all incidents of bullying involving themselves or others. This response will take the following form:

**STEP 1** Tell the bully to stop.
(This identifies for the bully that their behaviours are unacceptable to the victim, and provides the bully with the opportunity to modify behaviour without further consequence. It also establishes the victim's control over handling the situation).

**STEP 2** If the bullying does not cease immediately, or has caused significant physical or emotional harm tell someone in authority.

1. The student, if unable to stop the bullying themselves, should report all incidents to the nearest available teacher or staff member. Immediacy of reporting is essential.
2. Students (victims, bully, and witnesses) may be required to discuss reported incidents with a teacher, Deputy Principal or Principal. Such discussion will occur as soon as possible after the incident.
3. Parents/caregivers of students involved may be informed of the outcomes of investigations, and a record of an incident attached to the student's file, if deemed appropriate and necessary.
4. Bullies will be requested to apologise to their victims, in the form of a verbal or written apology. Failure by the bully to exercise this option will result in further consequences being applied.
5. In case of frequent or significant incidents of bullying by a student, the parents/caregivers may be required to attend an interview to discuss possible consequences and assist the school in planning a strategy to modify the student's behaviour.

C. PARENT/CAREGIVER RESPONSIBILITIES

1. Watch for early signs in your student. These may include a reluctance to go to school, unexplained illnesses, missing possessions, requests for money, frequent or unexplained injuries.
2. Take an active interest in your student's school and social life, encouraging them to talk about daily events and occurrences.
3. If you suspect bullying of your student at school, contact the class teacher or school administration immediately.
4. Record details of persistent bullying of your student, including the dates, settings, times, types of bullying, and identified perpetrators.
5. Encourage your student to report persistent school bullying to those in the best position to provide immediate help i.e. the teaching staff and administration.
6. Assure your student that seeking help is okay and an assertive measure.
7. Do not encourage your student to hit back or verbally abuse the bully.
8. Be prepared to assist the school in modifying your student's behaviour if he/she is identified as a bully. Do not accept personal blame for their actions. Instead, support the school in its endeavors in assisting your student to overcome problems and be a responsible member of the school community.
SPECIFIC DEPARTMENTAL POLICIES

Due to Departmental policy, certain behaviours must be dealt with outside the framework of the school’s behaviour management plan. These behaviours are as follows:

**Drug Abuse**
Use of or the supply of illegal substances is a criminal offence, and any incidents occurring within the school grounds must be referred immediately to the police for action.

**Child Abuse**
Suspected physical, emotional or sexual abuse of a student must be reported immediately to the principal, who must in turn report this immediately to the relevant authorities. (Eg. Police, Department of Families, Youth and Community Care.)

**Truancy**
Unexplained student absences of 5 days or more constitute truancy, and should be referred to the police for investigation.

**Bullying**
Bullying behaviours will be dealt with according to the guide of the school bullying policy.

**Anti-discrimination/Harassment**
Incidents of discrimination and harassment will initially be identified as bullying behaviours, and dealt with according to the school bullying policy. When bullying behaviours are specifically identified as discrimination and harassment, they will be dealt with according to the provisions of the Child Protection Act and DOEM Policy. Use of counselling services within the school may be introduced in working with both victim and perpetrator.

**Physical Restraint of Students**
See SM05 – Physical Restraint and Time Out Procedures within the DOEM
## BEHAVIOUR MANAGEMENT OPTIONS

<table>
<thead>
<tr>
<th>SUPPORTIVE ACTION</th>
<th>This means...</th>
<th>Example Behaviour Indicators</th>
<th>Anecdotal Entries</th>
</tr>
</thead>
</table>
| **Reinforce Correct Behaviour** | Class Behaviour Management Plan Examples:  
- Tactfully ignore misbehaviour  
- Classroom rules  
- Praise good behaviour of another student  
- Positive reinforcements | • Out of seat  
• Off task  
• Talking/calling out  
• Breaking class rules  
• Swearing (in context)  
• Throwing objects  
• Not having required materials  
• Slow to start work | Student is actively engaged in the learning conversation |
| **Least Intrusive Actions** | Least intrusive actions include such things as:  
- Tactical Ignoring (ignoring mild distractions)  
- Proximity (moving closer to student who is misbehaving)  
- Privately Understood Signal (a private signal between student and adult to cease behaviour)  
- Simple Direction (eg ‘Please go to your bus line’)  
- Rule Reminder (reminding the student that their behaviour is in breach of our Code of Conduct) | Detention or first consequence required |  |
| **More Intrusive Actions** | More intrusive actions:  
- Move student in class  
- Detention | |  |
| **Buddy System** | Buddy System involves:  
- Removal from group/classroom with work for the lesson.  
- Making up time lost  
- Reflection sheet  
- Detention at earliest convenience to discuss Reflection Sheet and develop a SBM Plan  
- YLC notified – SBM plan Copy | • Excessive interruption  
• Refusal to follow reasonable instruction  
• Unsafe practices | |
| **Implicit Administrative Support** | This involves the use of contracts to assist students to meet behaviour goals. It involves the use of:  
- Behaviour Matrix for student monitoring of competency for at least 3 consecutive days.  
(This is at the YLC discretion.)  
- Behaviour Management Plan – in class monitoring  
- Parent Contact – interview request, weekly update  
- Withdrawn from extra curricular activities/privileges.  
- Length of time on card negotiated with the YLC (2 weeks suggested length) | • Continuation of previous behaviour.  
• YLC indicated problem in more than 1 class  
• Non submission of Assessment (HOD)  
• Continual lateness and Absenteeism ("wagging" classes) | |
| **Year Level Coordinator** |  
- Internal Suspension, withdrawal from privileges  
- Support staff (eg. Guidance Officers) and the use of discussion and problem solving to make behaviour agreements and negotiate appropriate behaviour contracts  
- Parent Interview | • Violent behaviour  
• Verbal abuse  
• Deliberate refusal to follow instructions  
• Unsafe behaviours endangering other people | |
| **Deputy Principal** | This involves the use of external support:  
- It involves the use of education psychologists / consultants / social workers from other agencies  
- Consultants are engaged to work with students, parents and school staff | | |
| **External Support** | This involves formal suspension and exclusion procedures.  
- This will occur when a student's behaviour constitutes a danger to the physical and emotional health of any other member of the school community. Refer to ‘Suspension and Exclusion Procedures - 1989’ | | |
| **Directorate of Education Queensland Action** | | |  |
Buddy System

- The Buddy system is used as a crisis plan behaviour management option. It is available to diffuse a situation, remove a student from the immediate environment for safety or excessive disruption purposes, or to remove them for refusal of instruction reasons.

- Buddying a student is not a consequence but simply the means to allow the classroom environment to return to a safe and productive learning medium. The Buddy System therefore must not be used as a threat but an action that follows a formal procedure that warrants further consequences.

- The Deputy Principal will publish a Buddy Timetable at the start of each term.

Procedures to Buddy a student.

1. Consult the buddy timetable and select a class.
2. Complete a buddy slip and send student to a buddy class with another student if there is doubt of arrival to the next class. Student will have both buddy and reflection sheet with them.
3. Student will complete a reflection sheet on arrival at the next class and will complete any work set by the teacher if applicable.
4. Student is sent back to original class 5 minutes before the end of the lesson.
5. Teacher sets a detention at earliest convenience to conference with the student to discuss the problem behaviour as soon as possible.
6. Teacher enters incident on school cop.
SUSPENSION
Suspension means to prohibit a student from attending a state school for a stated number of days, ranging from 1 to 20 school days depending on the circumstances. The suspension process is generally used by schools when a variety of positive strategies and support mechanisms provided by the school have failed to meet the student’s needs, and their behaviour continues to disrupt the rights of others to learn and feel safe. Suspension may also be used as an immediate measure for serious incidents of misbehaviour. The individual circumstances of each situation are always considered before the decision to suspend is made.

There are two categories of suspension, with differing sets of requirements of the part of the school and student.

1. The 1 to 5 day suspension.
The student, parent and the Principal supervisor (the District Director) are notified of the suspension by letter, which provides details of why the student has been suspended and when the student may return to school. Initially, the student is generally informed verbally whilst the parent/caregiver is notified of the suspension via a phone call if possible. The school is not required to supply an alternative education program during this time.

On the student’s return to school, the Principal will coordinate a re-entry process to assist the student to re-integrate and meet the requirements of the school’s Behaviour Management Plan. This will usually involve a meeting between administration, the student and the caregivers to plan the appropriate support mechanisms and outline expectations.

2. The 6-20 day Suspension
The student, parent and the Principal's supervisor (the District Director) are notified of the suspension by letter, which provides details of why the student has been suspended, when the student may return to school and also that an alternative education program will be provided during the period of suspension. The letter will also tell the parent and student that they have the right to make a written submission (an appeal) to the Principal’s supervisor against the suspension if they so desire. A suggested format for the submission will be provided with the letter.

If a submission is made, the Principal’s supervisor will request further information from the school justifying their decision, will decide whether the suspension will be lifted, enforced or varied on the basis of information from the submission and school, and will promptly notify the student, parent and Principal of the decision. The decision will be confirmed in writing.

On the student’s return to school, the Principal will coordinate a re-entry process to assist the student to re-integrate and meet the requirements of the school behaviour management plan. This will usually involve a meeting between the administration, the student and the caregivers to plan appropriate support mechanisms and outline expectations. YLC is notified.

The alternate education program provided for a 6 to 20 day suspension will be coordinated by the Principal and focuses on:

- Academic or school subjects or
- Personal development and social skills or
- A combination of both of above.
**RE-ENTRY FROM SUSPENSION**

*Re-Entry from Suspension*

The Education (General Provisions) Amendment Act 1996 requires that school Principals ensure a responsible re-entry process for students exists. Re-entry is a managed, supportive process that aims to coordinate a successful re-integration of students who have been absent from school due to a suspension, exclusion, or cancellation.

In general, the following people are involved in the re-entry process.

- The student
- The student’s legal caregiver/s
- A representative of school administration (Eg. Principal, Deputy Principal)
- A support person who will assist the student in the school setting (Eg. YLC, Guidance Officer)
- Other appropriate personnel as deemed necessary Eg. a teacher involved in the incident, Department of Families, Youth and Community Care, etc.

The re-entry process commences as soon as the student’s normal attendance is interrupted. The needs of all parties involved are assessed, and support mechanisms are planned.

A crucial part of the re-entry process will be a meeting on or just prior to the student returning to the school setting. This meeting will involve all relevant persons as listed above, and will focus on the following:

- What are the student’s needs? Eg. Coping skills.
- What are the school’s requirements Eg. Expectations
- What support is required? Eg. Monitoring, Guidance Officer, Teacher Aide
- What is a viable plan of action to assist the student to fit into the school setting? This is a written agreement between the student and the school, which summarises the outcomes of the meeting, the positive processes put in place and which outlines the review process for school, caregiver, parent feedback.

The re-entry process, whilst coordinated by the school principal may be managed by any appropriate staff member delegated by the principal. Where the teacher student relationship has been comprised, the re-entry process will include resolution of such problems before the teacher and student are placed back in the class setting.
THE ALTERNATIVE EDUCATION PROGRAM

As detailed previously a student suspended for 6 to 20 days must be provided with an alternate education program, co-ordinated by the school principal.

The program should focus on:

1. Academic or school subjects
2. Personal development and social skills or
3. A combination of the above

This alternative education program will be provided in a manner determined by the school as best fitting the student’s needs, the individual situation and the aims of the program itself. The program may therefore include aspects of the following:

- Monitored school work completed at home
- Consultation with Guidance or Behaviour Support Personnel
- Use of approved private providers
- Attendance at other school

Parents/caregives and the student will be made aware of the contents of the program, and the school’s expectations regarding student participation, within the first five days of the 6 – 20 day suspension.
EXCLUSION

Exclusion means to prohibit a student from attending a state school for a stated period or permanently. Exclusions can be from one, more than one or all state schools. The exclusion process is generally used as a last resort where the positive strategies and support mechanisms provided by the school have failed to meet the students need and their behaviour continues to disrupt the rights of others to learn or feel safe. Exclusion may also be applied when the student displays inappropriate behaviour so serious that is exclusion is justified (Eg. injury to a teacher or student, drug distribution or dealing).

The decision to exclude is a serious one, taken after all information regarding the individual circumstances are taken into consideration. Generally an investigation is carried out prior to the final decision, this being an informal process where a student and their caregivers have a fair chance to put across their view in an interview.

The Exclusion Process

Initially, the student, parent and the Principal’s supervisor (the District Director) are notified with a letter, that the student has been suspended, with a view to exclusion. This letter will detail why the decision has been made, and inform the student and parent that an investigation will occur within 5 days of suspension. The letter also tells the student and parent that if they wish they may make a written submission (an appeal) against the exclusion, which is in addition to the investigation. A suggested format for the submission will be provided with the letter.

The principal notifies the parent as soon as possible by phone to negotiate a suitable time and place for the investigation. At this investigation the school presents their views on why the decision to exclude has been made. The student and parent are then given the chance to respond to the school’s concerns, and to provide any further information that needs to be considered.

Within 10 days of the investigation a report will be prepared by the investigating officer detailing information presented and containing a recommendation on whether the student should return to school, be excluded from that school or be excluded from any number of schools for a specified period or permanently. The Principal’s supervisor will then decide whether this recommendation is to be supported or not and will inform the student, caregiver and principal of his or her decision on exclusion within 20 days of the initial suspension with a view to exclusion.

If the student and parent are unhappy with the decision of the Principal’s supervisor, they may make a further oral or written submission of the Director General of Education. A suggested format for this submission will be provided with the letter detailing the exclusion.

A student excluded from all state schools may continue his or her education through a school of Distance Education, or through private education. Often, letters of exclusion contain recommendations to assist the student to overcome problems that resulted in the exclusion. Following such recommendations will be beneficial to the student and, where the student has been excluded from all schools, may assist in the student’s eventual return to normal schooling.
Appendices
# Blackwater State High School

## BEHAVIOUR MATRIX

### NAME: _________________________

### YEAR LEVEL:____________________

### OBJECTIVES:

* Students will be able to identify their behaviour level

* Students will accept responsibility for their current behaviour and undertake, via collaborative goal setting and review, to bring about positive behaviour change. All students will strive to reach a COMPETENT level by the year’s end.

### SAFETY

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### EFFORT

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### RESPECT

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### SELF-RESPONSIBILITY

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ACKNOWLEDGEMENT PLAN

This area of the Behaviour Management plan outlines the methods, processes and rewards that the staff member may use to encourage appropriate behaviour from the student. Staff members are encouraged to acknowledge any appropriate student behaviour, as this may promote the student to take more responsibility for his/her own actions. Some students may have an Individual Acknowledgment Plan.

CORRECTION PLAN

The correction plan provides a framework for the staff member to follow when the student demonstrates inappropriate behaviour. Each class will have its own processes and consequences to follow when a student’s behaviour is not within the expected school Code of Behaviour. This process is intended to promote positive student behaviour. Students with behavioural challenges may have an Individual Behaviour Management Plan that has been designed to suit the specific requirements of the student.

CRISIS PLAN

The Crisis Plan provides set steps for the school to follow when a student’s behaviour is neither safe nor manageable. The Crisis Plan provides accountability for the school when a challenging or crisis situation arises.
STUDENT BEHAVIOUR MANAGEMENT PLAN FOR:
JO SMITH / YEAR 6/7

RESOLUTION / RESTITUTION WITH KEY ADULT

SUPPORT FROM

CRISIS PLAN
1. Contact Admin
   • Intercom/red card
2. Maintain personal safety
3. Distance, stance
4. Remove other students if necessary.
5. Reassure student that he/she is safe.
6. Voluntary parent contact by admin with options for parent action
   • Talk to student on the phone
   • Supervise student at school for rest of the day
   • Withdraw student for the rest of the day.
     (explained absence)
   • Let school handle it.
7. Case conference
   (1-1 discussion/investigation)
   Reflection sheet.
8. Suspension 1-5 days, 6-20 days.
9. Reduced school hours (AEP - Alternative Education Program - graduated reentry).
10. Cancellation, exclusion

CORRECTION PLAN
Micro Skills
- Selective attending, giving choices, following through, defusing.
  1. Nonverbal cues.
  2. Direction / redirection
  3. State choices and consequences
  4. Enforce consequences
- In class timeout for reflection – alternate setting
- Buddy class or teacher for reflection.
- Repair damage done (i.e cleanup)
- Loss of personal time to complete work (with teacher followup)
- In school suspension
- Full day withdrawal – buddy class
- Temporary school ground withdrawal for school ground offences
- Personal reflection with class teacher (1-2 min detention)
- Parent contact.

ACKNOWLEDGEMENT PLAN
1. Verbal
   • Specific reinforcement.
   • E.g. Good sitting
   • Feedback direction
2. Non Verbal
   • Body language - smile
   • Behaviour charts
   • PUS privately understood signals
   • Proximity
   • Incentive awards/ token economy
3. Increased attention
   • I.e one to one
4. Communications within the school community
   • Letter home, newsletter comment
5. Added responsibilities
6. Meaningful roles
   • I.e. peer tutoring
7. Whole group celebrations
STUDENT BEHAVIOUR
MANAGEMENT PLAN FOR:

Resolution / Restitution with Key Adult

Support from

Resolution / Restitution with Key Adult

CRISIS PLAN

ACKNOWLEDGEMENT PLAN

CORRECTION PLAN

YES

APPROPRIATE?

SAFE?

MANAGEABLE?

MANAGEABLE?

YES

NO

NO

YES

COOPERATIVE

NO
SCHOOL GROUND STUDENT BEHAVIOUR MANAGEMENT PLAN

Resolution / Restitution with Key Adult

Support from Principal
Deputy Principal
Admin-injury only

CRISIS PLAN
1. Contact Admin
2. Maintain personal safety
3. Distance, stance.
4. Remove other students if necessary.
5. Reassure student that he/she is safe.
6. Voluntary parent contact by admin with options for parent action (in the case of three or more offences)
   - Talk to student on the phone
   - Supervise student at school for rest of the day.
   - Withdraw student for the rest of the day. (explained absence)
   - Let school handle it.
7. Case conference
   (1-1) discussion/investigation
   Reflection sheet.
8. Suspension 1-5 days, 6-20 days
9. Reduced playground time
10. Cancelation, exclusion
11. Inform class teacher
12. Anecdotal record

ACKNOWLEDGEMENT PLAN

- POSITIVE REINFORCEMENT
  - VERBAL (Specific recognition of behaviour, continuous feedback)
  - NON VERBAL (smile, body language, hand gestures etc.)

- MEANINGFUL ROLES
  e.g. Helping peers/younger students, older students organising activities, taking messages etc.

- PROVIDING INDIVIDUAL SUPPORT AS NEEDED
  Giving particular attention to target students.

- GETTING INVOLVED
  Where possible be a part of activities.

CORRECTION PLAN

- Using Non Verbal (shake the head, frown, etc.).
- Proximity (be close to where trouble is escalating).
- Cue with parallel acknowledgement (praise a student near the offending student for doing the right thing).
- Use humour to make suggestions
- Reminder of rule/warning
- Give choices and consequences (must be fair and logical)
- Time out in teacher designated area
- Time out walking with teacher
- Direct student to move to another area
- Direct appeal (e.g. “I’d like you to...”)
- Remember to always:
  - Speak calmly, politely, respectfully (let’s model how we wish students to speak to us).
  - Avoid eye contact, power struggles and confrontation. The student is responsible for their behaviour, the teacher must try and keep calm.

CRITICAL ANALYSIS

VERBAL (Specific recognition of behaviour, continuous feedback)

NON VERBAL (smile, body language, hand gestures etc.)

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e.g. Helping peers/younger students, older students organising activities, taking messages etc.

PROVIDING INDIVIDUAL SUPPORT AS NEEDED

Giving particular attention to target students.

GETTING INVOLVED

Where possible be a part of activities.

SCHOOL GROUND STUDENT BEHAVIOUR MANAGEMENT PLAN

Resolution / Restitution with Key Adult

Support from Principal
Deputy Principal
Admin-injury only

CRISIS PLAN
1. Contact Admin
2. Maintain personal safety
3. Distance, stance.
4. Remove other students if necessary.
5. Reassure student that he/she is safe.
6. Voluntary parent contact by admin with options for parent action (in the case of three or more offences)
   - Talk to student on the phone
   - Supervise student at school for rest of the day.
   - Withdraw student for the rest of the day. (explained absence)
   - Let school handle it.
7. Case conference
   (1-1) discussion/investigation
   Reflection sheet.
8. Suspension 1-5 days, 6-20 days
9. Reduced playground time
10. Cancelation, exclusion
11. Inform class teacher
12. Anecdotal record

ACKNOWLEDGEMENT PLAN

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GETTING INVOLVED

Where possible be a part of activities.
# BEHAVIOUR MATRIX

**OBJECTIVES:**
* Students will be able to identify their behaviour level
* Students will accept responsibility for their current behaviour and undertake, via collaborative goal setting and review, to bring about positive behaviour change.

*All students will strive to reach a COMPETENT level by the year’s end.*

<table>
<thead>
<tr>
<th>BEHAVIOUR CODE</th>
<th>Focus Area</th>
<th>SET GOALS – student negotiated</th>
<th>1a</th>
<th>1b</th>
<th>2a</th>
<th>2b</th>
<th>3a</th>
<th>3b</th>
<th>4a</th>
<th>4b</th>
<th>TEACHER COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFETY</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>EFFORT</td>
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<tr>
<td>RESPECT</td>
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<td></td>
</tr>
<tr>
<td>SELF-RESPONSIBILITY</td>
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</tr>
</tbody>
</table>

Signatures

Student:_________________________ Year Level Coordinator:_________________________ Parents/Guardians_________________________
NAME: _______________________________________

YEAR LEVEL CORDINATOR: ______________________

DAY: _____________ DATE: ______________

Parent:
1. Please read teacher's comments in relation to your student's behaviour.
2. Sign the matrix, then return to the school.
3. If you have any concerns or queries, please do not hesitate to ring the Year Level Coordinator.

Student:
1. Negotiate with YLC Focus Area(s) and Goal(s)
2. Behaviour Matrix must be taken to every lesson.
3. At the end of the day, take to YLC to check.
4. Take matrix home for parent/guardian signature.
5. Report to year level coordinator each day with previous day’s card signed and to be issued with current day Matrix.

Year Level Coordinator:
1. Negotiate with Student Focus Area(s) and Goal(s)
2. Contact parent/guardian and inform them of Behaviour Matrix
3. Monitor student performance daily
4. Issue student with new card daily.

Teacher:
1. ✓ / X in the collum to indicate student behaviour for your class, please make a comment in regards to student behaviour.
2. If you have indicated poor behaviour, this must be made note of in your anecdotal records ie “School Cop”.
**OBJECTIVES:**
- Students will be able to identify their behaviour level
- Students will accept responsibility for their current behaviour and undertake, via collaborative goal setting and review, to bring about positive behaviour change.

*All students will strive to reach a COMPETENT level by the year’s end.*

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<th>3a</th>
<th>3b</th>
<th>4a</th>
<th>4b</th>
<th>TEACHER COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFETY</td>
<td>Uses equipment correctly</td>
<td>I will bring all my equipment required to class</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>X</td>
<td></td>
<td>1a. Student worked well</td>
</tr>
<tr>
<td></td>
<td>Follows directions and instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1b. Continued to work well in group work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Works independently on set tasks</td>
<td>I will sit by myself and do my work required to a very good standard</td>
<td>✓</td>
<td>✓</td>
<td>X</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>2a. Did not complete the in class work required. Kept student in at lunch and he then completed the tasks required</td>
</tr>
<tr>
<td></td>
<td>Brings correct equipment to lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2b. Worked well for the rest of the lesson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Completes set work to required standard or above</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>RESPECT</td>
<td>Uses appropriate language in the different settings</td>
<td>I will not swear</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>3a. Worked well</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3b. Swore at another student. Apologised to student involved.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SELF-RESPONSIBILITY</td>
<td>Makes appropriate behaviour choices</td>
<td>I will follow the classroom rules set out by my teacher and the rest of the class</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>4a. Did not bring their cooking ingredients, no not supplied. Was given alternative work and completed this work over the two lessons.</td>
</tr>
<tr>
<td></td>
<td>Accepts consequences of own behaviour and outcomes of effort</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4b.</td>
<td></td>
</tr>
</tbody>
</table>

Signatures
Student: ___________________________ Year Level Coordinator: ___________________________ Parents/Guardians ___________________________

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STUDENT BEHAVIOUR CONTRACT

I, ______________________________ agree to the following conditions written below;

- Follow all instructions given to me by my Teacher or other Supervising Adults whilst I am on the Excursion/Camp/Sporting Event.
- Use care, common sense and courtesy at all times.
- Stay in the designated area at all times unless accompanied by a teacher or a supervisor.
- Look after equipment I use.
- Be responsible for my belongings.
- Put all my litter into bins or bags.
- Remember to consider the needs of others at all times.
- Be co-operative during the entire trip.
- Follow all school rules.

I understand that if I do not follow these rules that my teacher and the assisting staff will take actions they deem necessary as a consequence of my actions.

Breaches of behaviour during excursions will not be tolerated. The consequences of irresponsibly or insolent behaviour are as follows:

1. Alternative work will be given to the student who will be withdrawn from all Excursion/Camp/Sporting Event activities.
2. The parents will be phoned to collect the student from the Excursion/Camp/Sporting Event at the cost of the parent / guardian.
3. Any damage caused by the student to any property will be billed to the student.
4. No refunds will be made.
5. Appropriate disciplinary action will be taken upon return to school.

.............................................................................................................. ...............................
Student signature          Date

PARENT:
Should my child breach the above signed agreement, I agree to collect them as soon as possible or provide transport home, at my own cost.

.............................................................................................................. ...............................
Parent signature                     Date

Should you have any queries regarding these forms or the field trip, please contact ................. PH: 49 869555

.............................................................................................................. ...............................
XXXXXXXXXXX                      XXXXXXXXXXX
Science Teacher                  through the Principal
Mr A Barker
Student Reflection Sheet

Instructions:
1. Complete all questions below in your buddy class.
2. Give as much information as possible.
3. Present this completed reflection sheet to your teacher on your return at the end of this lesson.

Student's Name: ________________________________
Class Teacher's Name: ___________________________  Class: ______
Buddy Teacher's Name: ___________________________  Room: ______

What is my side of the story?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Who was affected by my actions?
________________________________________________________________________

How were they affected?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What can I do to stop this happening again?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What activities do I enjoy doing in class?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
THE BALANCE MODEL

Acknowledgement

Correction

Expectation

A

C

E

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