The Code of
School
Behaviour

Better Behaviour
Better Learning

NOOSA
DISTRICT SHS
Excellence through diversity
An Independent Public School

Responsible Behaviour Plan for Students

Be Reponsible
Be Respectful
Be an Active Learner

Connect Succeed Thrive

A positive culture that promotes learning
ENABLE – ENGAGE - EMPOWER

Queensland
Government

Responsible Behaviour Plan for Students

1. Purpose

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

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

2. Consultation and data review

Noosa District State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff, students and support groups was undertaken through meetings and feedback throughout 2016. A review of school data sets throughout 2014-2016 also informed the development process.

Feedback from these groups has been collected and evaluated.

The Plan was endorsed by the Principal, the President of the P&C and Chair of the School Council.

3. Learning and behaviour statement

All areas of Noosa District SHS are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is adapted from Positive Behaviour for Learning and Restorative Practices.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are communicated to everyone, assisting Noosa District SHS to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:
- We are Responsible
- We are Respectful
- We are Active Learners.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Links between student behaviour and learning

At Noosa District State High School, we are committed to engaging and effective teaching practices. The pedagogical framework based on *The New Art & Science and Teaching* (Marzano, 2017) is made up of 3 key elements – Feedback, Content and Context., The following questions are used to support teachers to select a range of strategies to address issues related to Context:

Design Question 7
- What engagement strategies will I use to help students pay attention, be energised, be intrigued ad be inspired?

Design Question 8
- What strategies will I use to help students understand and follow rules and procedures?

Design Question 9
- What strategies will I use to help students feel welcome, accepted and valued?

Design Question 10
- What strategies will I use to help typically reluctant students feel valued and comfortable interacting with me or their peers?

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

4.	**Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour**

Our *Positive Behaviour Support* processes at Noosa District State High School support the needs of all students within a whole school context. The approach considers support from the following perspectives:
- Whole-school behaviour support (universal support)
- Targeted and classroom behaviour support (secondary interventions)
- Intensive individual student behaviour support (tertiary interventions)
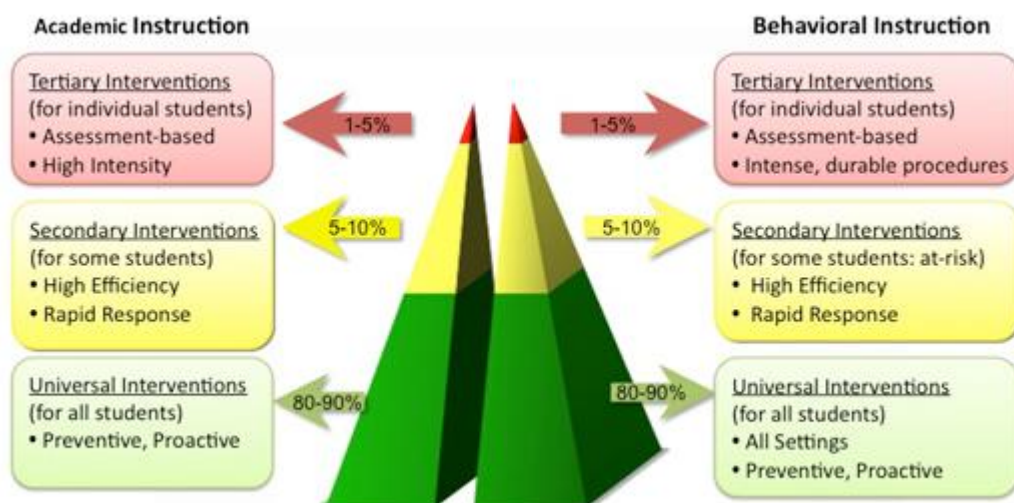
Universal behaviour support

Whole school behaviour support procedures and processes at Noosa District State High School apply to all students and staff across all settings.

Universal and targeted behaviour support includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;
- regular monitoring and review of school procedures and programs;
- professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour;
- a continuum of whole school positive preventative action for all students.

Communicating behaviour expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

Engagement @ NDSHS – Student Expectations Matrix

Be Responsible

• In the Classroom	• Being on time for all classes with all equipment • Storing bags appropriately either inside or outside classroom • Remaining with your teacher for the duration of the lesson
• Outside the classroom	• Remaining on the school grounds at all times • Behaving in a manner that keeps you and others safe • Reporting accidents and or breakages immediately
• Towards others	• Working co-operatively with staff and peers • Avoiding physical contact or injury • Appropriate use of personal technology
• To yourself	• Signing in/out of the office with an approved adult if arriving late or leaving early • Attending all lessons and catching up on missed work if absent for any reason • Being accountable for your actions and whereabouts at all times

Be Respectful

To:	By
Yourself	• Wearing school uniform as stated in Uniform Policy • Being trustworthy and honest
• Others	• Respecting their right to learn • Showing courtesy and tolerance • Using workplace appropriate language and interpersonal body contact • Showing good sportsmanship
• Environment	• Keeping the school grounds, classrooms, facilities and community clean and tidy • Picking up and putting litter in the bins • Not bringing sharp, hazardous or dangerous items to school eg aerosols, lighters and other items prohibited by the school
• Teachers	• Respecting their right to teach by listening to and following directions • Using appropriate language and behaviour towards them at all times
• Property	• Taking care of your, others and the school's property • Leaving valuable personal items at home • Store personal property (eg skateboards) in designated area

Be an Active Learner

Through:		Self-Management	
• Involvement	• Applying yourself to the best of your ability • Bringing all necessary equipment to class • Completing all drafts, tasks, homework and assessment by due date • Taking pride in your work • Attending school daily (a minimum of 90%) • Arriving with your BYOX device charged • Being actively involved in school activities	• Self-Management	• Bringing and using your diary appropriately • Organising yourself to meet deadlines • Seek support when needed eg teacher, guidance, homework club • Planning for your future • Striving to be the best YOU can

Connect Succeed Thrive

A positive culture that promotes learning
ENABLE – ENGAGE - EMPOWER

Queensland
Government

Noosa District State High School implements the following proactive and preventative processes and strategies to facilitate the development of acceptable standards of behaviour, including:

- a clearly stated, positive purpose as outlined in *Responsible School Behaviour Plan*
- a set of positively stated behaviours in the NDSHS *Expectations* Matrix
- a targeted *NDSHS RBP4S Teacher Toolk*it to support consistent implementation
- Year Level Teams consisting of Head of Department, Year Level Coordinator and Deputy Principal/ Head of Campus that are specifically dedicated to the needs of a specific year level
- an explicit teaching schedule of expectations reflected in orientation and wellbeing plan
- clear data cycles specific to engagement (Behaviour and attendance) reflected in the *NDSHS Data plan*
- Regular communication via the school Newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- School Behaviour Leadership Team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- comprehensive induction programs in the *Responsible Behaviour Plan for Students*, delivered to new students as well as new and relief staff
- individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- successful educational and behavioural outcomes are recognised through our student rewards program
- weekly Welfare Team meetings to discuss current needs for whole school, group or individual
- development of specific policies to address - Use of personal technology devices* at school (Appendix 2) and Procedures for preventing and responding to incidents of bullying (Appendix 3).

Reinforcing expected school behaviour

At Noosa District State High School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

Classes – Establish a culture of Positive Relationships

- build positive high expectations relationships with students and establish an environment of shared respect
- negotiate class expectations related to school expectations
- least to most intrusive management of behaviour (*Essential Skills of Classroom Management)*
- consistent language and approach across the school
- display of classroom expectations
- explicitly teach expectations
- use deliberate acknowledgement practices and strategies to encourage positive behaviour

Individuals

- self-management supported through feedback and goal setting
- each individual student's self-management needs are identified and addressed
- counselling and support available and referred if required
- all students are encouraged to use self-evaluation in regard to self-improvement
- appropriate behaviour is recognised through whole of school acknowledgment procedures

Teachers

- build and mentor positive relationships with students and celebrate successes and positive behaviour
- apply the consistent strategies of the *RBP4S Teacher Toolkit* and whole of school acknowledgment plan
- proactively engage with parents and record all contact
- are encouraged to attend professional development in behaviour support
- are expected to utilise reflective practices such as ESCM reflection tool, classroom profiling, AITSL Self Reflective tool and ASOT Reflective scales

Parents

- encourage a three-way partnership between student, parents and the school through regular feedback intervals

support and counselling is available to parents through our Guidance Officers, Chaplain and School Nurse

new students and parents are introduced to the requirements of the Responsible Behaviour Plan at Enrolment

Queensland
Government

Positive reinforcement

Positive acknowledgment is part of effective Teaching Practice and essential for the encouragement of desired behaviour. Teachers develop a wide range of acknowledgment strategies in the classroom based on ASOT Design Questions 7, 8, 9, 10 and Essential Skills of Classroom Management (ESCMs).

At Noosa District State High School classroom teachers, year level coordinators, administration and support staff reinforce positive academic performance, behaviour, effort and attendance through cycles reflected in the *NDSHS Data Plan*. Classroom and school wide systems include actions such as:

- praise & encouragement
- privileges and rewards – VIVO in Junior Secondary, Stepping into Senior Secondary
- phone calls, letters, emails to parents recognising good behaviours and achievements of their child
- record of achievements for formal acknowledgement

Responding to unacceptable behaviour

Academic, Behaviour and Attendance correction systems aim to support behaviour improvement and re-engagement for all students. Behaviour is defined through One School categories and protocols for incident management, data entry into One School and student referrals for Minor, Moderate, Major and Positive behaviours are outlined in the *RBP4S Teacher Toolkit* and summarised below.

Re-directing low-level and infrequent problem behaviour

When student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Teachers use the Essential Skills for Classroom Management (ESCM) and enact strategies from a least intrusive to most intrusive method in order to give students the opportunity to redirect to learning. Our preferred way of re-directing low-level problem behaviour is to take them through the Restorative Chat process (Appendix 4). This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. It also gives opportunity for staff and students to build a positive relationship.

Targeted Behaviour Support

Students demonstrating higher than average rates of problem behaviour who have not responded to universal behavioural supports are identified as needing extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. Students are identified from One School referrals and from regular behaviour data evaluation (as per NDSHS Data Plan – Engagement – Behaviour Data Cycles).

Year level teams work together with teachers to determine the best response for the student which may involve one or more of the following strategies:

- Behaviour Monitoring with specific goals (facilitated through feedback or monitoring card)
- Classroom behaviour plan – negotiate with teachers, parents and student
- Parent meeting
- SWAT (Student Action Welfare Team) referral for extra support programs

Extended support

When a student's minor infringements move to more serious breaches of the school's plan, a more extensive targeted support is put into place. Teachers records (anecdotal and OneSchool) of student behaviour are used to determine when a student needs more extensive support. If more extensive support is warranted, the teacher refers the student with the supporting documentation to the Welfare Team. Support could include but is not restricted to:

- Rock and Water (Provides a pathway to self-awareness, and increased self-confidence and social functioning)
- Gift program (Growing in Freedom Together: Girls resilience program)
- YABBA (Young Adults becoming Better Australians – operated at Mimbirri campus)
- SCILS program (Sunshine Coast Individualised Learning and Support)
- Mentoring
- Healthy relationships counselling
- referral to Guidance Officer
- modification of timetable
- Unites Synergies and community agencies and support

Individual Behaviour Support Plan

Students identified as requiring targeted support may require an Individual Behaviour Support Plan. Year Level Teams (Year Level Coordinator, HODs, Deputy Principal), teachers, the student along with the parents/carers, collaboratively develop and implement an Individual Behaviour Support Plan (IBSP). This plan documents aims, support strategies, timing, personnel, review and assessment. Support through this plan could include:

- referral to Guidance Officer for assessment and preliminary counselling and behavioural support
- use of "time out" card
- modified timetable
- monitoring
- support programs (see above)

IBSP's are published when agreed onto One School (student support tab). Parent involvement must continue through all management stages. Parent interviews with the class teacher, students, Head of Department or Year Level Manager are focussed on a coordinated approach to setting a more positive pattern of behaviour.

Students whose behaviour does not improve after participation in any of the above programs, or whose previous behaviour indicates a need for specialised intervention, are provided with more intensive behaviour support.

Intensive Behaviour Support

Intensive behaviour support is required to support students who demonstrate chronic and /or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others. This level of support generally occurs when less intensive support strategies have been used but have not fully met the student's learning support needs.

Noosa District State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with

highly complex and challenging behaviours need comprehensive systems of support. The *Student Welfare Action Team (SWAT) and Year Level Manager:*

- work with other staff members to develop appropriate behaviour support strategies
- monitor the impact of support for individual students through continuous data collection
- make adjustments as required for the student, and
- work to achieve continuity and consistency

The Student *Welfare Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

A *Functional Behavioural Assessment* is integrated, as appropriate, throughout the process of developing, reviewing and revising the student's *Individual Behaviour Support Plan*. The *Functional Behavioural Assessment* is focused on identifying significant, pupil-specific social, affective, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviours. Interagency groups are used to coordinate services to meet the needs of students identified with persistent or extreme problem behaviours. Agencies contributing may include: Disability Services Qld, Child and Youth Mental Health, Qld Health, Department of Child Safety, Police, Local Council, and Neighbourhood Centre. Following the *Functional Behavioural Assessment* and interagency input, the following supports may be put in place in the *Individual Support Plan*:

- work with the Advisory Visiting Teacher – Behaviour
- counselling with the school Guidance Officer
- modified timetable or attendance
- flexible and / or alternative learning options
- regional behaviour support referrals
- teacher-aide support through school or district behaviour funding
- recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their general practitioner
- use of the *Restorative Practice* process

Restorative Practice - Building Repairing & Maintaining Healthy Relationships
NDSHS is a Restorative Practices school that values the impact of positive relationships on learning. Restorative practices recognise that the most profound learning occurs when there is a healthy relationship between teacher and student. Restorative Practices assist teachers, students and parents to build, maintain and restore relationships with a focus on accountability rather than punishment and reactive strategies. Restorative Practices will help build capacity to enable students to self-regulate behaviour and contributes to the improvement of learning outcomes.

Reflect
Repair
Reconnect

Restorative processes (tools) range in formality based on the specific actions of one or more people. An effective restorative intervention leads to mutual understanding, an agreed plan to make things right and prevention of future issues (refer Appendix 4). Find our more: http://www.thorsborne.com.au/

5. Emergency responses or critical incidents

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

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

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

Basic defusing strategies for staff:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

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

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

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and 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; and
- 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 processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx online.

6. Consequences for unacceptable behaviour

Noosa District State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Individual class teachers are primarily responsible for dealing with minor infringements of our school's plan. The Student Welfare Action Team and Year Level Teams become responsible for responding to students who exhibit persistent or extreme unacceptable behaviour. The application of any consequences should be supportive, fair, logical and consistent.

Minor, moderate and major behaviours
When responding to problem behaviour, the staff member first determines if the problem behaviour is major, moderate or minor, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Moderate** problem behaviour is dealt with by Year level team Line manager f*or persistent, repeated and ongoing Minor concerns*
- **Major** problem behaviour is referred directly to the school Administration team.

Minor behaviours are those that:
- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
- a minor consequence that is logically connected to the problem behaviour, such as, partial removal (time away) from an activity to allow reflection, individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

***Moderate** Behaviours are the persistent, repeated and ongoing minor behaviours identified by the Year Level Team line manager in data cycles.*

Major behaviours are those that:
- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

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

Minor	Moderate	Major
Teacher uses RBP and ESCM process to deal with individual minor incidents. No Referrals **Restorative process: Informal** - Connecting Conversation - Restorative Chat - Parent Conferencing	*Year level Teams monitor Student incidences using One School and intervene for persistent, repeated and ongoing MINOR concerns* **Becoming more formal** - Restorative Chat - Parent Conferencing - Case MGT Support - Restorative Practices	*Behaviour identified in the RBP that would likely result in a serious consequence such as suspension / exclusion is referred to the Head of Year / DP* **Formal** -Conferencing - Case Management Support - Restorative Conferencing

The following table outlines some examples of Minor, Moderate and Major behaviours and possible consequences. *Teachers - for more information refer to RBP4S Teacher Toolkit and the following flow chart.*

The Code of School Behaviour

Better Behaviour
Better Learning

Level	Observable Behaviour	Possible Consequences
Minor *Teacher uses RBP and ESCM process to deal with individual minor incidents. No Referrals* **Restorative process:** **Informal** - Connecting Conversation - Restorative Chat - Parent Conferencing	Inappropriate student behaviours might include: ▪ Ignoring instructions and direction ▪ Lateness to class and partial truancy ▪ Littering ▪ Inappropriate use of mobile phones and other electronic devices ▪ Dress code ▪ Eating/drinking in classrooms ▪ Inappropriate use of school intranet/internet/technology ▪ Inappropriate language ▪ Defiance / disrespect / non-compliance ▪ Physical contact – non serious but inappropriate ▪ Disruption ▪ Property misuse ▪ Cheating / plagiarism ▪ Refusal to engage in the program of instruction	Teacher initiated actions could include: ▪ verbal negotiation ▪ reminder of classroom expectations ▪ in-class separation or isolation ▪ detention ▪ restorative chat ▪ contact with parents ▪ suspension from school intranet/internet usage for a defined period. ▪ instigating a behaviour contract – Teacher managed
	If repeated application of the above actions produce no improvement in student's behaviour, then the student should be referred to YLT Line Manager.	
Moderate *Year level Teams monitor Student incidences using One School and intervene for persistent, repeated and ongoing MINOR concerns* **Becoming more formal** - Restorative Chat - Parent Conferencing - Case MGT Support - Restorative Practices	Inappropriate student behaviours might include: ▪ Repeated level 1 behaviours ▪ Truancy ▪ referrals from class to relocation ▪ repeated defiance ▪ all forms of harassment/bullying – including in the classroom, playground, cyber-bullying through the use of technology (e.g. mobile phones, chat rooms, emails, web pages – Face Book, My Space) ▪ repeated misuse of technology	▪ detention ▪ restorative conference ▪ referral for assessment and specialist support – Support Teacher - Learning Difficulties, Advisory Visiting Teacher, Guidance Officer ▪ behaviour monitoring card ▪ parent contact ▪ interagency referral ▪ confiscation of technology ▪ Behaviour contract – YLT and teacher managed
Major *Behaviour identified in the RBP that would likely result in a serious consequence such as suspension / exclusion is referred to the Head of Year / DP* **Formal** -Conferencing - Case Management Support - Restorative Conferencing	Inappropriate student behaviours might include: ▪ Abusive language / profanity ▪ Violence / physical aggression ▪ Ongoing absenteeism / Truancy / school refusal ▪ vandalism ▪ Sexual harassment/misconduct ▪ Possession of prohibited items ▪ Targeted harassment of staff / students through the use of technology ▪ Property damage ▪ Actions considered criminal / delinquent behaviour	Deputy Principal in consultation with Student Welfare Action Team determines the most appropriate course of action which may include any of the following*:* ▪ Individual Behaviour Support Plan ▪ Referral to outside agency ▪ Parent/carer interview ▪ After school detention ▪ Internal suspension ▪ Enforcement of Attendance ▪ Police notification (if illegal behaviour)*(ref: http://education.qld.gov.au/health-safety/promotion/drug-education/)* ▪ Discipline Improvement Plan ▪ suspension in line with Education Queensland Policy *SMS –PR 021 Safe Supportive Disciplined School Environment* ▪ recommendation for exclusion in line with Education Queensland Policy *SM -16 Student Disciplinary Absences*

NDSHS Behaviour Management Flowchart
Be Respectful, Be Responsible, Be an Active Learner

Observe Problem Behaviour

Utilise Essential Skills in Classroom Management (least intrusive first)

No → **Follow Minor behaviour response**

Is behaviour Office / YLM managed?

Yes → **Follow Major behaviour response**

Does student have ongoing and persistent behaviour issues?

Refer to YLT line Manager as Moderate

Minor behaviour response

Step 1
- Prompt
- Redirect
- Reteach
- Choice
- Consequence

Behaviour stops

Behaviour continues

Give positive verbal / social acknowledgment

Apply Behaviour Consequence (logical, individualised)
Classroom
- Alteration of activity
- Temporary removal from activity
- Move place in classroom
- 10 min time out
- Relocation
- Notification to parents
- Restorative conference

Grounds
- Walk with teacher
- Time out
- Loss of privileges

Teacher completes Minor One School Entry
No referral required = no YLT action

Minor / Major table

Minor Teacher Managed	Major Office / YLT Managed
• Ignoring instructions and direction • Lateness to class and partial truancy • Littering • Inappropriate use of mobile phones and other electronic devices • Dress code • Eating/drinking in classrooms • Inappropriate use of school intranet/internet/technology • Inappropriate language • Defiance / disrespect / non-compliance • Physical contact – non serious but inappropriate • Disruption • Property misuse • Cheating / plagiarism • Refusal to engage in the program of instruction	• Abusive language / profanity • Violence / physical aggression • Ongoing absenteeism / Truancy / school refusal • vandalism • Sexual harassment/misconduct • Possession of prohibited items • Targeted harassment of staff / students through the use of technology • Property damage • Actions considered criminal / delinquent behaviour

Minor incident follow through - Example
- Prompt – low key responses
- Redirect – flip to the curriculum. Restate the expectation
- Reteach – tell, show, practice, acknowledge
- Provide Choice – if...then...actions to correct behaviour
- Consequence - *Accountability not punishment. Certainty over severity.* Relate to behaviour being corrected. Parent contact. Restorative chat.

Major behaviour response

Step 1
- Inform student of rule violation
- State expected behaviour
- Refer to Administration (call or send student)

Actions
- Review incident
- Determine consequences
- Enter data

Follows through on consequence

Informs parent / guardian

Provides teacher feedback & facilitates restorative if required

If Behaviour continues
- Parent interview
- Targeted intervention strategies

NDSHS Staff responses to ALL student problem behaviour is:
Calm, consistent, brief, immediate and respectful

Connect   Succeed   Thrive

7. Network of student support

Students at Noosa District State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:
- Parents
- Teachers
- Year Level Teams
- Support staff
- Year Level Coordinators
- Heads of Department
- Executive and School Administration
- Guidance Officer
- School Chaplain
- School-Based Health Nurse
- Senior Guidance Officer
- External Youth Support Agencies

Noosa District State High School recognises the need for a range of personnel to be involved in managing student behaviours. In order to make a balanced decision for students a Student Welfare Committee meets weekly to deal with issues and formulate programs. The Welfare Team is likely to include HOSES, AVT Behaviour Support, Guidance Officers, Chaplain, Nurse, Deputy Principal/s and Youth Support Coordinator.

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police Service (QPS)

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Noosa District State High School considers the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs

Each behaviour incident will be addressed according to the individual circumstances. Consistency will be in responding to the behaviour, but not necessarily in the nature of the response.

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 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
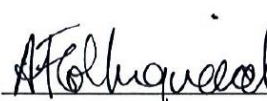
10. Related policies and procedures

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

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

Principal

P&C President or
Chair, School Council

Date effective: from November 2017 to November 2020

Appendix 1: Use of personal technology devices* at school

This policy reflects the changing nature of digital technology and its impact in our global community. We believe that devices offer considerable methods of information gathering and when used appropriately can enhance student outcomes and learning. Consequently, the school expects that students display courtesy, consideration and respect for others whenever they are using personal technology devices and school issued devices.

Personal Technology Devices at School

Students will be responsible for all devices that they bring to school. We advise that valuable personal technology devices like cameras, digital video cameras, MP3 players and phones at school have a risk of damage or theft and/or breaches of the privacy agreement. The decision about misuse of such devices will be at the teachers' discretion and may result in confiscation by school staff.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises may be confiscated by school staff. They will be made available for collection from the school office at the end of the school day and at times will only be returned in the presence of a parent. If a personal technology device is required for purposes of disciplinary investigation, it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Personal Technology Device Etiquette

Personal technology devices and accessories that are brought to school are the responsibility of the student. It is advised that devices are never left in unattended bags. Education Queensland's position is that digital devices of any kind should not be used for Social Media during school time. There may be circumstances where students will be permitted to use their technology devices for educational purposes under the guidance of their teacher. This will be monitored by the teacher and is at the teacher's discretion.

In addition, personal technology devices may be used responsibly at morning tea, lunch breaks and before school on school premises.

Responsible use of devices and all forms of communication by the student should be positive, not bringing into disrepute themselves or others, be supportive of our community and conform with the guidelines of this behaviour policy.

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Noosa District State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

A student at school who uses a personal technology device to record private conversations or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to

individuals or the school, for the purpose of bullying[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

are in breach of this policy and may be subject to discipline (including suspension and possible recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying, harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages should ensure they keep the message as evidence and bring the matter to the attention of the school Administration.

Assumption of cheating
Personal technology devices may not be taken into or used by students in exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording private conversations and the *Invasion of Privacy Act 1971*
It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

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

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

---

[1] *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*

Appendix 2 : Procedures for preventing and responding to incidents of bullying (including cyber-bullying)

Noosa District State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined and calm environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance levels
- promoting equality and diversity for all
- ensuring the safety and well-being of all members of the school community

There is no place for bullying in Noosa District State High School. Research indicates that both those being bullied and those who bully are at risk of experiencing behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and commitment to supporting all students.

Bullying behaviours that will not be tolerated at Noosa District State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care

At Noosa District SHS there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion; that is, as categorically unacceptable in our school community.

Rationale

Research indicates that many problem behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Noosa District State High School are an addition to our positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures to which our students are already accustomed.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:

- our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- students know the three school expectations and have been taught the expected behaviours attached to each rule in all areas of the school
- students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- a high level of quality active supervision is a permanent staff routine in the non-classroom areas - this means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas

Through our school wide Wellbeing Program all students take part in lessons on key bullying issues which are followed up with class discussion by Home Group Teachers. Year Level Coordinators reinforce the message on year level parades and ensure students are aware of the process of reporting bullying behaviour.

Noosa District State High School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into OneSchool on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 3 - Appropriate use of social media

Noosa District State High School embraces the global opportunities that technology and the internet provide to students for learning, creativity and online connection. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to connect to a wide network and is a 21st Century reality for students.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Noosa District State High School is committed to promoting the responsible and positive use of social media sites and apps.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2,** it is unacceptable for students to bully, harass or victimise another person whether within Noosa District State High School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Noosa District State High School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Noosa District State High School engaging in appropriate online behaviour.

Role of social media
The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying. Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media
Students of Noosa District State High School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, Noosa District State High School and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Noosa District State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Noosa District State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of this or another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying
Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".
The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:
- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.
Noosa District State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Noosa District State High School expects its students to engage in positive online behaviours.

NDSHS is a Restorative Practices school that values the impact of positive relationships on learning. Restorative practices recognise that the most profound learning occurs when there is a healthy relationship between teacher and student. Restorative Practices assists teachers, students and parents to build, maintain and restore relationships. Restorative Practices will help build capacity to enable students to self-regulate behaviour and contributes to the improvement of learning outcomes.

Restorative Chat

Reflect
Repair
Reconnect

To the Wrong doer

We're here to talk about:
- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who do you think has been affected by what you did?
- In what way?
- What do you need to do to make things right?
- How can we make sure this doesn't happen again?
- What can I do to help you?

To the Victim

- What did you think when it happened?
- What have you thought about since?
- How has it affected you?
- What has been the worst of it?
- What's needed to make things right?
- How can we make sure this doesn't happen again?

When stuck

- Was that the right or wrong thing to do?
- Was it fair or unfair?
- What exactly are you sorry for?
- You didn't answer my question.