Responsible Behaviour Plan for Students

based on
The Code of School Behaviour
(Reviewed October 2016)
HEATLEY SECONDARY COLLEGE

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1. Purpose

Heatley Secondary College is committed to building a culture that promotes a positive sense of belonging, cultivates both student and staff wellbeing and endorses high standards of behaviour so that students can achieve worthwhile learning outcomes and realise their potential. As an educational community, we work to build:

- A safe, respectful and disciplined learning environment where students have opportunities to engage in worthwhile learning experiences and to acquire values supportive of their ongoing wellbeing.
- A community that promotes high expectations, enables students to adopt a positive attitude of self-belief and encourages high levels of involvement.

The Heatley Secondary College Responsible Behaviour Plan for Students is intended to:

- Communicate to the College Community and to the General Public our endorsed behaviour expectations and the College’s commitment to provide a disciplined learning environment;
- Support staff (teaching, support and administration) to implement positive behaviour systems which to encouraging students to:
  - acquire self-management skills,
  - develop an awareness and understanding of the effect of their behaviours on others,
  - and to accept ownership for the consequences of their behaviours
- Facilitate the core business of education to occur with minimal disruption to learning.

2. Consultation and data review

Heatley Secondary College’s Responsible Behaviour Plan is informed by a series of review processes including our latest Priority School Review (2016) and Discipline Audit (2015). It builds on the findings of an Appreciative Inquiry Process which focused on building a supportive school culture. This review involved broad consultation with our community, staff, students and parents/carers, over a 12 month period (2012 – 2013).

Both broad consultation with our community, staff, students and parents/carers and a review of current school data relating to attendance, patterns of absenteeism, school disciplinary absences and behaviour incidents, have been integral to the recent review process.

The College is currently establishing a Positive behaviour Learning (PBL) Framework and this process will inform ongoing amendments to our plan as PBL is rolled out.

The Plan is endorsed by the Principal and the President of the P&C. A full scale review of our Responsible Behaviour Plan will completed in 2019 as required in legislation.

3. Learning and behaviour statement

YOUR FUTURE – OUR FOCUS

At Heatley Secondary College, our focus is on maintaining a disciplined learning environment that supports students to:

- engage in learning, and respect the rights of others to learn
- achieve worthwhile learning outcomes
- and realise their potential

The Heatley Secondary College Responsible Behaviour Plan is aligned to our Learning and Wellbeing Framework and underpinned by our developing Positive Behaviour Learning Framework.
The College Community has collaboratively developed a clearly defined set of expectations to enable students to participate positively in learning, and teachers to teach effectively.

Behaviour incidents in any environment presents teaching and learning opportunities (including social learning) as a means to maximising the success of academic programs.

Heatley Secondary College’s Responsible Behaviour Plan endorses the beliefs that:

- all students have the right to work and learn in a safe and supportive learning environment, free from disruption, abuse or threats;
- building a positive school culture is a whole community responsibility involving all staff, parents and students;
- students are responsible for their behaviour, the choices they make and the consequences of these choices;
- behaviours are learnt and students need to be specifically taught appropriate behaviours;
- students need to have a clear understanding of what appropriate behaviour looks like;
- students need positive recognition for appropriate behaviour and support to make changes when they engage in inappropriate behaviour;
- students need limits and consequences for inappropriate behaviour.

We maintain that productive learning is underpinned by:

- relationships of trust and mutual respect among community members;
- parental consultation, support and involvement;
- a challenging and engaging curriculum relevant to the needs and interests of all students;
- clear behavioural expectations, limits and consequences which are explicitly communicated;
- a focus on reinforcing positive, and addressing inappropriate, behaviours;
- community members providing appropriate models of behaviour
- Consistency, Persistency and Insistency (our CPI) in all aspects of implementing the Responsible Behaviour Plan.

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

Heatley Secondary College’s Responsible Behaviour Plan for Students details a whole school approach to facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

Our provision of whole school, targeted, and intensive supports utilised the PBL three-tiered Continuum for Positive Behaviour Support to effectively address the range of student behavioural needs, from those requiring only minor support to those needing intensive in-depth supports.

Three Tier Continuum for Positive Behaviour Support
Whole School (Universal) Behaviour Support (GREEN ZONE) (Tier 1)

The green zone recognises that approximately 80% of students will require minimal additional support. Whole School processes apply to all students and focus on the explicit teaching and reinforcing of positive behaviour expectations.

Targeted Behaviour Support (YELLOW ZONE) (Tier 2)

The yellow zone recognises that approximately 10 to 15% of students may need additional, targeted support, including specific adjustments and/or program intervention. Targeted support is typically delivered to small groups of targeted students.

Intensive Behaviour Support (RED ZONE) (Tier 3)

The red zone recognises that approximately 2 to 5% of students may need intensive support and/or flexible learning options to assist them to engage in learning, and to ensure the rights of others to learn. These are typically specific interventions for students with complex and challenging behaviours and are documented in Individual Student Behaviour Plans.

Whole school (universal) behaviour support

Heatley Secondary College’s approach to building a supportive school culture focuses on both proactive and preventative processes to build student capacity and ensure student well-being.

Led by the PBL team, the College Expectations have been unpacked and a set of behaviour expectations has been attached to each strand, resulting in our Expectations Matrix.

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**HEATLEY SECONDARY COLLEGE EXPECTATIONS**

<table>
<thead>
<tr>
<th>WHOLE SCHOOL</th>
<th>CLASSROOM</th>
<th>GROUNDS</th>
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</table>
| **RESPONSIBLE** | As a responsible learner:  
- wear full school uniform correctly  
- attend school as everyday counts  
- am on time, every time  
- follow staff directions  
- keep myself and others safe  
- own my behaviour  | As a responsible learner:  
- am in class and on task  
- bring all necessary equipment  
- complete all tasks and assessment on time  
- have my phone turned off in my bag  | As a responsible learner:  
- move to class on the first bell  
- am sun smart  
- stay safely in College grounds all day  
- am considerate of others  
- move around calmly  |
| **RESPECTFUL** | As a respectful learner:  
- am tolerant, inclusive and accepting of others  
- look after all property  
- always use appropriate, respectful language  
- maintain a clean and tidy environment  | As a respectful learner:  
- use full-body listening  
- use my turn, your turn  
- allow everyone the right to learn  
- raise my hand and wait to talk  | As a respectful learner:  
- address people by their name  
- place all litter in the bin  
- take turns  
- do the right activity in the right place  |
| **RESILIENT** | As a resilient learner:  
- seek help when needed  
- reflect on my decisions and actions  
- learn from mistakes  
- turn “I can’t” into “I can and will”  
- am always learning  | As a resilient learner:  
- actively participate in class  
- set goals and challenge myself  
- ask questions, seek and respond to feedback  
- try, and try again  | As a resilient learner:  
- stop, think, then do the right thing  
- get involved in school activities  
- keep my cool  |

I AM A RESPONSIBLE, RESPECTFUL, RESILIENT LEARNER
This matrix was developed through wide consultation with the whole Heatley Secondary College community and outlines our specific behavioural expectations.

These expectations are communicated to students via a number of strategies including:

- focused lessons taught by care teachers
- reinforcement of focussed lessons through assemblies, newsletters, classroom and non-classroom activities

**EMBEDDING A WHOLE SCHOOL SUPPORTIVE CULTURE**

At Heatley Secondary College:

- expectations for student behaviour are clearly defined;
- appropriate student behaviour is explicitly taught;
- positive behaviours are publicly acknowledged;
- problem behaviours have clear consequences;
- student behaviour data is monitored and staff receive regular feedback;
- effective behavioural support strategies are implemented at the school-wide, specific setting, classroom, and individual student level;
- effective behavioural support strategies are designed to meet the needs of all students.
- effective behavioural support is implemented consistently by staff and administration.

Embedding a whole school culture which is underpinned by Expectations Matrix is contingent on all staff being **consistent** and **persistent** in implementing and reinforcing *the ways of doing*” that we **insist** on as a community (our CPI).

Staff are expected to model appropriate behaviours at all times, to embed the language of our ethos in all classroom, playground and social interactions, and actively deliver on the intent of the ethos though dedicated programs.

College staff are supported through timely and relevant professional discussion and development.

Whole College program approaches include:

**Wrap Around Care**

Whole School Behavioural Support begins with our Wrap Around Care Program. On enrolment, students are assigned to a care group and a care teacher **who remains with them for the rest of their time at Heatley**. This teacher is responsible for the mentoring and pastoral care of each student in the group for all of their schooling.

Our house structure builds on our care structure, and a range of activities, which help **build a sense of community and belonging**, are based on this structure, including form class challenges, focus of the week, year level forums and Riverway Retreats.

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**Student Induction Program**

An **Induction Program** occurs at the beginning of each school year. The program aims to build an understanding of the way we do things at Heatley Secondary College and a sense of belonging to our community.

Throughout the year students new to the College have an extended interview, work through an induction booklet and are assigned a student mentor to support them through transitioning to a new school.

**Student Planner**

All students are issued with a student diary, which is used as the basis of the **Induction Program**, goal setting throughout the year, a means of communication with parents and to record ongoing homework and assessment.

**Newsletter**

The College Newsletter, produced every fortnight, is issued in both hard copy and by email and posted on the College website www.heatleyshs.com.au.

It includes regular articles relating to student wellbeing, as well as celebrating student successes and providing information about College policies, procedures, and upcoming events.

**Personal Development Program (PDP)**

PDP is a wellbeing program which focuses on social and life skills. It is delivered to:

- Year 7, 8, 9 & 10 students one lesson a week for the year;
- Years 11 -12 through form meetings, extended form meetings and targeted curriculum lessons

**Student Leadership Structure**

Leadership positions at Heatley Secondary College focus on both leadership and student wellbeing. Key leadership positions are:

a) Senior Leaders and Junior Secondary Leaders are proactively involved in reinforcing College Culture and, through the Student Representative and the Junior Secondary Councils, discuss a range of wellbeing issues at their meetings, making recommendations for Senior Administration, or for action through the student body.

b) **PAL Leaders** are selected at the end of Year 10. Their role is to assist incoming primary students with their transition into secondary schooling.

c) **Year level Forums** involve students at all year levels in a broad range of student nominated issues to do with student wellbeing and College processes. Each year level holds its own forum and takes responsibility for communicating issues raised and recommendations to the Administration Team.

**Primary / Secondary Transition**

Heatley Secondary College acknowledges the importance of the transition from Primary to Secondary schooling as an important stage in the life of students.

The transition program aims to smooth out the ‘bumps’ that some students experience in making this transition. It is conducted in partnership with the Mt Louisa Cluster.

A number of middle schooling joint partnership projects have been developed to enhance transition and foster strong ties between schools.
Parent-Teacher Communication
Parent-Teacher communication is actively encouraged through both informal and formal contacts, using phone calls, emails, and meetings.

Informal communications usually occur to relay a positive message of achievement or discuss a concern. All communications MUST be recorded on OneSchool.

Formal contacts include:

- **Meet and Greet evenings** held early in Term 1 for Parents/Caregivers and their student giving them the opportunity to meet staff and discuss Heatley expectations.
- **Parent Information / Transition Nights** held late in Term 3 and early in Term 4 at key junctures:
  a) Primary into Secondary;
  b) Year 8 into 9;
  c) Year 10 into 11.
- **Parent-Teacher interviews** held two times a year as a follow-up to the College’s formal reporting process, providing constructive dialogue between Parents/Caregivers and teachers regarding a student’s academic, emotional, and social growth.
- **Scheduled meetings** with teachers and parent/caregivers to discuss emerging issues concerns and together formulated an action plan

**EATSIPS** (Embedding Aboriginal and Torres Strait Islander Perspectives in Schools)
EATSIPAS is a whole school commitment to ensuring indigenous students are engaged in learning and socially and emotionally supported in culturally appropriate ways.

An important aspect of EATSIPS is **ATSIAP** (Aboriginal and Torres Strait Islander Aspirations Program) which supports indigenous students achieve their goals in life and learning.

Strategies include an induction program and homework program with assignment support, peer mentoring as well as participation in the annual district ATSIAP Challenge.
Reinforcing Expected College Behaviour

At Heatley Secondary College, expectations are communicated and reinforced to students using a number of proactive strategies, including:

- **Comprehensive induction programs** delivered to new students, staff and relief staff, including information evenings, information packages, Student Diaries and individual interviews for all new students. These programs include information relating to key policies, and processes for responding to non-compliance, including:
  - Our College Vision, Ethos and Expectations Matrix;
  - Doing School at Heatley;
  - Absenteeism;
  - ICT Acceptable Use Agreement including the use of personal electronic devices at school including mobile phones, ipods, MP3 players, etc;
  - Procedures for preventing and responding to Bullying / Cyberbullying.

- **Signage** in all classrooms and around the College.

- **Expectations Matrix** explored with student groups:
  - In various contexts (classroom, playground, library, bus stop, etc);
  - For various relationships (eg teachers, peers, office staff, visitors, etc) and;
  - For a range of activities (eg learning, sport, excursions, etc).

- **Focus of the Week** announced on whole school assembly each week and followed up by both form and classroom teachers, including the explicit teaching of behaviour expectations as per our weekly focus.

- **Embedding a number of prompts** as part of a shared language.
  - Do the right thing
  - Bring the right thing
  - First time every time (compliance)
  - On time every time (punctuality)
  - On task every time (work ethic)
  - In class on task
  - Only your best is good enough
  - Off and in your bag (phones)
  - Say the right thing
  - Manners Matter
  - Your turn, my turn
  - Full body listening
  - Show respect, earn respect
  - No put downs
  - First things first
  - Try, then try again
  - Bounce back
  - Have a go
  - Recover and rebuild
  - Go for the rebound
  - It’s great to be a mate
  - Break the sound barrier … achieve light speed

- **Regular articles in the College newsletter** reinforcing College behaviour expectations.

- **Positive Recognition of achievement** occurs through:
  - Verbal and non-verbal praise;
  - Classroom rewards (eg Stickers);
  - presentation of certificates on parades;
  - postcards, emails and phone calls home.

- **Consistency, Persistency and Insistency** (our CPI) in all aspects of implementing the **Responsible Behaviour Plan**.

- **Engaging Curriculum and Effective Teaching** underpinned by a Curriculum and Pedagogic Frameworks which recognise that real learning can only occur in a safe and disciplined classroom.

**College Reward Systems**
**Spotteds**

*Spotteds* are awarded to any students *caught in the act of doing the right thing*. They can be awarded any time, any place by anyone. Monthly draws are held on assembly and the P&C sponsors a canteen voucher for winners.

**Postcards**

*Postcards* are posted home to parents by staff at any time to recognise the positive achievements of student.

**Form Challenge**

Points build on a weekly basis for a range of things including community service, weekly challenges, as well as attendance, uniform. Points for weekly challenges are weighted to encourage group entries.

**Student of the Week**

Student of the Week is celebrated on year level parades in the junior school. Students are nominated by classroom and form teachers, and names are included in our fortnightly newsletter.

**Heatley Gold Students**

Heatley Gold Students are those students who have earned either an A or a B for both Effort and Behaviour on their end of term report. All students who achieve Heatley Gold are invited to participate in a Heatley Gold celebration organised by the year coordinators. They are also eligible for a Heatley Gold Card.

**Triple A Program**

The Triple A program recognises student endeavour across four areas (academic, sporting, cultural, community engagement). Achievements are recognised on Awards Night with the presentation of gold, silver and bronze awards.

**Responding to unacceptable behaviour**

School is for learning and all students have the right to learn in a supportive learning environment free from distraction and interruption. Behaviour support represents an important tool for students to learn what appropriate behaviour looks like, to develop self-discipline and to respect other students’ right to learn, as well as how to get along with others.

**Essential Skill for Classroom Management.**

All staff (including teachers, support and office staff) are inducted in the use of the *Essential Skill for Classroom Management*. A booklet of support materials is provided to staff as part of their induction to the school.

Several staff members are trained as Profilers in *Essential Skill for Classroom Management*.

**Re-directing low-level and infrequent problem behaviour**

Students exhibiting low-level and infrequent problem behaviour are asked:

- What’s the rule?
- What should you have done?
- What they can you do to fix the situation?
- What will you do next time?
- What do you think might happen if you don’t?

Students reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour needs to be modified so as to align with the expectations of our school community.

**Targeted behaviour support**
At Heatley Secondary College, all staff are involved in the support of students identified as needing more targeted behavioural support to prevent level one and two behaviours escalating to level 3 behaviours.

Students identified as requiring targeted support will have an **Individual Behaviour Plan** developed enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

- The Behaviour Support Teacher (BST), classroom teachers, the student and parents/caregivers are involved in the collaborative process of preparing this plan.
- Plans are reviewed a minimum of once per term and more frequently if required. The aim is to assist the student to develop responsible behaviours and self-control.
- Students whose behaviour does not improve after participation in the Targeted Behaviour Support Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Targeted support occurs around a specific setting, issue, student or group of students, and includes strategies that are aimed at preventing or minimising the reoccurrence of inappropriate behaviour. It includes:

- **Curriculum Adjustment** which could include a modified program, additional teacher aide support or peer mentoring.

- **Behaviour Monitoring** through a range of monitoring cards, eg
  - Doing One's Best (DOB) Cards;
  - Homework monitoring;
  - Attendance Monitoring;
  - Goal Monitoring (Getting it Right);
  - Contract Monitoring (On return from suspension);
  The conditions of all monitoring cards are developed with students, and signed on a daily basis by a parent / caregiver and the student’s supervisor.

- **Positive Reinforcement** in the form of behaviour charts, goal rewards, verbal feedback, etc and work in conjunctions with Behaviour Monitoring Cards.

- **Mentoring** is a program based on developing a one to one relationship between an adult and a young person who has been identified as being at risk of disengaging from school. The mentoring program is designed to give support to young people by offering them the opportunity to establish a caring, supportive relationship with a positive role model. The adult meets regularly (weekly) with the young person, and offers a positive influence in their academic, social, career or personal challenges.

- **Classroom Withdrawal**
A variety of strategies is used to cater for situations requiring temporary withdrawal from the classroom to allow the student to reflect on behaviour choices. These strategies include:
  - Relocation to a Buddy Class;
  - Time Out (Head of Department or Deputy Principals).

- **Learning Den and Chill Out Room**
The Learning Den and the Chill Out Room provide two safe, supervised environments for students with challenging social needs. They are supervised by SSST team members during both breaks. The Chill Out Room is used to offer alternate, targeted programs.

- **Professional Development for Staff**
Professional development is available for staff at their request. Staff discuss their PD needs when developing their Personal Performance Plan. They are notified of available PD (online, conferences, targeted PD, etc), and encouraged to submit an application.
**Intensive behaviour support**

Heatley Secondary College is committed to the education of all students, including those with the high behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

**Student Support Services Team (SSST)**

Students who are at risk of not completing their education because of ongoing behaviour issues, or who need additional social, emotional or behavioural support are managed by our Student Support Services Team (SSST).

This team consists of a range of staff including the Guidance Officer, HOSES, Behaviour Management Teacher, Support Teacher Literacy and Numeracy (STLaN), Community Education Counsellor (CEC), Chaplain, School Based Youth Health Nurse and School Based Police Officer as well as both deputy principal.

Members of the team:

- work with **individual students** or **small groups**, to develop necessary skills to reduce the frequency and intensity of at-risk behaviours (eg self-esteem, anger management, truancy, disruption and non-compliance);
- **case manage targeted students**, ensure they have an appropriate support programs which details intervention strategies;
- monitor the impact of support provided to individual students through continuous data collection and weekly sharing, making adjustments as required;
- make referrals to and work with outside agencies such as Head Space, Child & Youth Mental Health, INSTeP, PLC (Positive Learning Centre);
- deliver, or support the delivery of, targeted programs such has Rock ‘n Water, Red Dust Healing, Let’s Get the Party Started, Shine, Girls with a Purpose, Young Men’s Program, SAS (Support and Strengthening Program);
- deliver, or support the delivery of, parent information sessions such as cyber safety, using social networking, bullying;
- make home visits, especially for students with prolonged absences;
- work with staff members to develop appropriate behaviour support strategies.

Students are identified through referral, and parents are part of this process.

All students with high behavioural needs have an **Individual Behaviour Plan** (see above) which is monitored through SSST. Behaviour Plan interventions could include:

- **Student Support Program** supported by the BST or other members of SSST. Sessions focus on skilling students in strategies they can utilise in the classroom to increase their frequency of responsible decision–making and develop strong self-monitoring processes. Pre and post data is gathered around the transfer of skills to specific settings.

- **Withdrawal from Class** when behaviours are persistent, unresponsive to change strategies or pose a danger to other students, especially in practical areas. Students can be withdrawn for a subject or specified time. Students do their academic work in a withdrawal area. Restitution is required prior to the student’s return to class.

- **Alternative Programs / Modified Timetable / Curriculum Adjustments** are negotiated with the student and Parents/Caregivers as part of a student’s Behaviour Support Plan. This may include a part day program (with the aim of building to full time attendance), access to both main school and Adult School subjects, dual enrolment with Distance Education or with an external provider eg Job Pathways Program.
5. Emergency responses or critical incidents

In order to ensure that all staff has a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour, the issue is addressed annually at one staff meeting during the school year as part of our policy update segment, and for new staff during their induction process.

This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

Key staff, including Special Education Staff and the Behaviour Management Teacher undertakes training in the appropriate use of restraint.

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

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

Basic defusing strategies

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.

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.

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

When responding to inappropriate behaviour, the College PBL processes mandate using least to most intrusive practices, as outlined our Consequence Framework. Staff may make legitimate use of physical intervention if all non-physical interventions, including relocation, have been exhausted and a student is:

- physically assaulting another student or staff member;
- posing an immediate danger to him/herself or to others;
- causing serious property damage which could impact on the safety of the individual or others.

Appropriate physical intervention may be used to ensure that Heatley Secondary College's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate as an emergency response where the immediate safety of others or the individual student is threatened and the strategy is used to prevent injury.

Appropriate physical intervention may be included as part of a student’s individual plan as a response to prevention of self-harming behaviours.

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.

Any physical restraint must ensure that the safety of staff and students is, and be reasonable to the particular circumstance and in proportion to the incident.

Following any incident involving physical restraint, Does the plan state that debriefing options are made available for both students and staff after incidents?

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation;
- the underlying function of the student’s behaviour (refer to ABC in Appendices).

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

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

Any physical intervention made must:

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

The College acknowledges its responsibility to provide regular training to staff every twelve months

Record keeping

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

- Physical Restraint Incident Report (OneSchool report);
- Physical Restraint Register to record any incident of physical restraint that occurs within the Special Education Program,
- Debriefing Report (staff and students)
- Health and Safety incident record (EQ link);
- Risk Management (OneSchool).
6. Consequences for unacceptable behaviour

Heatley Secondary College makes systematic efforts to prevent problematic student behaviour by ongoing teaching and reinforcing of expected behaviours.

When unacceptable behaviour occurs, predictable consequences follow.

The three-tier Intervention Pyramid informs Heatley Secondary’s 3 level process for dealing with unacceptable behaviour.

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<th>Positive Behaviour which meets College Expectations</th>
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<td>Responsible, respectful, resilient student behaviour. No intervention required.</td>
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<tr>
<th>Level 1 Behaviour</th>
<th>MINIMAL BEHAVIOUR INFRINGEMENT</th>
<th>Level 1 behaviours are behaviours that demonstrate a reluctance to engage in the program of instruction, minimally disturb the learning &amp;/or social interaction of others &amp;/or ignore the rules of the community. They:</th>
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<td>One person, Classroom or PGD Teacher</td>
<td>involved</td>
<td>1. Do not violate the rights of others;</td>
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<td>2. Are not chronic or part of a pattern of problem behaviour;;</td>
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<td></td>
<td>3. Do not require Admin involvement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 1 behaviours are dealt with within the context of their occurrence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The decision as to whether to record on OneSchool is a professional (eg infrequent talking versus consistent non engagement) but recurrent behaviours MUST be recorded to ensure a record should they escalate to Level 2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 1 behaviours are generally NOT referred.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contact with parents/care givers is a professional decision, but all contacts MUST be documented on OneSchool.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2 Behaviour</th>
<th>MAJOR BEHAVIOUR INFRINGEMENT</th>
<th>Level 2 behaviours are behaviours that demonstrate an ongoing refusal to engage in the program of instruction, show continuing disregard and prolonged disruption in the classroom and playground or continuing disregard for the rules of the community. They:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second person HOD</td>
<td>becomes involved</td>
<td>1. Do not significantly violate the rights of others;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Do not harm others;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Are becoming chronic;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Do not require Admin involvement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 2 behaviours are referred to a HOD.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They MUST be recorded in OneSchool as MAJOR behaviours.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parent / Caregivers MUST be contacted and the contact recorded on OneSchool.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 Behaviour</th>
<th>MAJOR BEHAVIOUR INFRINGEMENT</th>
<th>Level 3 behaviours are behaviours that demonstrate ongoing, major disruption to rights of others in the classroom or the playground, show extreme violence or involve the breaking of the law. They:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third person Deputy Principal or Principal</td>
<td>becomes involved</td>
<td>1. Significantly violate the rights of others;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Put others / self at risk of harm;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Require Admin involvement because behaviour has become ongoing and persistent, with no response to HOD intervention.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 3 behaviours MUST be referred to Administration.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They MUST be recorded in OneSchool as MAJOR behaviours.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parent / Caregivers MUST be contacted and the contact recorded on OneSchool.</td>
</tr>
</tbody>
</table>
Consequences for unacceptable behaviours apply to all behaviour whether in the classroom, the playground, or any school related activity.

The application of consequences must be:

- fair, and allow for the principles of natural justice to be upheld;
- applied within the context of a **proactive support system** that focuses on prevention and instruction and the active use of the *Essential Skills for Classroom Management*;
- determined against a continuum from minor to major consequences;
- recorded on One School and communicated to parents / carers;
- in accordance with the Education (General Provisions) Act 2006 and with the Student Behaviour Policies of Education Queensland.

Heatley Secondary College's response to unacceptable behaviour requires all staff to be:

- **Consistent** in the response to unacceptable behaviour across the College;
- **Persistent** in implementing predictable consequences for unacceptable behaviour;
- **Insistent** that our high expectations are met.

Logical consequences, for both positive and negative behaviours, are to be applied calmly, firmly, fairly and without prejudice.
The following tables outline examples of Level 1, 2 and 3 behaviours, possible outcomes and proactive strategies:

### Positive Behaviour which meets College Expectations

**Responsible, respectful, resilient student behaviour. No intervention required.**

<table>
<thead>
<tr>
<th>APPROPRIATE BEHAVIOUR</th>
<th>TARGETED, PROACTIVE, PREVENTATIVE STRATEGIES</th>
</tr>
</thead>
</table>
| "Doing" school the Heatley Way:  
  - All day every day  
  - On time every time  
  - In class on task  
  - All assessment done and dusted  
  - Uniform worn with pride |  
  - Explicitly teach targeted behaviour  
  - Establish positive rapport and a positive climate  
  - Engage in effective pedagogy in line with Whole School Curriculum Framework and Whole School Pedagogic Framework  
  - Display expectations and routines  
  - Plan for success  
  - Use Essential Skills for Classroom Management Skills 1 to 6 (Language of Expectation and Language of acknowledgement)  
    - Skill 1 Establishing expectations  
    - Skill 2 Giving instructions (verbal and non-verbal prompts)  
    - Skill 3 Waiting and scanning  
    - Skill 4 Cueing with parallel acknowledgment  
    - Skill 5 Body language encouraging  
    - Skill 6 Descriptive encouraging  
  - Positive reinforce appropriate behaviour including  
    - Verbal reinforcement  
    - Home contact (phone calls, letters, postcards, email) acknowledging behaviour and achievements  
    - Formal acknowledgement through Heatley Gold days and Gold Cards  
  - Make positive record on OneSchool |

**Level 1 behaviours are behaviours that demonstrate a reluctance to engage in the program of instruction, minimally disturb the learning &/or social interaction of others and/or ignore the rules of the community. They:**

1. Do not violate the rights of others;
2. Are not chronic or part of a pattern of problem behaviour;  
3. Do not require Admin involvement.

### INAPPROPRIATE BEHAVIOUR

Examples include minimal:  
- Noncompliance with College policy (eg uniform, use of ICT devices including mobile phones) (refer Appendix 1)  
- Noncompliance with College procedures (eg entry to classroom, chewing gum, eating in class, unsafe behaviour, in out of bounds areas)  
- Lateness to school  
- Lateness to class; leaving class/school without permission; wagging class  
- Noncompliance with staff instructions, (eg ignoring instructions, not following directions, arguing)  
- Disruption of learning (eg talking, call out behaviour, movement around room, undue noise, interrupting teacher instruction, throwing object)  
- Non participation in program of instruction (eg off task, non-completion of work, not bringing equipment to class  
- Disregard for others’ property (eg negligent use, borrowing without permission, petty theft, defacing property, littering)  
- Offensive language, verbal abuse of another student, teasing  
- Pushing/shoving/minor physical intimidation (student/student)

<table>
<thead>
<tr>
<th>PROACTIVE STRATEGIES</th>
<th>POSSIBLE CONSEQUENCES</th>
</tr>
</thead>
</table>
| As above, plus:  
  - Use Essential Skills for Classroom Management Skills 7 to 10 (Language of correction)  
    - Skill 7 Selective attending  
    - Skill 8 Redirecting to the learning  
    - Skill 9 Giving a choice  
    - Skill 10 Following through  
  - Plan for behaviour management as well as curriculum delivery  
  - Pre-class discussion with student  
  - Resources available for loan  
  - Late to class sign in sheet  
  - Seating plan  
  - Pre-empt attention seeking behaviour by assigning positive role / task  
  - Redirect using “thanks” rather than “please”  
  - Refocus on curriculum intent  
  - Rule reminder (eg verbal, cue cards, non-verbal signals)  
  - Acknowledge compliance (thumb up, thanks)  
  - Tactically ignore secondary behaviours and focus on issue  
  - Waring with choice and reminder of consequences |  
  - Ensure:  
    - logical consequences  
    - restorative justice  
    - fairness and consistency  
    - Focused Worksheets eg:  
      - school code/rules/procedures  
      - planning for change  
      - classroom expectations  
    - Detention (lunch time / after school)  
    - Restitution  
      - Time repaid  
      - Apology (verbal / written)  
      - Complete work (own time)  
      - Community Service (eg , clean room, collect/return books, , litter clean up)  
      - Mediation / conferencing  
    - Negotiated agreement with goals eg  
      - Behaviour  
      - Homework  
    - Loss of privileges  
    - Monitoring card with negotiated goals  
    - Confiscation of technology device (to office – returned at end of day)  
    - Relocation  
      - within the classroom  
      - within an arranged classroom  
    - Home contact - phone/note in diary/email (record on OneSchool) |
**Level 3 behaviours** are behaviours that demonstrate an ongoing refusal to engage in the program of instruction, show continuing disregard and disruption in the classroom and playground for the rules of the community. They:

1. Do not significantly violate the rights of others;
2. Do not harm others;
3. Are becoming chronic;
4. Do not require Admin involvement.

<table>
<thead>
<tr>
<th>INAPPROPRIATE BEHAVIOUR</th>
<th>PROACTIVE STRATEGIES</th>
<th>POSSIBLE CONSEQUENCES</th>
</tr>
</thead>
</table>
| Ongoing /escalating Level 1 behaviours. Examples include:  
- Consistent noncompliance with College policies & procedures  
- Increased incidents of absenteeism, lateness to school, wagging class  
- Increasing noncompliance with staff instructions, arguing, defiance  
- Increasing disruption of learning environment  
- Increasing refusal to participate in program of instruction  
- Increasing disregard for property (e.g. minor damage, theft, graffiti)  
- Increasing use of offensive language, verbal abuse of students  
- Increasingly targeted &/or persistent teasing, low level physical intimidation  
- Indirect verbal or nonverbal abuse of staff  
- Obscene language, racist &/or sexist taunts directed at students or adults  
- Unsafe behaviour that has the potential to harm self or others  
- Refusing to accept consequences  | As for Level 1, plus:  
- Refer to SSST for targeted behaviour support  
- Enlist support from CEC, GO, SBPO, SBYHN, Chaplain, ST-BM  
- Collect information on behaviour in other classes through teacher discussion, class observation, One School records  
- Parent meeting (one to one or multiple teachers)  
- Home communication strategy (communication booklet, email, monitoring card)  
- Initiate mentor / buddy program  
- Individual behaviour Plan  
- Conflict resolution (involve/Elders/peers)  
- Chill Out Room / Learning Den  
- Rewards Program  | Note  
All Level 2 referrals MUST:  
- Include re-entry / restitution eg slip to say detention completed, work completed, time repair, reflection sheet completed and sighted by referring teacher  
- involve parent contact  
- be recorded on OneSchool  
Consequences include Level 1 egs as determined by HOD / HOSES plus:  
- Focused Worksheets: eg Re entry plan Reflection sheet  
- Alternate lunch hour  
- Negotiated Action Plan (Student, teacher, parent, HOD to sign)  
- Loss of privileges / social time  
- Monitoring card with negotiated goals  
- Buddy class (HOD) LTWR |

**Level 3 behaviours** are behaviours that demonstrate ongoing, major disruption to rights of others in the classroom or the playground, show extreme violence or involve the breaking of the law. They:

1. Significantly violate the rights of others.  
2. Put others / self at risk of harm.  
3. Require Admin involvement - behaviour is ongoing & persistent, with no response to HOD intervention

<table>
<thead>
<tr>
<th>INAPPROPRIATE BEHAVIOUR</th>
<th>PROACTIVE STRATEGIES</th>
<th>POSSIBLE CONSEQUENCES</th>
</tr>
</thead>
</table>
| Ongoing /escalating level 3 behaviours. Examples include:  
- Serious noncompliance with College policies & procedures including:  
  o Misure of ICT devices including mobile phones (see Appendix 1)  
  o Misure of social networking sites, including cyberbullying  
- Chronic absenteeism, lateness to school, truancy, wagging classes  
- Persistent disruption of learning environment  
- Refusal to participate in program of instruction  
- Inciting others to disengage with instruction, e.g. leave classroom  
- Persistent and aggressive noncompliance with staff instructions, defiance  
- Refusing to accept consequences and modify behaviour  
- Behaviour which seriously endangers the safety of self or others  
**Serious misconduct involving adults**  
- Direct verbal abuse, obscene language, racist &/or sexist taunts,  
- Derogative comments or abuse directed at teachers in notes, or in social media  
- Threats of violence, physical intimidation, pushing  
- Physical violence  
**Serious misconduct involving students**  
- Verbal abuse of students, targeted &/or persistent bullying, physical intimidation  
- Physical aggression, fighting  
- Inciting others to fight, sexual harassment, obscene behaviour  
**Property Misconduct involving own or other’s property**  
- Wilful destruction of College and/or others’ property eg arson, graffiti, damage  
- Serious theft, break and enter, trespassing  
**Substance misuse, abuse**  
- Smoking or supplying cigarettes  
- Drinking alcohol, supplying to others  
- Possession of, using or supplying drugs or other harmful substances  
**Conduct prejudicial to the good order and management of the school**  
- Possession &/or distribution of pornography  
- Possession &/or use of a weapon  | As for Level 2, plus:  
- Refer to SSST for intensive behaviour support  
- Behaviour Support Plan  
  o Case Manager  
  o Counselling  
  o Mediation  
  o Conflict Resolution  
  o Outside agencies  
  o Parent / caregiver involvement  | Note  
All level 3 referrals MUST:  
- include re-entry / restitution involve parent contact  
- be recorded on OneSchool  
Consequences include Level 2 egs as determined by ADMIN plus:  
- Time out in Admin (Time Out 3)  
- Behaviour monitoring (Admin)  
- Discipline Improvement Condition  
- Community Service Intervention  
- Suspension 1-10 days  
- Suspension 11-20 days  
- Suspension with recommendation to exclude |
Disciplinary Consequences include:

- Detentions
- Discipline improvement plans
- Community service intervention
- School Disciplinary Absences
  - Suspensions
  - Exclusions
  - Cancellation of enrolment

Detentions

Teachers are authorised by the principal to implement detentions in line with documented school processes. These include:

- College / classroom rule violation
- Lateness (students make up time lost)
- Classroom disruption / non engagement: Heatley 1-2-3 process (see appendix 5)
- Incomplete classwork / homework
- Uniform violation

Detentions can occur during lesson breaks, before school, after school or on Saturday. Detentions during breaks will be for a maximum of 20 minutes to allow for food and toilet breaks.

If the detention is to be undertaken **outside of school hours**, including Saturday:

- parents will be consulted about suitable times for the detention to be completed and their consent sought;
- parents will be informed of:
  - the location and duration of the detention and the name of the staff member responsible for supervision;
  - their responsibility to arrange travel/supervision to and from the detention, where appropriate.

Detentions will be recorded in OneSchool.

Failure to complete a detention will result in:

- detention time increased;
- escalation from a timeout 1 to a timeout 2 or timeout 3 detention;
- escalation from a detention in a break to an early morning, afternoon or Saturday detention;
- ongoing failure to complete detentions will be viewed as non-compliance and could result in a suspension.

In instances where a student has repeatedly received detentions:

- parents will be notified and
- support implemented to help the student rectify the behaviour.

Discipline improvement plans

A discipline improvement plan is a **written agreement** that sets out the expectations for behaviour, the consequences for inappropriate behaviour, the strategies that will be used and the support that will be provided by the school to promote positive behaviour.

Discipline improvement plans outline clear expectations of the student's behaviour for a fixed period of time (for example, regular attendance, following the school's behaviour rules, or attending a social skills program).

A discipline improvement plan may be used as an early intervention strategy to prevent escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion.
Community service intervention

- A community service intervention is an early intervention strategy that may be used by a school principal in consultation with students and parents to address behaviour concerns.

- A community service intervention is intended to provide students with exposure to a new environment that is challenging, encourages team work, self-respect, commitment and confidence.

- A community service intervention is a positive, productive alternative to other disciplinary actions such as detention, suspension or exclusion and requires a student to perform tasks outside of school hours that are beneficial to the community.

- The community service intervention process will involves the following steps:
  - A community service intervention is identified as an option for a student to address disciplinary or behaviour concerns;
  - Discussion occurs with the student’s parents. Parents will be provided with all relevant details of activity proposed, including responsibilities for the student, parent and the school;
  - Written parental consent is given for the student to participate in the community service intervention

- A community service intervention takes place in the local community either as a school organised activity or sponsored by a host organisation. The location and type of activity undertaken as part of a community service intervention will depend on the age of the student.

- Students of any age can participate in a community service intervention directly supervised by a school staff member. Students aged 14 years and over may participate in community service intervention activities at a host organisation, for example, local council, charity or nongovernment group. This activity would be undertaken via the same procedures used for work experience students.

School Disciplinary Absences

The Principal has the power to use school disciplinary absences to ensure schools remain safe places for all students to learn and all teachers to teach. This includes the authority to suspend, exclude, cancel the enrolment of or impose a behaviour improvement condition on students.

School disciplinary absences will be used where the behaviours are serious enough to warrant this action and consideration has been given to all other responses. Students on school disciplinary absences will be provided with academic work and will be supported to re-engage in school and make more appropriate decisions about behaviour choices.

- **1-10 Day Suspension Program**
  Students on a 10 day Suspension are provided with academic work.

- **10-20 Day Suspension Program**
  Students on a 10-20 day Suspension are provided with an academic course of work and a targeted social skilling program.

- **Cancellation of Enrolment**
  The principal can cancel the enrolment of a post compulsory age student if the student displays persistent refusal to participate in the program of instruction.

- **Suspension with recommendation to Exclude**
  The Principal can suspend a student with a proposal to exclude if the student's disobedience, misconduct or any other conduct is so serious that suspension is inadequate to deal with the behaviour. Academic course of work is provided until the decision is finalised.
School Disciplinary Absences Guidelines

The Principal will consider:
- the welfare of the student, teachers and other students;
- the procedural fairness of the decision;
- immediate suspension where the safety of staff and students is considered at risk; and
- that suspension must be completed in the current year.

If reasonably satisfied that grounds for suspension exist, the principal may suspend a student for:
- not more than 10 school days; or
- more than 10 school days but no longer than 20 school days; or
- suspend with a recommendation to exclude.

If suspension occurs, the principal will give the student a written notice stating:
- that the student is suspended;
- the reason for the suspension; and
- the period of the suspension.

If suspension is for more than 10 school days the notice will also state:
- that the student may make a submission against suspension to the principal’s supervisor; and
- the way in which the submission may be made.

Alternate education program
If a student is suspended for more than 5 school days, a Case Manager will be nominated to:
- make arrangements for an alternative educational program; and
- coordinate a meeting, including parents and student to discuss the alternative program.

Re Entry Agreements
- Students who have been on a suspension, their parents and relevant school staff need to attend a re-entry meeting before the student can return to school.
- At this meeting, a re-entry Plan will be negotiated to support the student’s re-entry into the school.
Network of student support

Students at Heatley Secondary College are supported through immersion in a culture of positive reinforcement which is underpinned by a system of whole-school, targeted and intensive behaviour support. Our expectation is that all members are actively involved in building this culture and Parent and community involvement is integral to the process.

The College has a range of staff available to support positive student behaviour. These include:

**WHOLE SCHOOL SUPPORT**
- Principal
- Teachers
- Year Coordinators
- Head of Department
- Administration Staff
- SEP Staff
- Teacher Aides
- Advisory Visiting Teachers
- Parents / Carers
- Case Workers

**SSST (Student Services Support Team)**
- Deputy Principals
- HOSES
- Guidance Officer
- STLan
- School Chaplain
- Behaviour Support Teacher
- Community Education Counsellor
- School Based Youth Health Nurse
- School Based Police Officer
- Youth Support Worker

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 & Disability Services
- Queensland Police Service
- Local Council
- Community Solutions
- Positive Learning Centre Staff
- Queensland Youth Services (including Reconnect)
- Uniting Care
- Lifeline
- PCYC
- Headspace
- INSTeP
- Capabilities Employment Services
- Combined Domestic Violence Resource Centre / Women’s Centre
- Sporting Wheelie’s Association
- Relationships Australia
- Other well-being groups

Support is also available through the following online and other forms of ICT support:

- A range of recommended web sites for students and parents to access;
- A range of recommended apps which target specific needs (eg depression, anxiety) for students and parents to access.

Information is provided to students through whole group (student), small group and one-to-one sessions targeting specific needs and to parents through newsletters, parent information sessions and through individual meetings around student needs.

Refer to Section 11.
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 will be considered at all times.

Heatley Secondary College considers the individual circumstances of students when providing support and implementing consequences by:

- promoting a teaching/learning environment which is responsive to the diverse needs of students;
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from least intrusive to most stringent;
- using strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices;
- recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state and taking into account factors including:
  - Intent of the action;
  - Degree of provocation;
  - Level of remorse;
  - Severity of incident;
  - Previous behaviour record;
  - Availability of reliable evidence.
- recognising the rights of all students to:
  - express their opinions in an appropriate manner and at the appropriate time;
  - work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation and impairment;
  - receive adjustments appropriate to their learning and/or impairment needs.
8. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

9. Related policies
- Safe Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
  http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students and Police Searches at State Education Institutions
- Acceptable Use of 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

10. Some related resources
- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- Code of Conduct for School Students Travelling on Buses
Endorsement

Mr Steven Miskin
Principal

Mr Steven Redgwell
P&C President

Date of signing: 1.11.2016

Date Effective: 1 November 2016 to 31 December 2109
You’ve all got the alphabet ABC’s nailed, but what about your behavioural ABC’s? The PBL rollout will get you thinking about this on a more regular basis.

ABC in behavioural terms stands for: Antecedent, Behaviour and Consequence. As teachers, we’re pretty focussed on the middle one, behaviour. We don’t spend too much time thinking about the event that led up to the behaviour. The table below may assist in explaining how this works.

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behaviour</th>
<th>Consequence</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>The events that occur right before the behaviour.</td>
<td>What is the observable problem behaviour?</td>
<td>What happens after the behaviour occurs?</td>
<td>Why? What is the pay off? Usually it is to avoid /escape or obtain something</td>
</tr>
</tbody>
</table>
| EG When asked to open his maths book                                      | John stares and does not respond to directions or instructions / escalates behaviour | He is sent to buddy class                                                | Avoid work (avoid looking “dumb”)
| Jane is asked to work with a partner                                      | Tears up her work and stomps her feet                                     | Sent to her desk to complete her assignment                              | Avoid working with a partner.

Sometimes, there are set-ups to the antecedent such as lack of sleep, not taking medication, family conflict or a supply teacher. They can make the antecedent (trigger event) much more likely to occur.

**ALWAYS START WITH THE BEHAVIOUR**

1. Defined behaviours identified (the **What**)
2. Know the **Where & When** (Routine & Antecedents)
3. **Then** find out **WHY** (outCome of the behaviour…what happens right afterwards)
HEATLEY SECONDARY COLLEGE
RELOCATION 1-2-3

Relocation occurs when a student needs time out from the instructional hub of the class, either:
- to reflect on his/her behaviour (LEVEL 1)
- or as a consequence of escalating or ongoing behaviour (LEVEL 2).

**HEATLEY’S THREE STEPS**

**STUDENTS MUST NEVER BE RELOCATED TO AN AREA WHICH IS NOT UNDER THE DIRECT SUPERVISION OF A STAFF MEMBER**

| LEVEL 1 | • Reflection time in a designated place in the classroom. | • Proceeded by a verbal warning or name on board
• Could include the completion of a simple reflection sheet and should be no more than 10 minutes.
• MUST be in a separate location |
| --- | --- | --- |
| LEVEL 2 | • Relocation to a designated buddy class occurs in response to level 2 behaviour
• Relocations will occur with the HOD or with a HOD designated buddy classroom | • Teachers MUST SEND WORK with the student to the Buddy Class and students MUST understand why they are being relocated.
• Student MUST take a Timeout Reflection sheet and class work with him/her to the Buddy Class.
• Student remains with buddy class for the remainder of the period
• Student misses 20 minutes of the next break (Class Teacher /HOD/Faculty Detention Area).
• Student must complete class work and reflection sheet.
• Class teacher responsibility to enter on One School and to make contact with home either by phone call or by sending home a copy of the student’s reflection sheet for parent signature.
• The teacher should discuss behaviour expectations with the student on reentry to the class from which they were relocated.
• Depending on the nature of the relocation, the teacher may require the student to complete a classroom reentry agreement before returning to the classroom. |
| LEVEL 3 | • Relocation to Administration occurs in response to level 3 disruptive behaviour in class time
Or
• As a consequence of escalating Level 2 | • Conditions will be negotiated with the DP depending on reasons for relocation in Time Out 3.
• Teachers MUST SEND WORK with the student.
• Student must complete class work and reflection sheet.
• Class teacher responsibility to enter on One School and to make contact with home either by phone call or by sending home a copy of the student’s reflection sheet for parent signature.
• The teacher MUST discuss behaviour expectations with the student on reentry to the class from which they were relocated before the next timetabled lesson.
• Depending on the nature of the relocation, the teacher may require the student to complete a classroom reentry agreement before returning to the classroom. |
Our Expectations of a Respectful Learner:
Everyone has the right to learn without disruption

1. What were you doing?

2. What should you have been doing? (What are you expected to do? Refer to the Matrix)

3. What happens if you do this again?

I am ready to:

- Respect the right of other students to learn
- Respect the right of my teacher to teach
- Re-join the class and engage in learning

Student Signature: ______________________________

Teacher Signature: ______________________________
<table>
<thead>
<tr>
<th>NAME</th>
<th>CLASS</th>
<th>DATE</th>
</tr>
</thead>
</table>

**STEP 1: REFLECTING ON MY BEHAVIOUR CHOICES**

1. What did you do to cause the problem?  
Which expectations(s) did you not meet?  
(Refer to Matrix)

2. What should you have been doing?  
What could you have done differently?

**STEP 2: PLANNING FOR CHANGE**

1. What will you do to fix the problem?  
When will you do this?

2. What class work do you need to catch up?  
When will you complete this?  
By what date? _______________

**BEHAVIOUR AGREEMENT**

I, ______________________________ agree to do the following when I return to class:

- ______________________________
- ______________________________

Signed: ___________________________  Date: ______________

What do you think will happen if you don’t follow this agreement?

- ______________________________
- ______________________________

**TEACHER COMMENT and PARENT RESPONSE**

- [ ] Accepted  
Teacher comment: __________________

- [ ] Not Accepted  
Signature: __________________ Date: __________

**NOTE TO PARENTS**

Please discuss this sheet with your child, sign it and send it back to school.

- Parent Comment: __________________

Signature: __________________ Date: __________
HEATLEY SECONDARY COLLEGE
ELECTRONIC DEVICES POLICY

Heatley Secondary College is a Workplace, and our business is education. In keeping with our Vision, *Your Future, Our Focus*, we promote student understanding of workplace practices and ensure that our policies reflect them.

In line with the policy of most workplaces, the use of any device which interferes with the effective running of that business is not accepted. **At Heatley Secondary College, the use of any device that distracts from our core business of learning will not be permitted.** Electronic devices can be disruptive, interfere with the teaching/learning process, good order and management of the school and are also often a target of theft.

We strongly recommend that electronic devices including iPods, mp3 players, video cameras, cameras, gaming devices, USB internet connectors, as well as mobile phones, not be brought to school unless for a specific reason related to a lesson.

**NO LIABILITY FOR LOSS / THEFT / DAMAGE OF ANY ELECTRONIC DEVICE WILL BE ACCEPTED BY THE SCHOOL.**

Guidelines for the acceptable use of electronic devices:

<table>
<thead>
<tr>
<th>ELECTRONIC DEVICES CANNOT BE USED:</th>
<th>ELECTRONIC DEVICES MUST BE OFF &amp; IN YOUR BAG</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ When it compromises classroom learning, assessment and student engagement</td>
<td>✗ During class time</td>
</tr>
<tr>
<td>✗ When it compromises the good order and management of the school</td>
<td>✗ During group meetings, including Whole School Assemblies, Year Level Parades, Form Class, etc</td>
</tr>
<tr>
<td>✗ To engage in unethical behaviour eg</td>
<td>✗ Moving to classes, or between classes</td>
</tr>
<tr>
<td>• recording or take photographs / video footage of students or staff</td>
<td>✗ During out-of-school activities eg excursions, camps</td>
</tr>
<tr>
<td>• harassing students or staff</td>
<td></td>
</tr>
</tbody>
</table>

**MISUSE OF AN ELECTRONIC DEVICE WILL LEAD TO IT BEING CONFISCATED.**
Confiscated devices are sent to the office and recorded on a register. Devices can be signed for and picked up at the end of day. Repeated offenses will lead to a parent/carer being asked to pick up the device and it be left at home.

<table>
<thead>
<tr>
<th>ELECTRONIC DEVICES CAN BE USED:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Under the direction of a teacher for a particular curriculum situation or specific activity</td>
<td>✓ When travelling to and from school</td>
</tr>
<tr>
<td>✓ After leaving the College at the end of the day</td>
<td></td>
</tr>
</tbody>
</table>

**IT IS A CRIMINAL OFFENCE TO USE A MOBILE PHONE TO MENACE OR HARASS OR OFFEND ANOTHER PERSON.**

Students who are subject to harassment from another student in the form of unwanted text messages or abusive calls are advised to turn off their phone and immediately report these actions to their telecommunications provider, Police and Senior Administration. Do not loan your mobile phone to anyone, as any breeches will be traced back to you.
It is strongly recommended that students do not bring personal electronic devices to school. This includes, but is not limited to, gaming devices, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods®, etc.

If a device is brought to school, it must be:

- **of and in a bag** during class and all College activities (e.g., assembly, guest speakers, etc.). This includes exams and class assessment unless permitted as a part of the assessment. Any student caught using an electronic device during assessment will be presumed to be cheating and will be dealt with accordingly.
- **handed in at the office for safe keeping during the day.**

Students who require the use of an electronic device 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.

**Confiscation**

Electronic devices used contrary to this policy will be confiscated and sent to the office where they will be recorded in a confiscation register and placed in the safe.

The device will be available for collection at the end of the day unless required to be kept for purposes of disciplinary investigation, where ownership is disputed or because of ongoing misconduct. A parent will be contacted in these circumstances.

All confiscated items must be signed for when the device is picked up.

**Recording voice and Images**

Every member of the school community should feel confident about participating in all aspects of school life without concern that their personal privacy is being invaded by being recorded without their knowledge or consent. Students must not use electronic devices:

- to record 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);
- to record private conversations or incidents for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying 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.
- to record individuals in settings where there is an expectation of privacy (e.g., in change rooms, toilets, etc)
- to record events in class unless it is part of classroom learning and permission has been obtained from all participants.

Students involved in:

- recording; and/or willingly being a subject of a recording;
- disseminating material (through text messaging, display, internet uploading etc) are in breach of this policy and will be subject to discipline action including suspension and possible exclusion.

Students should note that the recording or dissemination of images that are considered indecent is against the law and will result in referral to QPS.

**Text communication**

The sending of text messages that contain obscene language and/or threats of violence will subject the sender to discipline and possible referral to QPS. Students receiving such text messages should keep the message as evidence and report the incident.
PROCEDURE FOR MANAGING ELECTRONIC RELATED INCIDENTS

SUMMARY OF OVERVIEW OF SEQUENCE OF ACTION INCLUDING EXAMPLES

Evidence

Establish Level of Misconduct

LEVEL 1
- Eg phone NOT off and in bag in classroom
- Using in class without permission
- Using inappropriately & disturbing others

LEVEL 2
- Repeated Level 1 behaviour
- Refusing to cease using /turn off and put in bag in class
- Cheating
- Using camera (not harmful)

LEVEL 3
- Repeating Level 2 behaviour
- Bullying
- Sexual harassment
- Self harm
- Pornography
- Behaviour detrimental to the College including
  - Fighting
  - Recording of teachers / students
  - Recording students
  - Uploading material onto the internet

TEACHER to follow up

HOD to follow up

DP or GO to follow up
HEATLEY SECONDARY COLLEGE
Preventing and Responding to Bullying and Cyber Bullying

Bullying, harassment, discrimination and violence are abuses of power that jeopardise the rights and wellbeing of others. Essential to effective learning is a safe, supportive and disciplined learning environment that respects:

- The rights of all students to learn
- The rights of teachers to teach
- The rights of everyone to feel safe.

There is no place for bullying at Heatley Secondary College. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our College Ethos.

Bullying behaviours 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 health conditions
- sexual orientation
- sexist or sexual language

Heatley Secondary College addresses bullying through:

- Bully off program imbedded in PDP program including talks from School Based Police
- Three step process – Stop, Walk, Talk - to be used by all students when experiencing bullying behaviour either as a person being bullied, or a bystander. The rule is:
  - Report it now! Tell the whole story— including anything that you may have done before or after the event. Remember that the bullying will continue if those responsible think they can get away with their behaviour.
- Monitoring of the teaching and learning environment by teachers and administration both inside and outside the classroom
- Collection and analysis of relevant student behaviour data
- Focus week which includes signing of Bully Off Pledge
- Information nights for parents

Consequences for bully are clearly defined:

- Level One: Booklet one of Bullying Program
- Level Two: Booklets II and III of anti-Bullying Program and with meeting with SSST mentor
- Level Three: Suspension with agreement to be signed on return
- If bullying behaviour is ongoing and persistent (despite intervention and support) and is considered conduct that is prejudicial to the good order and management of the school, then the Principal may determine that the behaviour is so serious that external suspension is inadequate and will consider exclusion.

Cyber Bullying:

Cyber bullying is when one student is targeted by another through the use of digital technology, mobile communication devices or through the internet. The aim of this targeting may be harassment, stalking, threats or other forms of harmful behaviour.

Cyber bullying takes many forms and may involve the use of websites, mobile phones, chat rooms, email, SMS and the uploading of pictures or video. It could involve the sending of threatening messages, communicating false pretences, forwarding of other students private communication, establishment of websites designed to humiliate or the posting of humiliating messages or pictures.

Consequences of cyber-bullying are the same as those for bullying.
PROCEDURES FOR MANAGING DRUG RELATED INCIDENTS

SUMMARY OF OVERVIEW OF SEQUENCE OF ACTIONS

1. Substance found with / consumed by student, or evidence of above

2. Establish the health status of the student/s involved in the incident

3. Report the incident to the Senior Administration

4. Refer to the ambulance if emergency treatment is needed / or

5. Refer to first aid officer

6. Senior Administration establishes who and what substance is involved, the substance is then secured, labelled and stored

7. Notify police if an illicit substance

8. Notify parents and advise that a support person is available to assist the family

9. Senior Administration advises student that a support person is available to assist them and their parents

10. Refer to department drug policy and school drug education policy

11. Senior Administration to devise a response based on the available data

12. Police feedback as per Juvenile Justice Act

13. Senior Administrator

14. Parents / guardians

15. Student involved

16. Student support person

17. Implement process for SDA

18. Advise the student and the family of the proposed school response

19. School allows time for clarification from student and/or family

20. School implements appropriate action based on evidence of the incident and devises a plan for student reintegration

21. Senior Administration implements a process of reintegration for the student involved

22. Teachers

23. Parents

24. Students involved

25. Other support personnel

26. Respond to media if necessary