



## The Code of School Behaviour

Better Behaviour  
Better Learning

# Urangan State High School

## RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

2016 - 2018



### 1. Purpose

Urangan State High School is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation; where school practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced.

The Responsible Behaviour Plan for Students is the means by which we ensure that this supportive school environment is established and maintained.



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### 2. Consultation and data review

Consultation for the development of this policy took place during the school quadrennial review in 2015. This consultation included detailed High Reliability Schools surveys to all major stakeholders. Staff, Parents and Students have all had the opportunity to provide input into Urangan State High School Responsible Behaviour Plan for Students.

### 3. Learning and behaviour statement

- At Urangan State High School, we aim to maintain, enhance and continue to develop a supportive school environment for all members of the school community. Our Responsible Behaviour Plan is based on the Code of School Behaviour and the shared beliefs of the school community. We believe social and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and school organisation.

- We worked collaboratively with our school community to incorporate the nine shared values for Australian Schools into our school's core values and beliefs, focusing in particular on the values of *respect, responsibility, honesty, trustworthiness* and *doing your best*. An important guiding principle used by Urangan State High School is the key element of a safe and supportive learning environment, which states that schools provide a positive climate within and beyond the classroom to help develop students' social and civic skills and build student resilience and responsibility, and to ensure a safe and supportive environment for values education. Students, staff and parents are encouraged to explore their own values. Values Education reflects good practice pedagogy and is introduced in the curriculum at appropriate times for learners. *The National Framework for Values Education* also recognises that partnerships with parents and caregivers and the local community are fundamental to successful values education.

The philosophy of Urangan State High School is one that has developed from a foundation of high behavioural expectations for all members of our school community. Urangan State High School utilises school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviours to create a positive school environment. Instead of using a patchwork of individual behavioural management plans, a continuum of positive behaviour support for all students within the school is implemented in areas including classroom and non-classroom settings. Positive behaviour support is an application of a behaviourally-based systems approach to enhance the capacity of the school community to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all members of our school community by making problem behaviour less effective, efficient, and relevant, and desired behaviour more functional. The purpose of school-wide PBIS at Urangan State High School is to establish a climate in which appropriate behaviour is the norm.



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

##### Universal behaviour support

Urangan State High School is dedicated to discovering the best within all students through high quality educational and social experiences that expose them to new ideas, new ways and new possibilities for future success.

At Urangan State High School we:

- Aim high, by promoting openness, integrity and responsibility
- Create new ideas, new processes, new skills
- Co-operate by being positive, honest and sharing
- Value our people; their diversity and individual strengths
- Celebrate our successes as members of a dynamic, bonded community

We believe in creating a school which is based upon mutual respect and empowerment where:

- Students feel safe and able to achieve their full potential
- Parent involvement is valued
- Staff are enthusiastic and supportive
- Teamwork, confidence and communication are the bases of success and happiness

Through our motto of “**Working together to Learn**”, Urangan State High School provides **access to quality education ... access to a better life.**

##### *The Rights of All Members of the Urangan SHS Community*

The principles on which Urangan State High School has developed this School-wide Positive Behavioural Interventions and Supports Program are based on the following rights of all members of our school community:

1. Everyone has a right to work in an environment which enables them to learn.
2. Everyone has the right to be treated respectfully and courteously.
3. Everyone has the right to work in a safe and clean environment.
4. Everyone has the right to demonstrate and promote pride in the school.
5. Parents/Guardians have a right to share in their student's education.



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### Whole-school behaviour support

At Urangan State High School we follow a Philosophy of Respect. This Philosophy is displayed in every classroom around the school.

## Respect Yourself

We do this by ensuring we take responsibility for our learning and behaviour.

## Respect Others

We do this by working with others in a positive way.

## Respect the Environment

We do this by taking care of our school and its facilities.

**Urangan State High School – Behaviour Expectations for Students**

	<b>Respect Yourself</b>	<b>Respect Others</b>	<b>Respect the Environment</b>
<b>All School Settings</b>	<ul style="list-style-type: none"> <li>Listen carefully to instructions</li> <li>Wear your full school uniform correctly including closed in shoes.</li> <li>Follow all school policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Follow all teacher directions</li> <li>Keep your hands to yourself</li> <li>Speak positively and politely</li> <li>Mobile phones and other electronic devices to be left at home or switched off and left in bags during class time.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a clean and safe environment</li> <li>Report any damage or problems</li> <li>Avoid school carparks.</li> </ul>
<b>All Classrooms</b>	<ul style="list-style-type: none"> <li>Follow the policies and procedures of that subject</li> <li>Be on task</li> <li>Always turn up prepared with correct equipment</li> <li>ASK FOR HELP IF UNSURE</li> <li>Take every opportunity to learn</li> <li>Believe in yourself – you can do it</li> <li>Hand in all pieces of assessment on time</li> </ul>	<ul style="list-style-type: none"> <li>Support and encourage class mates</li> <li>LISTEN to others</li> <li>Be punctual</li> <li>Respect the right of others to learn</li> <li>Be polite and well mannered</li> <li>Mobile phones and other electronic devices to be left at home or switched off and left in bags during class time.</li> </ul>	<ul style="list-style-type: none"> <li>Take care of equipment</li> <li>Ensure all rubbish is placed in bins and furniture is returned to the correct position when leaving</li> <li>Follow workplace, health and safety regulations</li> <li>Care for and return all borrowed equipment</li> <li>Take pride in your classroom environment</li> </ul>
<b>Moving to class</b>	<ul style="list-style-type: none"> <li>Use appropriate language in an appropriate tone and volume</li> <li>Know your timetable</li> <li>Attend all classes punctually, including Form</li> <li>Move on 1<sup>st</sup> bell, arrive before 2<sup>nd</sup> bell</li> </ul>	<ul style="list-style-type: none"> <li>Move quickly without running</li> <li>Keep pathways clear</li> <li>Wait quietly <b>outside</b> classrooms</li> <li>Ensure you have a pass during class times.</li> </ul>	<ul style="list-style-type: none"> <li>Walk on paths</li> <li>All rubbish to be put in bins</li> <li>Ensure taps are turned off</li> <li>Use covered walkways in wet weather.</li> </ul>
<b>Grounds</b>	<ul style="list-style-type: none"> <li>All facilities (toilets / drinks) to be used during break time</li> <li>Walk bikes through schools grounds</li> </ul>	<ul style="list-style-type: none"> <li>Keep pathways clear</li> <li>Walk calmly around buildings</li> <li>Respect people and their property</li> <li>Talk quietly near classrooms</li> </ul>	<ul style="list-style-type: none"> <li>All rubbish to be put in bins</li> <li>Use pathways to protect gardens</li> <li>Take care of your school's property</li> </ul>
<b>Canteen</b>	<ul style="list-style-type: none"> <li>Walk in this area</li> <li>Choose a healthy diet</li> <li>Follow hygiene rules</li> <li>Ensure you bring your own money.</li> </ul>	<ul style="list-style-type: none"> <li>Line up. Keep the entry point clear.</li> <li>Be polite – say please and thank you</li> <li>Be patient – wait your turn</li> <li>Only enter if buying food.</li> </ul>	<ul style="list-style-type: none"> <li>Place all rubbish in bin</li> <li>Leave bags outside and away from entrances</li> </ul>
<b>Oval / MPC</b>	<ul style="list-style-type: none"> <li>Wear shoes</li> <li>Observe sunsafe procedures</li> <li>Play safely and follow the rules</li> <li>Keep within in-bounds areas</li> <li>Contact sport only with appropriate supervision</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly – show sportsmanship</li> <li>Share the playing space and gear</li> <li>Be tolerant of others and their skills</li> <li>Only those playing sport to be on oval/MPC</li> <li>Report any problems to teacher on duty</li> <li>Return all equipment</li> </ul>	<ul style="list-style-type: none"> <li>Leave area tidy - put rubbish in bins</li> <li>Use equipment appropriately eg basketball rings, seats</li> <li>Respect for flora and fauna</li> <li>Bags and food to be left off the oval and MPC</li> </ul>
<b>Assembly</b>	<ul style="list-style-type: none"> <li>Take hat off</li> <li>Listen to all information presented</li> <li>Move in quickly and quietly</li> <li>Sit in straight lines in your Form class</li> <li>Sit in alphabetical order</li> <li>Report to assembly even when late.</li> </ul>	<ul style="list-style-type: none"> <li>Allow personal space</li> <li>Listen quietly</li> <li>Respect guest speakers / presenters</li> <li>Applaud appropriately</li> <li>Mobile phone switched off</li> <li>Be punctual</li> </ul>	<ul style="list-style-type: none"> <li>Take all handouts home with you</li> <li>Leave bags outside away from doorways and pathways.</li> <li>Leave food and drinks outside</li> <li>Exit out appropriate doorways in an organised and safe manner</li> </ul>
<b>Excursions / School Activities</b>	<ul style="list-style-type: none"> <li>Return forms and payment promptly</li> <li>Be on time for departures</li> <li>Have all requirements organised beforehand</li> <li>Dress appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Be friendly to others</li> <li>Use good manners</li> <li>Follow directions of staff, bus drivers, guides etc</li> </ul>	<ul style="list-style-type: none"> <li>Dispose of litter appropriately</li> <li>Be prepared</li> <li>Act in a safe and responsible manner</li> </ul>
<b>Office / Student Services</b>	<ul style="list-style-type: none"> <li>Go to the office in your own time</li> <li>If late to school or leaving early collect a pass from the office</li> </ul>	<ul style="list-style-type: none"> <li>Be courteous and polite</li> <li>Wait quietly until attended to</li> <li>Allow clear access for others</li> <li>Attend appointments on time</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the facilities / services offered by our school</li> <li>Leave food and drinks outside</li> </ul>
<b>Entering and Leaving School Bus / Bike Duty</b>	<ul style="list-style-type: none"> <li>Display appropriate pass when requested</li> <li>Use road rules</li> <li>Arrive on time</li> <li>Leave quickly and sensibly</li> <li>Avoid loitering in nearby streets.</li> </ul>	<ul style="list-style-type: none"> <li>Be courteous and polite</li> <li>Sign out and sign in to the office</li> <li>Be aware of traffic</li> <li>Bus people wait behind fence until instructed by teacher to move</li> <li>Avoid Carparks</li> </ul>	<ul style="list-style-type: none"> <li>Move directly into and out of school grounds</li> <li>Keep entrances to school clean and tidy</li> </ul>
<b>Resource Centre / Bookroom</b>	<ul style="list-style-type: none"> <li>Remove your hat before entering</li> <li>Leave your bag in the designated area</li> <li>Wait quietly outside for your teacher</li> </ul>	<ul style="list-style-type: none"> <li>Work quietly</li> <li>Return all resources by due date</li> <li>Be polite to staff members</li> </ul>	<ul style="list-style-type: none"> <li>Return all books to re-shelving area or to the librarian.</li> </ul>
<b>Amenities</b>	<ul style="list-style-type: none"> <li>Hygiene – wash your hands</li> <li>Avoid eating or drinking in the toilet</li> <li>Go to the toilet during breaks</li> </ul>	<ul style="list-style-type: none"> <li>Leave it clean</li> <li>Respect others privacy</li> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Report all damages</li> <li>Remember to flush</li> </ul>
<b>Outside of School</b>	<ul style="list-style-type: none"> <li>Avoid loitering</li> <li>Use respectful language</li> <li>Act safely</li> </ul>	<ul style="list-style-type: none"> <li>Respect privacy of others</li> <li>Respect property of others</li> <li>Work with others in a positive way</li> </ul>	<ul style="list-style-type: none"> <li>Report damage or problems</li> <li>Be prepared</li> <li>Take pride in the environment</li> </ul>



### Staff Responsibilities

As a school community we expect that **all** staff will firstly take a proactive approach to Managing School Behaviour by providing a Supportive School Environment where **all** students are valued and challenged by a level appropriate learning environment and classroom curriculum that is exciting, meaningful and engaging.

- To treat all staff and community members (including students), with respect, dignity, understanding and politeness.
- Take responsibility for dealing with student misbehaviour, in the classroom, as a form teacher and outside of the classroom. Use all Essential Skills for classroom management.
- Foster a positive, caring climate of working together with students.
- Act as a role model for students, especially with regard to punctuality, Code of Conduct, Rights and Responsibilities.
- Document the details of unacceptable behaviours and the actions you have taken.
- To contribute towards the development and maintenance of a safe school environment.
- Initiate contact with parents/guardians where appropriate, to develop the partnerships that are essential between the school and home.

### Parent Rights and Responsibilities

- To accept joint responsibility, with the school, for the education of their children.
- To develop in students, positive attitudes to school, learning and other individuals.
- To look after the physical, social and emotional needs of their children, so that they are ready and able to learn to the best of their ability when at school.

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#### RIGHTS

1. To be responsive to the school's established channels of communication
2. To be informed about your child's progress and development
3. To have concerns listened to at a mutually convenient time
4. To be involved in decision making
5. To feel valued and comfortable in the school setting

#### RESPONSIBILITIES

1. To inform the school of any circumstances that may affect your child's performance
2. To establish and maintain positive communication links with the teacher and school
3. To play an active role in the school community
4. To respect the privacy of others
5. To enter the school via the school office
6. To park outside the school premises
7. To interact with members of the school community in a positive and respectful way



## Recognising Positive Behaviours



At Urangan State High School we recognise that rewards, or positive consequences, are likely to encourage students to repeat the associated behaviour. Our school's emphasis on praise for positive behaviour is intended to motivate our students to make more appropriate choices. These appropriate choices contribute to a positive ethos in our school thereby creating an environment for effective teaching and learning. Rewards contribute to our overall policy on behaviour because they:

- help to build and maintain positive relationships between staff and students
- make the school experience more enjoyable for all students and all staff
- encourage students to repeat the desirable behaviours that earned the rewards
- contribute to student's self-esteem and confidence in the system.

Using every opportunity to reinforce positive behaviour will have a greater and longer lasting effect than the constant use of punishments for negative behaviour. 'Schools which put too much faith in punishments to deter bad behaviour are likely to be disappointed'. (The Elton Report, 1989)

To gain long-term change, some students may need extra support to help them think through their actions and the consequences of them, as well as develop the skills for achieving the desired behaviour. Punishments are more likely to change student's behaviour when, in their application, they address poor behaviour without condemning the person and encourage students to take responsibility for their actions.

To be effective in supporting student's behaviour, it is helpful if the system is applied in a way that educates students to make better choices in future. This is achieved if the system genuinely values students' progress when rewarding. Informal rewards are likely to differ depending on the staff, teaching style, student or context but consistent school-wide formal rewards are vital to the effectiveness of the system. At Urangan State High School we constantly review our rewards system to ensure effectiveness and consistency of application.

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### Informal Rewards

- Smiling
- Verbal praise
- Tone of voice
- Positive gestures
- Actively seeking positive behaviour to acknowledge
- Demonstrating trust
- Compliments
- Positive comments written on student work
- Encouraging language
- Praise personal improvements

### Formal Rewards

- Merit Points
- Reward activities (end of class)
- Letter of Commendation
- HOD Awards
- YLC Awards
- Monthly Sporting Awards
- Monthly Merit Prizes
- Attendance Awards
- End of Semester class activities
- Reward trips
- Awards Night
- Sportsman's Dinner
- Administration Awards
- Student Leadership positions

At Urangan State High School, we identify the need for our behaviour management system to recognise positive behaviours at a much higher rate than we issue consequences for negative behaviour.

# RECOGNISING POSITIVE STUDENT BEHAVIOUR

While these are recommended methods to recognise positive behaviours, each teacher may use their professional discretion to take into consideration individual circumstances of particular students. Recognition of individual improvement is as important as recognising when a particular standard has been met.

## SEQUENCES FOR RECOGNISING POSITIVE BEHAVIOUR OUT OF CLASS

LEVEL 1	LEVEL 2	LEVEL 3
<p><b>CLASSROOM TEACHER</b></p> <p><b>RESPECT YOURSELF</b></p> <ul style="list-style-type: none"> <li>• Being prepared for class</li> <li>• Being punctual</li> <li>• Working diligently</li> <li>• Listening carefully</li> <li>• Following instructions</li> <li>• Completing schoolwork and homework</li> </ul> <p><b>RESPECT OTHERS</b></p> <ul style="list-style-type: none"> <li>• Supporting class mates</li> <li>• Being polite and well mannered</li> <li>• Speaking positively</li> <li>• Being patient</li> <li>• Being tolerant of others etc</li> </ul> <p><b>RESPECT THE ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>• Take care of equipment</li> <li>• Maintain a clean and safe environment</li> <li>• Return borrowed equipment etc</li> </ul> <p><b>POSSIBLE METHOD OF RECOGNITION</b></p> <ul style="list-style-type: none"> <li>• Merit tick</li> <li>• Positive SMS to parent/carer</li> <li>• Subject Excellence Award</li> <li>• Reward activities (end of class)</li> <li>• Informal positive feedback</li> <li>• Verbal praise</li> <li>• Smiling</li> <li>• Encouraging gestures</li> <li>• Compliment good behaviour</li> <li>• Positive comments written on student work</li> </ul>	<p><b>HOUSE MANAGER / HOUSE COORDINATOR</b></p> <p><b>AREA OF RECOGNITION</b></p> <ul style="list-style-type: none"> <li>• Positive behaviour demonstrated several times in a particular subject</li> <li>• Consistent positive behaviour in a subject over a school term.</li> <li>• Positive behaviour consistently demonstrated out of class</li> <li>• Over 90% attendance rate</li> </ul> <p><b>POSSIBLE METHOD OF RECOGNITION</b></p> <ul style="list-style-type: none"> <li>• Letters of Commendation</li> <li>• HM Awards</li> <li>• Monthly Sports Awards</li> <li>• End of Semester class activities</li> <li>• Attendance Award</li> <li>• Merit Point prizes</li> </ul>	<p><b>HEAD OF YEAR</b></p> <p><b>AREA OF RECOGNITION</b></p> <ul style="list-style-type: none"> <li>• Academic achievement</li> <li>• Positive behaviour demonstrated in 3 or more classes</li> <li>• Consistent positive behaviour in a range of school settings</li> </ul> <p><b>POSSIBLE METHOD OF RECOGNITION</b></p> <ul style="list-style-type: none"> <li>• Reward Trips</li> <li>• Awards Night</li> <li>• Head of Year Awards</li> <li>• Student Leadership positions</li> </ul> <p><b>RECOGNISING POSITIVE STUDENT BEHAVIOUR</b></p> <p>At Urangan State High School we recognise that rewards, or positive consequences, are likely to encourage students to repeat the associated behaviour. Our school's emphasis on praise for positive behaviour is intended to motivate our students to make more appropriate choices. These appropriate choices contribute to a positive ethos in our school thereby creating an environment for effective teaching and learning. Rewards contribute to our overall policy on behaviour because they:</p> <ul style="list-style-type: none"> <li>• help to build and maintain positive relationships between staff and students</li> <li>• make the school experience more enjoyable for all students and all staff</li> <li>• encourage students to repeat the desirable behaviours that earned the rewards</li> <li>• contribute to student's self-esteem and confidence in the system.</li> </ul>





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### Targeted behaviour support

Urangan State High School utilises a range of Targeted Behaviour Support including:

- Targeted group support programs offered by behaviour management teachers.
  - Self Esteem
  - Social Skills
  - Anger Management
  - Resilience Training
- Group support programs offered by the Youth Support Coordinator.
  - Assertiveness and communication
  - Gender specific programs
  - Life skills programs
- Personal development programs offered by the School Chaplain.
  - Self Esteem
  - Assertiveness
  - Integrity and values training
- Working positively – Student Coordinators
  - U-Lead Program
  - Peer mentoring and support programs

### Intensive behaviour support

Urangan State High School uses a range of intensive behaviour support options for students at risk. These include:

- Community Solutions – offering individual and intensive programs for students at risk.
- Guidance Services – offering individual counselling services for students and their families.
- Administration – offering individual behaviour modification support.
- Chaplain – individual support sessions for students at risk.
- House Manger – individual student monitoring and support.
- Form Teacher - individual student monitoring and support.
- Case Management

Students requiring either targeted or intensive behaviour support are identified through a range of data sources including:

- Behaviour records
- Teacher referrals
- Parent referrals
- Peer referrals
- Guidance records

The principal may recommend exclusion from his/her school where the principal has determined it would be inappropriate for him/her to make the decision.

### 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. This also aligns with the learnings from within Art and Science of Teaching (ASoT) developed by Robert Marzano and the basis of Urangan State High School's Pedagogical Framework.

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 and Restraints – Immediate or Emergency Response

Staff may make legitimate use of physical restraints if:

- all non-physical (including defusing strategies) and more moderate physical interventions have been exhausted and a student is:
- a student is physically assaulting another student or staff member
- a student is posing an immediate danger to him/herself or to others
- required to prevent serious property destruction.

Appropriate physical intervention may be used to ensure that Urangan State High School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical restraint (manual restriction of a student's movement for reasons of safety) is only considered appropriate where the immediate safety of self or others is threatened and the strategy is used to prevent injury. Physical intervention will only be engaged when the risk of restraint is less than the risk the student is experiencing / exhibiting.

#### Staff will:

- give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the Principal (if not directly involved) and the student's parent of the incident and the need for physical restraint detailing:
  - the behaviour that preceded the use of physical restraint
  - the type and duration of restraint used
  - staff members and other witnesses present during the period of the restraint
  - student's physical condition before and after the period of physical restraint
  - planned future action to prevent further incidents of the behaviour.
  - It is important that this information be recorded using the Physical Restraint / Intervention Report (see Appendix 3) and that this record then be uploaded into OneSchool as well as a copy provided to the parent at the debrief contact/meeting.

Further guidelines in regards to responsibilities are included within the Safe, Supportive and Disciplined School Environment policy on pp 2-3, 10-11).

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

#### It is important that all staff understand:

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

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

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

#### Any physical intervention made must:

- be reasonable in the particular circumstances
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student
- only be engaged in when the risk of restraint is less than the risk the student is experiencing / exhibiting.

Where physical restraint is considered appropriate for the ongoing management of behaviours, it will be noted in a student's IBSP (see sample Appendix 4) and be signed by all parties including the Principal and parent and a copy forwarded to the Principal's supervisor (e.g. ARD) for further monitoring.

#### Debriefing

Following each instance involving the use of physical intervention:

- Parent contact is recorded in OneSchool and parent will be provided with a copy of Record of Physical Restraint
- Debriefing to be provided for the student and any other students after a suitable interval of time has elapsed and recorded in OneSchool as a contact
- An individual plan (IBSP – see sample Appendix 4) to be developed (and signed by the Principal and parent) and a copy provided to the Principal's supervisor (e.g. ARD) – if physical restraint is deemed necessary as an ongoing strategy
- Consideration should be given to the use of OneSchool Complex Case Management recording and the associated involvement of a team of support personnel including parents/caregivers.

#### 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>

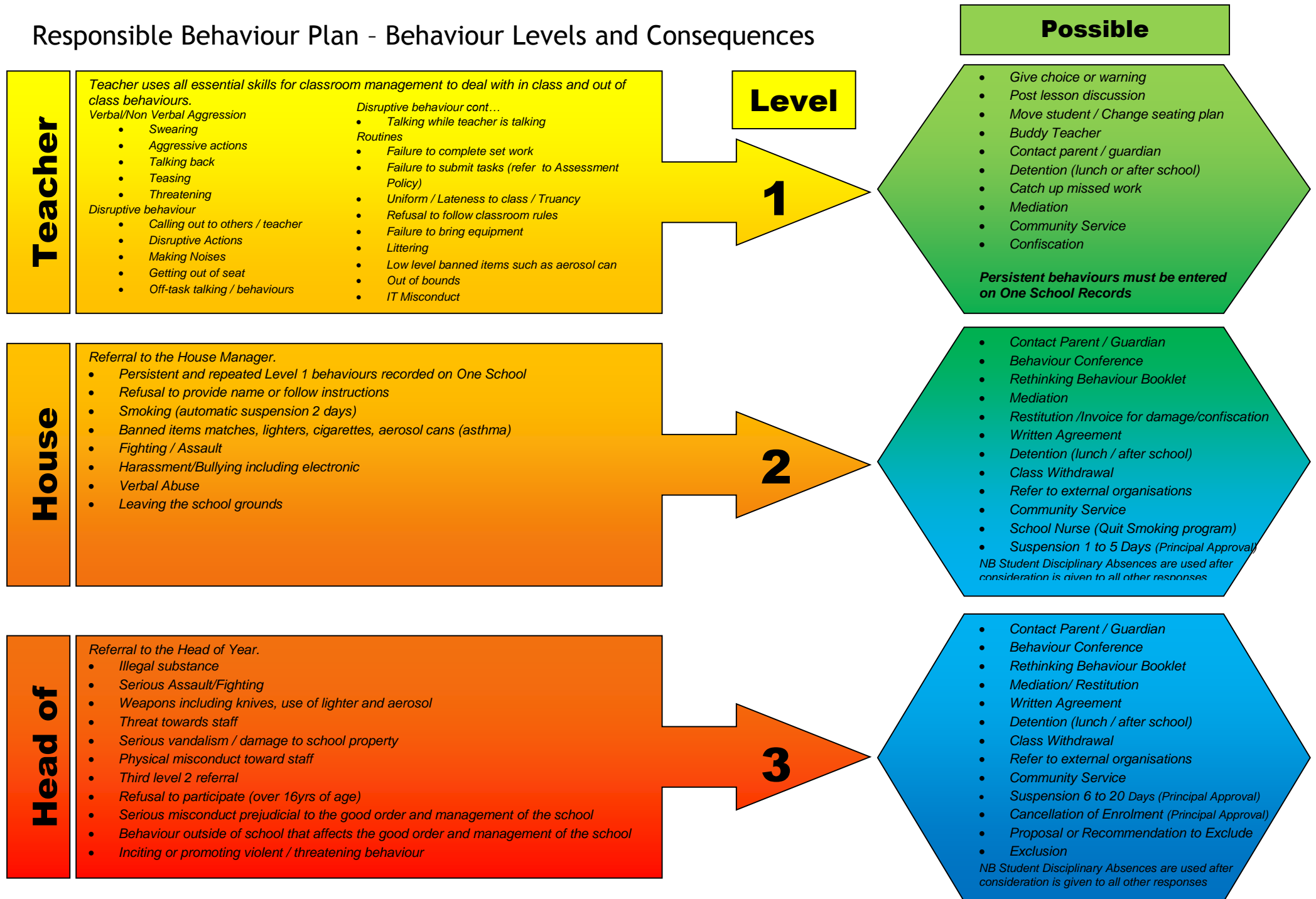
Following each instance involving the use of physical intervention, the following records are to be maintained:

- Physical Restraint / Intervention Report (see Appendix 3) – recorded into OneSchool as well as the resulting parent contact (copy of report to also be given to parent)
- Debriefing completed in regards to contact with student (and other students if appropriate) and staff involved – recorded in OneSchool including the parent contact
- If necessary a Health and Safety incident record (refer incident to office staff)
- OneSchool behaviour and / or contact entries as necessary.

## **6. Consequences for unacceptable behaviour**

Urangan 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.

# Responsible Behaviour Plan - Behaviour Levels and Consequences



## SEQUENCES FOR STUDENT MISBEHAVIOUR

Attendance	Mobile Phone and Electronic Devices Policy	Uniform – Dress Code
<p><b>Absences (explained and unexplained)</b> Students are expected to catch up on work if they are absent (whether the absence is explained or not).</p> <p><b>Consequences</b> <b>First Breach</b></p> <ul style="list-style-type: none"> <li>Teacher to provide students with 'catch up' work (exercise judgement). Teacher to negotiate with students the due date of above work. <b>Class teacher to maintain a record.</b></li> </ul> <p><b>Second Breach</b></p> <ul style="list-style-type: none"> <li>(if the work has not been caught up on by the due date), the teacher will</li> <li>keep student/s in during a break which backs onto the lesson in order to complete the missed work. Length of detentions: First break up to 30 minutes, second break up to 10 minutes.</li> </ul> <p><b>Third Breach</b></p> <ul style="list-style-type: none"> <li><b>after school detention to complete missed work</b></li> <li>teacher to record incident on One School and contact parent/guardian by phone (<i>parent/guardian must be given 24 hours notice</i>). Send <b>Behaviour Concern Letter</b> home.</li> </ul> <p><b>Continued Breach/Failure to Attend Detention</b></p> <ul style="list-style-type: none"> <li>Referral to House Manager for follow up/suspension.</li> </ul> <p><b>Other Attendance Issues</b> All students are required to attend form each morning where they will be marked present. Students arriving to school in the morning before 9.15 am are to go straight to their 1st lesson. Students arriving to school after 9.15 am are to go straight to Student Services to sign in.</p> <p><b>Truancy</b> If a student is absent in class but present on the roll teacher will check if the student is attending an appointment by using OneSchool. If the student is then found to be truant teacher will apply the consequences.</p>	<p><b>Consequences</b> <b>First ,Second and Third Breach</b>(Detention to make-up missed Teacher to phone home and record on One School</p> <p><b>Subsequent Breach</b> Referral to House Manager. Please note previous breaches must be recorded and followed up prior to making a referral.</p> <p><b>AVOIDING SCHOOL/MISSING MULTIPLE CLASSES (At-Risk Students)</b> Urangan State High School has committed itself to enforce the requirements that students be in class and working.</p> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Will be dealt with by the House Manager by checking for patterns of truancy using ID Attend</li> <li>Referrals to support services eg Youth Support Coordinator, Youth Pathways Coordinator, School Based Police Officer, Mentoring Program.</li> <li>Letters will be sent home to parents/guardians as per Education Queensland's <i>Every Day Counts</i> strategy.</li> </ul> <p><b>Consequences for use of phone during class time:</b></p> <ul style="list-style-type: none"> <li>Phone (<b>in complete working order</b>) will be confiscated and stored in the office.</li> <li>Parent/guardian to collect at the <b>end</b> of the school day.</li> <li>Harassing/threatening messages will be dealt with through the <b>Responsible Behaviour Plan</b>.</li> <li><b>Cheating</b> using electronic devices will be disciplined.</li> <li>Failure to hand over phone (<b>wilful disobedience</b>) will result in <b>suspension</b>.</li> </ul> <p><b>1:1 LAPTOPS</b></p> <ul style="list-style-type: none"> <li>Any student involved in electronic harassment, bullying or inappropriate behaviour with their take home laptop will be dealt with as per Level 1 to 3 consequences.</li> </ul>	<p><b>Dress Code</b> The school community endorses supports and expects students to be in uniform. The school dress code reflects school community standards and is consistent with occupational health and safety and anti-discrimination legislation and the Sun Safe Strategy. The full dress code policy can be found in the student handbook and on the school website.</p> <ul style="list-style-type: none"> <li>Any student arriving to school out of uniform is to be sent to the uniform shop and will be given the opportunity to change into the correct uniform from a bank of clothing / uniforms held at the school.</li> <li>Where a student is inappropriately dressed and the student refuses to change into the correct uniform from a bank of clothing / uniforms held at the school they are to be sent to Student Services where either a Head of Year Level, House Manager or office staff will ring home to explain the uniform policy with parents, get a commitment to follow the policy, and if possible, bring the required uniform to school.</li> <li>Families with ongoing dress code issues are encouraged to contact the Head of Year Level for their child in order to resolve their concerns.</li> <li>Students who do not change into the correct school uniform will be given a sanction reflective of the severity of the non-compliance. This will be limited to one of the following: <ul style="list-style-type: none"> <li>Imposing a detention for the student during lunch or after school(with parents being informed before after school detention occurs),</li> <li>Preventing the student from attending, or participating in any activity for which the student is representing the school, or</li> <li>Preventing the student from attending or participating in any school activity that is not an essential school educational program</li> </ul> </li> <li>If a student fails to complete the required detention/s for the uniform infringement then the student's decision escalates the matter to disobedience which may result in suspension. This suspension is for the student's disobedience, not a uniform infringement.</li> </ul>

## SEQUENCES FOR STUDENT MISBEHAVIOUR STUDENT MISBEHAVIOUR

Jewellery	Participation	Lateness to Class	Drug Incidence	Safety and Banned Items
<ul style="list-style-type: none"> <li>• <b>Minimum</b> jewellery is to be worn:</li> <li>• <b>Small sleepers</b> (no bigger than a five cent piece) or small studs (non protruding items only).</li> <li>• <b>One small pendant</b> (no larger than a twenty cent piece) on a thin chain.</li> <li>• A signet ring.</li> <li>• Medical alert bracelet and necklaces.</li> <li>• Due to Workplace Health and Safety requirements, necklaces must be worn inside the collared shirt.</li> </ul> <p><b>Consequences:</b>  <b>First breach:</b> teacher will <b>warn student</b> and request the item/s to be removed.</p> <p><b>Second breach:</b> teacher will <b>confiscate item/s</b> and return them at the end of the <b>day</b>.</p> <p><b>Third breach:</b> teacher will <b>confiscate items/s</b> and return them at the end of the <b>term</b>.</p> <p>Classroom teacher messages the House Manager with name/s of <b>persistent</b> jewellery offenders.</p>	<p>Urangan State High School has committed itself to enforce the requirements that students be in class and <b>working to the best of their ability</b> for 100% of their lessons in every subject.</p> <p>At Urangan High, students are expected to:</p> <ul style="list-style-type: none"> <li>• Have satisfactory attendance and punctuality.</li> <li>• Display satisfactory participation in a subject; including completion of class work and submission of assignments.</li> <li>• Negotiate with class teacher to catch up any work missed (due to sickness, excursions in other subjects, involvement in cultural or sporting activities), within one week of the absence.</li> <li>• Display acceptable behaviour in all classroom situations.</li> <li>• Come to class with the correct equipment.</li> </ul> <p><b>Advice to teachers</b>            Teacher will <b>maintain a record</b> of levels of participation for future reference (dates and information).</p> <p>Teacher to apply <b>appropriate consequences/buddy system</b>.</p>	<p>Each teacher will negotiate with the class, their <b>expectations</b> regarding entry to class if a student is late.</p> <ul style="list-style-type: none"> <li>• Students are expected to be <b>on time</b> to class - form class is considered a class.</li> <li>• Students are expected to go to the toilet/get a drink <b>before</b> the warning bell</li> <li>• Students need to request a '<b>pink slip</b>' if they are legitimately going to be <b>late</b> to class.</li> </ul> <p><b>Consequences</b>            If a student is late to class without a pink slip or a yellow appointment card the teacher will note the lateness on <b>OneSchool</b>.</p> <ul style="list-style-type: none"> <li>• <b>First Breach</b> – keep student back and warn of consequences.</li> <li>• <b>Second Breach</b> – teacher will keep student/s in during a break which backs onto the lesson in order to complete the missed work. Length of detentions: first break up to 30 minutes, second break 10 minutes.</li> <li>• <b>Third Breach – after school detention to complete missed work</b> - teacher to record incident on One School and contact parent/guardian by phone</li> <li>• Send <b>Behaviour Concern Letter</b> home.</li> <li>• <b>Continued Breach/Failure to Attend Detention</b> - Referral to House Manager for follow up/suspension.</li> </ul>	<p><b>USE OF ALCOHOL / ILLEGAL DRUGS</b></p> <p><b>Referral to: Head of Year, Guidance Officer, other welfare support staff</b></p> <ul style="list-style-type: none"> <li>• Substance confiscated and will be passed onto School Based police Officer</li> <li>• Parents/guardians informed</li> <li>• May result in suspension/exclusion</li> <li>• Referral to Guidance Officer or School based nurse for counselling</li> <li>• Outside agencies may be used eg. health rehabilitation</li> </ul> <p><b>SALE OF DRUGS</b></p> <p>Referral to: Head of Year</p> <ul style="list-style-type: none"> <li>• Police informed</li> <li>• Substance confiscated and will be passed onto police</li> <li>• Parents/guardians informed</li> </ul> <p>Suspension with recommendation for exclusion</p>	<p><b>SAFETY</b>            Work Place Health and Safety regulations state that closed in foot wear must be worn and smoking is prohibited on government premises.</p> <p>Extra protection is required in some classrooms e.g. U-Tech, Science, Manual Arts, Art, and Home Economics. Departmental and Industrial safety regulations require students not complying, be excluded from these lessons.</p> <p><b>BANNED ITEMS</b>            Any potentially dangerous materials / objects are not permitted to be brought onto school campuses e.g. knives, matches, lighters, cigarettes and aerosol cans.</p> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>• Will be dealt with as per the Level 1 to 3 behaviour consequences.</li> <li>• Dangerous materials / objects will be confiscated and may be passed onto the police.</li> </ul>



## The Code of School Behaviour

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### Bullying and Harassment

Urangan State High School defines Bullying and Harassment occurring when a more powerful person or group oppresses a less powerful person or group, often on the grounds of 'difference'. These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, age, parenting status or economic status.

#### Bullying and harassment

- may be physical (hitting, kicking, pinching),
- verbal (name-calling, teasing),
- psychological (standover tactics, gestures),
- social (social exclusion, rumours, putdowns) or
- sexual (physical, verbal or nonverbal sexual conduct)
- may be done directly (eg face to face) or
- indirectly (eg via mobile/ internet) - cyberbullying
- may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge
- may have an element of threat
- can continue over time
- are often hidden from adults
- will be sustained if adults or peers do not take action.

Urangan State High School does not tolerate any form of bullying or harassment. Bullying and Harassment is dealt with proactively through:

- Our rule of respecting others.
- Our behaviour Matrix.
- Our Social and Emotional Learning Program.

Consequences for students caught bullying or harassing others include:

- Verbal Warning
- Counselling
- Referral to welfare team.
- Rethinking Behaviour Program
- Apology
- Mediation
- Detention
- Suspension
- Suspension pending exclusion.

SEE APPENDIX 2 – APPROPRIATE USE OF SOCIAL MEDIA



## The Code of School Behaviour

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### Procedures for Use of Buddy Teachers

The buddy teacher system is designed to offer the classroom teacher an immediate and short-term option to remove a student who is interfering with classroom teaching and learning and who is also refusing to respond to corrective behaviour management strategies. This is an emergent safety valve and is NOT to be used on a regular basis or as an alternative to the standard school approach to behaviour management.

- Heads of Departments are responsible for setting up buddy timetables.
- Students being sent to a buddy teacher need to be issued with a pink "Internal Communication Slip" and suitable work to do while in the buddy teacher's room.
- The buddy teacher may redirect a student if needed eg. inappropriate subject matter or practical lesson
- If a student does not arrive within a reasonable time frame, then that student is to be referred to the House Manager with a note from the buddy teacher to this effect.
- Only a maximum of two students are to be sent to any one buddy teacher per lesson, and a buddy teacher should accept no more than 2 students in any lesson.
- If a student sent to a buddy teacher misbehaves, he/she should be referred to the House Manager with a note to this effect.
- Ideally, junior students are sent to senior classes and vice versa.
- The student is to report to the class teacher at a negotiated time eg. next lunch hour, to discuss the incident.
- The teacher of the student is to contact the parent/guardian and a behaviour report is to be completed on One School.





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## 7. Network of student support

- Students at Urangan State High School are supported through positive reinforcement and whole school, targeted and intensive behaviour support, by the following personnel

<b>Guidance Officer</b>	<ul style="list-style-type: none"> <li>Student support, student advocate, conflict resolution, management plans for difficult students</li> <li>Career Guidance and subject selection</li> <li>Student, Parent and Staff support</li> </ul>
<b>School Based Police Officer</b>	<ul style="list-style-type: none"> <li>Early intervention, education programs in and out of classrooms, road safety, police work within schools</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>Student support, health counselling</li> <li>Classroom education program</li> </ul>
<b>Community Education Counsellor</b>	<ul style="list-style-type: none"> <li>Address specific need of Aboriginal, Torres Strait Islander and South Sea Islander students.</li> <li>Develop an awareness of cultural issues across the whole school community</li> </ul>
<b>Student Coordinators</b>	<ul style="list-style-type: none"> <li>Student support, student advocate, welfare programs, Leadership Development</li> <li>Counselling</li> </ul>
<b>House Manager</b>	<ul style="list-style-type: none"> <li>Subject support and assistance with class issues, management of in class behaviour support,</li> </ul>
<b>School Chaplain</b>	<ul style="list-style-type: none"> <li>Student support, student advocate, conflict resolution</li> <li>Counselling</li> </ul>
<b>Youth Support Coordinator</b>	<ul style="list-style-type: none"> <li>Student support, student advocate</li> <li>Counselling.</li> </ul>
<b>Behaviour Management Staff</b>	<ul style="list-style-type: none"> <li>Provide alternate programs to develop student social skills, behaviour support</li> <li>Counselling.</li> </ul>
<b>Advisory Visiting Teachers</b>	<ul style="list-style-type: none"> <li>To assist in program development for students with disabilities.</li> </ul>

This support provides additional assistance to that given by:

- Parents
- Classroom teachers
- Support Staff and
- Administration staff

Support is also available through the following government and community agencies:

- Disability Services Qld
- Child and Youth Mental Health
- Qld Health
- Department of Child Safety
- Police
- Local Council
- Neighbourhood Centre
- Uniting Church Alternate School



## The Code of School Behaviour

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### 8. Consideration of individual circumstances

Urangan State High School considers the individual circumstances of students when applying support and consequences by:

- Promoting a teaching/learning 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, cultural background and their emotional state.
- 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.

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

### 9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

### 10. Related policies

[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

12. [National Safe Schools Framework](#)

13. [Bullying. No way!](#)

14. [Take a Stand Together](#)

15. Cybersafety resources

16. Schoolwide Positive Behaviour Support

17. Code of Conduct for School Students Travelling on Buses

Endorsed

  
\_\_\_\_\_

Principal

  
\_\_\_\_\_

P&C President



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## STUDENT MERIT PROCEDURES

### ACKNOWLEDGING POSITIVE BEHAVIOURS

#### Rationale:

As part of Urangan State High School's Responsible Behaviour Plan, we understand the importance of recognising positive behaviours. In order to minimise negative behaviours and increase positive behaviours we accept the research findings which highlight the need to acknowledge 5 positive behaviours for every negative. Merit Points are one formal way that we acknowledge positive behaviours.

Merit Points can be issued in three different ways:

1. Students who meet behaviour standards. These standards are set by the classroom teacher and may include things like punctuality, attention in class, completing set work etc. It would be common for an entire class to receive a merit point if they all meet these standards. Points could be issued on a daily or weekly basis for this type of positive behaviour at the discretion of the classroom teacher. If possible, the awarding of these merits should be done in front of the class and become part of routine classroom practice.
2. Students who meet target behaviours. Target Behaviours are set by the classroom teacher. Target behaviours are those identified as needing improvement. An example may be – Improvement needed in submission of homework. The classroom teacher uses Merit Points for students who meet that target behaviour and complete homework. Target behaviours are changed at the discretion of the classroom teacher. Target behaviours can also be added to – e.g. Week 1 – Homework, Week 2 - Homework and being on time, Week 3 – Homework, being on time and having all equipment. Classroom teachers are able to use merit points as a classroom management tool to improve a target behaviour particular to their class.
3. Students who make significant behaviour improvements or perform above expectations. Merit Points can be issued to students who have made individual behaviour improvements. These would be awarded at the teacher's discretion for students meeting personal behaviour goals. Points can also be awarded to students who perform above expectations. An example could be a senior student who assists a teacher on PGD, a student who excels in class or on a piece of assessment, a student who assists a teacher, class or team during an extracurricular activity.

Category 3 points should be seen as extra points and must be given in conjunction to categories 1 and 2. An example would be if a targeted behaviour point was awarded for homework, and one student went above and beyond the rest of the class – all students would receive the target point while the one student would be awarded an extra point. It would not be appropriate to issue category 3 points only.

As with all school procedures, consistency is the key. All classroom teachers are expected to utilise Merit Points as part of their routine classroom practice. Classroom teachers use their professional judgements to award merit points. This will look different for every class. In one room, a teacher may issue points to students who meet minimum behaviour standards, while in the classroom next door, students are awarded a point for a targeted behaviour highlighted by the teacher. The important point to note is that all staff utilise merits points in a fair and reasonable way to improve the frequency of positive behaviours. Further, each teacher will use merit points in their own individual way as part of their classroom management toolbox. It is expected that all students who meet behaviour expectations are acknowledged with Merit Points throughout the semester by all of their classroom teachers.



## The Code of School Behaviour

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### APPENDIX 2

#### Appropriate use of social media

Urangan State High School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

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.

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

No student of Urangan State High School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying), it is unacceptable for students to bully, harass or victimise another person whether within Urangan 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 Urangan State High School, whether those behaviours occur during or outside school hours. This policy reflects the importance of students at Urangan 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 Urangan 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, school name 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 or via Strymie and allow the teacher to record and deal with the online concern.



If inappropriate online behaviour impacts on the good order and management of Urangan 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.



Urangan 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.



### **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.

Urangan 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, Urangan State High School expects its students to engage in positive online behaviours.

## **The Code of School Behaviour**

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**Urangan State High School  
Physical Restraint / Intervention Report**



**The Code of School Behaviour**  
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<b>Initial Report Compiled by</b>		<b>Date and Time Report Completed</b>			
<b>Signed</b>	<b>Date:</b>				
<b>Details of Student / s</b>					
<b>Name</b>		<b>Class</b>	<b>Teacher</b>		
<b>Name</b>		<b>Class</b>	<b>Teacher</b>		
<b>Details of Staff involved in / witness to incident</b>					
<b>Name</b>		<b>Role</b>			
<b>Name</b>		<b>Role</b>			
<b>Name</b>		<b>Role</b>			
<b>Name</b>		<b>Role</b>			
<b>Reason for restraint</b>					
<b>To cease the physical assault of another student or staff member</b>					
<b>To avert an immediate danger to him/herself or to others</b>					
<b>To avoid serious property damage</b>					
<b>Other</b>					
<b>Details of Incident</b>					
<b>Date</b>		<b>Time</b>	<b>Initial Location</b>		
<b>Initial Staff involved</b>					
<b>Behaviours preceding restraint</b>					
<b>Restraint Location</b>					
<b>Type and Duration of Restraint</b>					
<b>Student Removed to</b>					
<b>De-Escalation Strategies Used Prior to Restraint</b>					
<b>Distraction</b>	<b>Change of face, place, activity</b>	<b>Offer choices</b>	<b>Cool down time, place</b>	<b>Offer to talk</b>	<b>Reassurance</b>
<b>Physical Condition of Student Before Restraint</b>					
<b>Physical Condition of Student</b>					



<b>After Restraint</b>			
<b>Details of Any Injury</b>			
<b>Injury to Student</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>	<b>Incident Report Completed</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
<b>Details of Injury</b>			
<b>Injury to Staff Name:</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>	<b>Incident Report completed</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
<b>Details of Injury</b>			
<b>Details of Damage</b>			
<b>Details of Trauma (evident / reported)</b>			
<b>Notifying Procedures</b>			
<b>Incident Reported to</b>			
<b>Parent / Carer contacted (copy of this report to be provided)</b>			
<b>Name</b>		<b>Time and Date</b>	
<b>Student/s: Post Incident Discussion / Debrief (see Appendix 6 of <i>Responsible Behaviour Plan</i>)</b>			
<b>Location</b>		<b>Time and Date</b>	
<b>People Present</b>			
<b>Details</b>			
<b>Staff: Post Incident Discussion / Debrief (see Appendix 6 of <i>Responsible Behaviour Plan</i>)</b>			
<b>Location</b>		<b>Time and Date</b>	
<b>Staff Present</b>			
<b>Details</b>			
<b>Other Forms Completed</b>			
<b>One School behaviour incident completed and this document</b>	<b>Individual Behaviour Support Plan</b> <input type="checkbox"/>	<b>Individual Behaviour Support Plan including Physical Restraint</b> <input type="checkbox"/>	<b>Other e.g. Personalised Learning within support tab of OneSchool</b> <input type="checkbox"/>



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<b>scanned into as an attachment</b> <input type="checkbox"/>			
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**Follow Up Report – to be completed by Form Recipient (Case manager of student involved)**

<b>Follow up call (to parent /staff)</b>			
Made by:		Made to:	
<b>Post Investigation</b>			
Necessary <input type="checkbox"/> No <input type="checkbox"/>	Completed by:	Recorded in:	
<b>Damage Repair</b>			
Necessary <input type="checkbox"/> No <input type="checkbox"/>	Organised by:		
<b>Entered on MYHR / WHS</b>			
Necessary <input type="checkbox"/> No <input type="checkbox"/>	Completed by:		
<b>Entered on OneSchool</b>			
Necessary <input type="checkbox"/> Not <input type="checkbox"/>	Completed by:		
As contact <input type="checkbox"/>	Completed by:	On Student Profile of	
As single student incident <input type="checkbox"/>	Completed by:	On Student Profile of	
As multiple student incident <input type="checkbox"/>	Completed by:	On Student Profile of	
<b>Other Forms completed</b>			
Debrief Report <input type="checkbox"/>	Physical Restraint / Intervention Report <input type="checkbox"/>	Individual Plan (IBSP) including Physical Restraint <input type="checkbox"/>	
<b>Signed:</b>	<b>Date:</b>		





## Urangan State High School Individual Behaviour Support Plan (sample)

**STUDENT NAME:**

**YEAR:**

<b>EQ ID Number:</b>	<b>Date of Birth:</b>
<b>Case Manager:</b>	
<b>Commencement Date:</b>	
<b>Review Date:</b> <i>(at least once / term)</i> <i>Ongoing consideration needs to be given to the use of OneSchool Complex Case Management</i>	

**MEETING DATE:**

**TIME:**

**VENUE:**

**PERSONS INVOLVED WITH THE TEAM WHICH WILL WORK TOWARDS DEVELOPING AN IBSP:**

*Parent, CT, GO, D/Principal, Principal, HOSES, SEP staff*

**PURPOSE OF MEETING:** Initial stages of gathering data to assist in developing an IBSP *for name of student.*

<p><b>The Team</b> <i>Persons invited to become part a team which will work towards developing an IBSP</i></p>	<p><b>Present at Meeting:</b> <i>Parent, CT, GO, D/Principal, Principal, HOSES, SEP staff</i></p>
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**Student Profile/Background:**

**Behaviours of Concern:**

*If necessary, consideration should be given to the use of OneSchool Complex Case Management procedures.*

**Goals for this plan:**

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

What	Who	When
<p><b>Curriculum adjustments</b> <i>(What we teach. How we teach it)</i> <b>Possible examples:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Short, clear directions</i></li> <li>▪ <i>Verbal/gestural prompts</i></li> <li>▪ <i>Adjusted worksheets</i></li> <li>▪ <i>Set expectation of achievable amount of work to be completed to allow for success</i></li> <li>▪ <i>Incorporating the child's interest area in a specific curriculum area</i></li> <li>▪ <i>Simplified texts</i></li> <li>▪ <i>Modify length of assignments</i></li> <li>▪ <i>Use of concrete materials to reinforce concepts</i></li> <li>▪ <i>Use of graphic organisers</i></li> <li>▪ <i>Guided reading and comprehension groups</i></li> <li>▪ <i>Modified class groupings for specific subjects</i></li> <li>▪ <i>As per ICP and / or OneSchool recorded differentiation</i></li> </ul>		
<p><b>Communication adjustments</b> <i>(How we ensure the message we send is the one received by the student)</i> <b>Possible examples:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Home-School communication book</i></li> <li>▪ <i>Regular personal contact / email contact with parent- recorded in OneSchool</i></li> <li>▪ <i>Regular scheduled meetings with parent - recorded in OneSchool</i></li> <li>▪ <i>Provide prompts and reminders for times of change</i></li> <li>▪ <i>Visual timetable of the day's plan</i></li> </ul>		



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<p><b>Learning Environment adjustments</b> (<i>inc. playground, classroom and non-classroom settings</i>)</p> <p><b>Possible examples:</b></p> <ul style="list-style-type: none"> <li>▪ Short, clear directions</li> <li>▪ Verbal/gestural prompts</li> <li>▪ Adjusted worksheets</li> <li>▪ Set expectation of achievable amount of work to be completed to allow for success</li> <li>▪ Incorporating the child's interest area in a specific curriculum area</li> <li>▪ Simplified texts</li> <li>▪ Modify length of assignments</li> <li>▪ Use of concrete materials to reinforce concepts</li> <li>▪ Use of graphic organisers</li> <li>▪ Guided reading and comprehension groups</li> <li>▪ Modified class groupings for specific subjects</li> </ul> <p><b>Playground</b></p> <ul style="list-style-type: none"> <li>▪ Restricted play area</li> <li>▪ Temporary withdrawal from the playground</li> <li>▪ Supervised play with SEP staff (verified students only) as negotiated with SEP staff</li> </ul>		
<p><b>Organisational adjustments</b> (<i>inc. transitions, arrivals, departures and supervision</i>)</p> <ul style="list-style-type: none"> <li>▪ Visual timetable of the day's plan</li> <li>▪ Provide prompts and reminders for times of change</li> </ul>		

## Replacement Behaviour Teaching: Increasing the student's range of acceptable behaviours

What	Who	When
<p><b>Possible examples:</b></p> <ul style="list-style-type: none"> <li>▪ Teach language models for the child to use and strategies to avoid negative consequences when frustrated; eg. Say "Cut it out" if being bothered, walk away, tell identified teachers,</li> <li>▪ Feeling thermometer on the child's desk – when getting in the high zone to take agreed upon action discussed previously</li> <li>▪ Teach student to use an exit card when their frustration level is building and behaviour is likely to escalate</li> <li>▪ Use of social stories</li> <li>▪ Teach appropriate social interactions</li> <li>▪ Use of privately understood signals</li> </ul>		

## Response Adjustments: Effective staff responses to student behaviour

What	Who	When
<p><b>Problem Behaviour</b></p> <ul style="list-style-type: none"> <li>▪ Details</li> </ul> <p><b>In-class Correction Plan (least to most intrusive)</b></p> <p><b>Possible Strategies:</b></p> <ul style="list-style-type: none"> <li>▪ Tactical ignoring if appropriate</li> <li>▪ Selective attending</li> <li>▪ Cueing with parallel acknowledgement</li> <li>▪ Simple instruction – redirect to learning</li> <li>▪ Wait and scan, give take up time</li> <li>▪ Give a time encourager</li> <li>▪ Questioning to redirect</li> <li>▪ Rule restatement</li> <li>▪ Give first choice then follow through after take up time</li> <li>▪ Give 2nd choice then follow through</li> <li>▪ Implement school's responsible behaviour plan for students</li> <li>▪ Name on board and first indicator (eg tally/tick)</li> <li>▪ Second indicator on board and student sent to withdrawal area in class</li> <li>▪ Third indicator on board and student is withdrawn to buddy class</li> <li>▪ When child complies at any stage - provide encourager for making a good choice</li> <li>▪ Failure to comply – behaviour referral form to office</li> <li>▪ Child withdrawn to office / SEP</li> </ul>		



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<p><b>Desired Behaviour</b></p> <p><b>Verbal Acknowledgement</b></p> <ul style="list-style-type: none"> <li>Provide specific praise and encouragement; e.g. "You're working very hard on that, keep up the good work", "You are listening very well", "I can see it's hard for you at the moment, you are controlling yourself well"</li> <li>Catch the child when they are showing positive behaviours; "You are speaking very nicely to others", "Good on you for helping". Accompany this with a tangible at times; e.g. A ticket in a class draw for a prize</li> </ul> <p><b>Nonverbal Acknowledgement</b></p> <ul style="list-style-type: none"> <li>Smile and nod for appropriate behaviours,</li> <li>Thumbs up, high 5</li> <li>Short written note of positives noticed</li> </ul> <p><b>School reinforcement system</b></p> <ul style="list-style-type: none"> <li>Principal's Award</li> <li>Parade certificates and acknowledgement e.g. KOBA</li> </ul> <p><b>Whole Class reinforcement system</b></p> <ul style="list-style-type: none"> <li>Token economy – the student collects points that can be traded for various chosen rewards (tangible or activity, e.g. free time, use of computer game)</li> <li>Class negotiation of reward for completion of activities</li> <li>Free time</li> </ul> <p><b>Individual reinforcement system for desired behaviour</b></p> <ul style="list-style-type: none"> <li>Behaviour Chart – reward system based on students interests/likes</li> <li>Visual schedule of behaviour achieving and progress towards selected incentive</li> <li>Token economy – points collected to exchange for an incentive</li> <li>Photo/picture prompt of the child making a good choice</li> </ul>		
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**Crisis Management Strategies: Bringing unsafe behaviour under safe and rapid control**

What	Who	When
<p><b>(high level behaviours)</b></p> <ul style="list-style-type: none"> <li>Contact office - Send Behaviour Referral Form to office with / without student</li> <li>Ensure student/class safety – Remove the class if necessary</li> <li>Admin to withdraw student from class/playground)</li> <li>Withdraw student for the day</li> <li>Physical intervention / restraint – used as a last resort in an immediate/emergency situation</li> <li>Re-entry program</li> </ul>		
<p><b>Restitution Plan</b></p> <ul style="list-style-type: none"> <li>Apology if appropriate – written or verbal</li> <li>Help fix broken items if appropriate</li> <li>Complete missed work</li> </ul>		

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

What	Who	When
<ul style="list-style-type: none"> <li>Frequency Sheet (How many times did the behaviour occur and how many times is it occurring now.</li> <li>Review Meetings ( to discuss effectiveness of plan)</li> </ul>		

**Other Information: Relevant case issues not noted above**

	Who	When
<p><b>Other Agencies</b></p> <ul style="list-style-type: none"> <li>Involvement with other agencies; for example, Community Health, Counsellors, Paediatrician, other support agency.</li> </ul>		



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<p><b>Other Possibilities</b></p> <ul style="list-style-type: none"> <li>▪ Detention</li> <li>▪ Give choices of cooling off – “I see you’re angry. You can go and sit in the beanbag or get a quick drink and we will talk later”</li> <li>▪ Give a distracting activity until the child has calmed down,</li> <li>▪ Reflection sheet – when a child is calm, a few written questions for the child to reflect on their behaviour (what was I doing, how did I feel, how did others around me feel, what happened to me, what I can do next time instead)</li> <li>▪ Modified school attendance</li> <li>▪ Alternate pathways for student achievement</li> </ul> <p><b>Family Support</b></p> <ul style="list-style-type: none"> <li>▪ Provide reminders of the expected behaviours at school,</li> <li>▪ Provide prompts and encouragement for positive behaviours at school</li> <li>▪ Allow engagement in a preferred activity for displaying positive behaviours at school</li> <li>▪ Limit fun activities for inappropriate behaviour</li> <li>▪ Suggest no fun activities if suspended between 9-3</li> </ul>		
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**Risk Management**

Observed Behaviour	Triggers/Antecedents	Behaviour Cycle	Risk Control (preventative)	Emergency (re-active)

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

**Signatures of all parties:**

_____	_____	_____
<b>D/Principal</b>	<b>Teacher</b>	<b>Parent</b>
_____	_____	_____
<b>Student (if appropriate)</b>	<b>Case Manager</b>	<b>Other</b>

Date: