SPRINGWOOD STATE HIGH SCHOOL

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS 2013 – 2016

BASED ON THE SCHOOL CODE OF CONDUCT
1. Purpose

Springwood State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. This is reflected in our vision:

*The Highest Expectations*

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

2. Consultation and Data Review

Springwood State High School developed this plan in collaboration with our school community.

In 2012, the Springwood State High School community has participated in a Teaching and Learning Audit and a Quadrennial School Review, culminating in the development of our Four Year Annual Plan. A key finding as part of a comprehensive consultation and review process was to redesign our Responsible Behaviour Plan for Students. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 informed the development process, which was further influenced by School Opinion Survey findings.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in December 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and Behaviour Statement

All areas of Springwood State High School are learning and teaching environments. The management of behaviour at Springwood State High School is seen as an opportunity for valuable social learning as well as a means of ensuring that the school climate is conducive to learning and optimising outcomes.

Our Responsible Behaviour Plan outlines processes for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our Responsible Behaviour Plan, expectations for student behaviour are clearly identified. This assists to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their roles in the educational process.

Springwood State High School is a place where:

- quality interpersonal relationships are valued and developed
- effective learning occurs within a safe environment
- individual needs and differences are valued
- behaviour management is a shared responsibility
- all conduct is purposeful and occurs as a result of choice
- we teach and learn that choices can be responsible or irresponsible

Our school community has identified the following values which underpin our expectation of high standards of responsible behaviour:
Respect
Cooperation
Industry

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

Our Responsible Behaviour Plan has considered the Queensland Government ‘Learning and Wellbeing Framework’ (http://deta.qld.gov.au/initiatives/learningandwellbeing/resources/learning-and-wellbeing-framework.pdf) within the context of our Four Year Annual Plan to focus on developing a positive behaviour strategy and acknowledgement of student success.

The plan takes into account the characteristics of the Springwood State High School community:

- The school community consists of students, parents, staff and local stakeholders
- Students come from diverse socio-economic and cultural backgrounds
- There is a high student retention rate across the school
- Students aspire to achieve diverse post schooling options and pathways
- Stability and continuity of teaching/learning experiences are promoted
- The school invites the input of local community leaders, business people, support organisations, industry figures and post-schooling pathway providers with whom excellent relationships exist.

4. Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Springwood State High School we emphasise the importance of directly teaching behaviour and conduct that should be demonstrated at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

The Springwood State High School approach considers support from the following perspectives:

- Whole school support
- Targeted and classroom support
- Intensive individual student support
- External support

In this plan misconduct includes misconduct happening while the student is: a) attending or representing the school; or b) travelling to or from the school; and c) in situations where the student is clearly identifiable as a being enrolled at Springwood State High School.

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

- Behaviour lessons conducted by classroom teachers.
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Weekly reinforcement of behavioural expectations via the ‘SMASH’ focus (see Appendix One)
- Daily reinforcement via summaries of key aspects of the Springwood State High School Responsible Behaviour Plan for students in student diaries.

Springwood State High School implements the following proactive and preventative processes and strategies to support student behaviour:
• A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
• School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
• A school behaviour management committee with active subscription from staff spread across all faculties within Springwood State High School.
• Comprehensive induction programs in the Springwood State High School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
• Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
• Development of specific policies to address:
  - The Use of Personal Technology Devices at School (Appendix Two, Behaviour Choices 4, Operational Rules and Procedures)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix Three).

**Universal Behaviour Support**

Whole school behaviour support procedures and processes at Springwood State High School apply to all students and staff across all settings. The Executive Leadership Team oversees the implementation, adjustment, and evaluation of our whole school approaches and related school activities. This is achieved in close consultation with staff, the Behaviour Management Committee, Heads of Department and Year Level Coordinators.

**Procedures for teaching school-wide expectations:**

**Social Skilling**

At Springwood State High School systematic, detailed and developmentally appropriate program including a strong focus on positive relationships, relationship building, relationship restoration, bullying, harassment, violence and child protection are implemented. Positive behaviours are actively taught across curriculum areas. Examples of explicit instruction in social skillings are also experienced throughout the Year Eight TIP mentoring program and the Pathways Program (all Year Levels).

**Leadership Camps**

Year Eight and Eleven students attend orientation/leadership camps where skills in leadership and positive relationship building are promoted and taught. For each camp Year Level coordinators, subject teachers, the School-Based Chaplain, and at least one member of the administration team also attend/visits the camps.

**Engaging Curriculum & Effective Teaching**

Classroom teachers have a duty of care to monitor and promote standards of behaviour of students in their classes. Engaging curriculum, inclusive practices and effective teaching are the starting point of our behaviour support strategies. Classroom teachers are supported in these endeavours through:

- Access to relevant professional development
- Mentoring from the Head of Department or Behaviour Support personnel
- Open and informed communication from school leaders.
- Ensuring all students have the opportunity to learn in a caring and supportive environment

**Positive Reinforcement**

Positive reinforcement is a well-documented means of promoting and maintaining acceptable and appropriate behaviours. At Springwood High School, energy is directed by classroom
teachers, administration and support staff into reinforcing positive behaviours through actions such as:

- Praise and Encouragement
- Feedback through the processes of formal reporting
- Recognition on assemblies, parades, newsletters
- Feedback via administrative letters of commendation
- Invitation to school based initiatives including the TIPs program, Support-A-Reader, Enabling Leadership, and Principal’s Morning Tea.
- Formal recognition on School Awards Evening
- Anecdotal One School notations including Positive Behaviour Recording.
- Appointment as school leaders (school captains, student council, Chamber of Commerce, prefects, house leaders)

Active student involvement
Active student participation is encouraged though a progressive student council and forum, school celebrations that foster student success, student surveys and improving school climate through newsletters and awards ceremonies.

Targeted Behaviour Support

Targeted behaviour support occurs around a specific setting, issue, student or group of students. Development and implementation of targeted support is team based and develops strategies that prevent or minimize the occurrence.

Where targeted or individual support occurs in the classroom setting this support is in alignment with our whole school ‘Behaviour Choices’ (Appendix Two) approach and procedures. Behaviour Choices is a matrix of conduct and draws from William Glasser’s ‘Choice Theory’ which rests on the premise that we all choose how to behave and cannot control anyone’s behaviour but our own. The management of student behaviour at Springwood State High is targeted towards five areas:

1) Lost Time
2) Respect for Self and Others
3) Respecting Property
4) Following Operational Rules and Procedures
5) Academic Expectations

The matrix of Behaviour Choices identifies clear areas of management and referral for breaches of behaviour.

Individual Intervention Program (Intensive Support)

Students identified as needing an Individual Intervention Program are those who have had targeted support through the above strategies and are still at risk of significant educational underachievement. The student’s progress has been reviewed regularly and further support is now deemed appropriate.

A collaborative consultation process is facilitated. This is primarily driven by the Student Support Services Group (meets weekly). This group engages the appropriate teachers, the student, the parents/caregivers, and relevant school support personnel where required.

A Functional Behavioural Assessment is now integrated, as appropriate, throughout the process of developing, reviewing and revising the student’s Individual Intervention Program. The Functional Behavioural Assessment is focused on identifying significant, pupil-specific social, affective, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviours. Interagency groups may be used to coordinate services to meet the needs of students identified with persistent or extreme problem
behaviours. Agencies contributing may include: Disability Services Qld, Child & Youth Mental Health, Qld Health, Department of Child Safety, Police, Local Council, Neighbourhood Centre and EQ District Office.

From the Functional Behavioural Assessment and possible interagency input, the following supports may be put in place in the Individual Intervention Program:
- Work with the Advisory Visiting Teacher – Behaviour
- Counselling with the school Guidance Officer
- Modified timetable or attendance
- Teacher Aide support through school or district behaviour funding
- Invitation to parents/caregivers to attend identified supportive program/s
- Recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner
- Referral to a Positive Learning Centre (see below)
- Use of the Restorative Justice process (see below)

The Individual Intervention Program continues to be reviewed and adjusted as necessary or every fortnight.

Restorative Justice
Restorative justice is used when the school’s Responsible Behaviour Plan is violated and relationships are strained between any members of the school community, students, staff and/or parents. Professional development for school staff is facilitated by the AVT- Behaviour specialist on the work of skilled mediators from the District Behaviour Team that are used for the restorative justice process. This process may be carried out when a need for this process is identified, even when there is no Individual Intervention Program.

Targeted Academics Program
When on a 6-20 day suspension, or suspension with recommendation to exclude, the student receives academic course work with which to continue until either the suspension ends or the exclusion is upheld.

The work is marked, commented upon and contributes towards a student’s level of achievement where applicable.

5. Consequences for Unacceptable Behaviour

Springwood 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. All minor and major problem behaviour is recorded anecdotally using the One School database.

There are a range of correction and intervention strategies utilised by the school in preventing, responding to and intervening in student behaviour problems. In the early stages of correction, the general aim is to modify acute inappropriate behaviour and have the individual back on task in the learning environment with minimal disruption to their learning and to the environment itself. This is the rationale of the “Least Intrusive” (see Appendix Seven) approach. Similarly, the intervention strategies for students with chronic behaviour issues are generally supportive management strategies. However, there are occasions when incidents of student behaviour must be dealt with through the application of a logical consequence, aimed at reducing the disruption to the safe learning environment, encouraging student reflection on behaviour in the interests of developing self-responsibility, and providing reparation and restitution to those who may be the ‘victims’ of the behaviour.
There is no ‘prescription’ for logical consequences in the school (e.g. Behaviour A = Consequence A), because of the realisation that the individual circumstances of each situation must be taken into account. Heads of Department will be primarily responsible for dealing with minor behaviour referrals and are encouraged to use their professional judgement in choosing from a range of logical consequences developed and approved by the school community (see examples in Appendix Two, Behaviour Choices).

**Minor and major behaviours**

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

**Major** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour before referring students directly to Administration.

Major problem behaviours may result consequences as noted on through the Springwood State High School ‘Behaviour Choices’ framework (see appendix two). The following table outlines examples of major and minor problem behaviours:
<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
</table>
| Movement around school | • Running on concrete or around buildings  
• Running in stairwells  
• Not walking bike in school grounds | • Throwing objects  
• Possession of weapons |
| Play            | • Incorrect use of equipment  
• Not playing school approved games  
• Playing in toilets | • Serious physical aggression  
• Fighting |
| Physical contact | • Minor physical contact (eg: pushing and shoving) | • Fighting |
| Correct Attire  | • Not wearing a hat in playground  
• Not wearing shoes outside | | Other | • Possession or selling of drugs  
• Possession of a knife/knives (see appendix six) |
| Class tasks     | • Not completing set tasks that are at an appropriate level  
• Refusing to work | • Leaving class without permission (out of sight)  
• Leaving school without permission |
| Being in the right place | • Not being punctual (eg: lateness after breaks)  
• Not in the right place at the right time. | • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation |
| Follow instructions | • Low intensity failure to respond to adult request  
• Non compliance  
• Unco-operative behaviour | | Accept outcomes for behaviour | • Minor dishonesty | • Major dishonesty |
| Rubbish         | • Littering | |
| Mobile Phone    | • Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) | |
| Language        | • Inappropriate language (written/verbal)  
• Calling out  
• Poor attitude  
• Disrespectful tone | • Offensive language  
• Aggressive language  
• Verbal abuse / directed profanity |
| Property        | • Petty theft  
• Lack of care for the environment | • Major bullying / harassment  
• Major disruption to class  
• Blatant disrespect  
• Major defiance |
| Others          | • Not playing fairly  
• Minor disruption to class  
• Minor defiance  
• Minor bullying / harassment | |

**Relate problem behaviours to expected school behaviours**

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

**Ensuring consistent responses to problem behaviour**

At Springwood State High School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.
Generally, school committees and/or the school Administration Team will be responsible for responding to students who exhibit persistent unacceptable behaviour or extreme unacceptable behaviour. When applying consequences, they are to be:

- Supportive
- Fair
- Logical
- Consistent.

**Supportive**
Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. An appropriate response for those students who breach The Code of School Behaviour and the school’s Responsible Behaviour Plan for Students is targeted and/or intensive behaviour support. Students who display chronic problem behaviour are supported using a range of individual strategies and consequences, if necessary in the context of an individual behaviour support plan.

**Fair**
When determining consequences for serious misbehaviour (which may lead to suspension or recommendation for exclusion) the principles of natural justice are followed – this means ensuring that the student is fully aware of the alleged behaviour; that they are given the right to respond to the accusations giving their side of the story; that the person making the decision about their alleged conduct does so only after hearing what the student has to say in their own defence and without prejudgement or bias against the student. When making a decision about a consequence, a student’s age, cultural background, emotional well-being and any other contextual factors will be taken into account. The consequence should be developmentally and culturally appropriate and sensitive to individual circumstances. Consideration will be given to the student’s past relevant disciplinary history. Where there is a choice of consequences and/or extenuating circumstances, the Principal is in the best position to make the final determination.

All consequences must be in accord with the Education (General Provisions) Act 2006 and with the student behaviour policies of Education Queensland.

**Logical**
For consequences to be most effective, students must be able to see a connection between the behaviour and the resulting consequence. This type of consequence is termed a logical consequence. Logical consequences, for both positive and negative behaviours, should be applied consistently, calmly, firmly and without prejudice towards individual children.

**Consistent**
A consistent approach to student behaviour should occur across the school. Consistent consequences should be applied so that they:
- provide the opportunity for all students to learn;
- ensure the safety of all staff and students; and
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

### 6. Emergency or Critical Incident Responses

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.

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

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

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
leaving a classroom or the school, unless student safety is clearly threatened.

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

**Record keeping**
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report (Appendix Four)
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix Five).

7. **The Network of Student Support**

At Springwood State High School a team approach to behaviour support includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies.

Students at Springwood State High School are supported through positive reinforcement and whole school, targeted and intensive behaviour support, by the following personnel. This network for support includes, but is not limited to:

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- School Chaplain
- School Based Youth Health Nurse
- Youth Support Coordinator
- Advisory Visiting Teachers
- Enrichment Centre Staff
- Senior Guidance Officer
- Student Leaders

Support is also available through the following government and community agencies:
- Locally Based Police Beat Officers
- Disability Services Qld
- Child & Youth Mental Health
- Qld Health
- Department of Child Safety
- Police
- Local Council
- Alternative Education Centres
- Career/Job programs such as the ‘Shed’ and ‘Get Set for Work’

8. **Consideration of individual circumstances**

When responding to inappropriate behaviour Springwood State High School takes into consideration the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members. To this end Springwood 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.
- Taking into account the student's role after any action. Is the student taking ownership of the consequences and making efforts to rectify the situation? Is the student demonstrating co-operation and trust?
- 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.

In addition, students who are faced with suspension, possible exclusion (or cancellation of enrolment for post compulsory students) have the right to natural justice. This includes being advised why the proposed action is being taken and being given opportunity to respond (either by written or verbal statement) to the allegations and present their case prior to any decision being made. This opportunity must be given in relation to all relevant adverse evidence. Suspension of a student from Springwood State High School is a consequence which is used generally as a last resort (for a student with chronic behaviour issues who is resistant to attempts to modify their behaviour) or as a natural restitution and reparation process for high level, unsafe behaviours (for example, physical violence or verbal abuse directed at a student or teacher).

Use of suspension serves to initiate increased support for the student upon their re-entry, with the aim of preventing a repeat of the behaviour and assisting the student to re-integrate into the school environment. Compulsory re-entry meetings for students returning from suspension, participated in by the student, parent-caregivers, school administration, class teachers (if involved) and school support personnel (for example, Behaviour Support Teacher, Guidance Officer), help to create a supportive network for the student and define the support processes to be used.

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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
Springwood State High School Responsible Behaviour Plan, 2012 - 2015 | Respect, Cooperation, Industry

- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources
- Bullying. No Way!
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal | P&C President or Chair, School Council | Regional Executive Director or Executive Director (Schools)

Effective Date: 1 January 2013 – 31 December 2016
The following expectations will be emphasized in Care Classes, Whole School Assemblies, BLAST Lessons and Year Coordinator Parades, according to schedule below. These are drawn from the Springwood State High School Responsible Behaviour Plan (2013), from Behaviour Choices 1 – 5. They are in summary form. Although there is a specific weekly focus on conduct as detailed below, the table is a (non-exhaustive) summary of our daily expectations.

<table>
<thead>
<tr>
<th>Term</th>
<th>Week Beginning</th>
<th>Student Management Focus</th>
<th>Behaviour Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>1 29.1.2013</td>
<td>Wear Full School Uniform With Pride</td>
<td>4 Following Operational Rules and Procedures</td>
</tr>
<tr>
<td>one</td>
<td>2 4.3.2013</td>
<td>Bring all required equipment to class</td>
<td>5 Academic Expectations</td>
</tr>
<tr>
<td>one</td>
<td>3 11.3.2013</td>
<td>Maintain a neat and tidy appearance</td>
<td>4 Following Operational Rules and Procedures</td>
</tr>
<tr>
<td>one</td>
<td>4 18.3.2013</td>
<td>Arrive on time for class</td>
<td>1 Lost Time</td>
</tr>
<tr>
<td>one</td>
<td>5 25.3.2013</td>
<td>Follow processes for absence, lateness and early departure</td>
<td>4 Following Operational Rules and Procedures</td>
</tr>
<tr>
<td>one</td>
<td>6 4.4.2013</td>
<td>Enter class and be prepared to learn</td>
<td>1 Lost Time</td>
</tr>
<tr>
<td>one</td>
<td>7 11.4.2013</td>
<td>Respect the Learning Environment</td>
<td>3 Respecting Property</td>
</tr>
<tr>
<td>one</td>
<td>8 18.4.2013</td>
<td>Maintain a safe and abuse-free environment</td>
<td>2 Respect for Self and Others</td>
</tr>
<tr>
<td>one</td>
<td>9 25.4.2013</td>
<td>Respect all cultures</td>
<td>2 Respect for Self and Others</td>
</tr>
<tr>
<td>two</td>
<td>1 15.4.2013</td>
<td>Respect the property of others</td>
<td>3 Respecting Property</td>
</tr>
<tr>
<td>two</td>
<td>2 22.4.2013</td>
<td>Be pleasant, pro-active and positive</td>
<td>2 Respect for Self and Others</td>
</tr>
<tr>
<td>two</td>
<td>3 29.4.2013</td>
<td>Take pride in your workbook</td>
<td>5 Academic Expectations</td>
</tr>
<tr>
<td>two</td>
<td>4 6.5.2013</td>
<td>Respect mobile phone protocols</td>
<td>4 Following Operational Rules and Procedures</td>
</tr>
<tr>
<td>two</td>
<td>5 13.5.2013</td>
<td>Follow test environment protocols</td>
<td>5 Academic Expectations</td>
</tr>
<tr>
<td>two</td>
<td>6 20.5.2013</td>
<td>Avoid escalating conflict situations</td>
<td>2 Respect for Self and Others</td>
</tr>
<tr>
<td>two</td>
<td>7 27.5.2013</td>
<td>Adhere to ICT policy</td>
<td>3 Respecting Property</td>
</tr>
<tr>
<td>two</td>
<td>8 3.6.2013</td>
<td>Use your manners</td>
<td>2 Respect for Self and Others</td>
</tr>
<tr>
<td>two</td>
<td>9 11.6.2013</td>
<td>Remain in designated areas of the school grounds</td>
<td>1 Lost Time</td>
</tr>
<tr>
<td>two</td>
<td>10 17.6.2013</td>
<td>Be safe, care for yourself and others</td>
<td>2 Respect for Self and Others</td>
</tr>
<tr>
<td>three</td>
<td>1 8.7.2013</td>
<td>Follow Fair and Reasonable Instructions</td>
<td>4 Following Operational Rules and Procedures</td>
</tr>
<tr>
<td>three</td>
<td>2 15.7.2013</td>
<td>Manage your study time</td>
<td>1 Lost Time</td>
</tr>
<tr>
<td>three</td>
<td>3 22.7.2013</td>
<td>Behave appropriately during excursions</td>
<td>4 Following Operational Rules and Procedures</td>
</tr>
<tr>
<td>three</td>
<td>4 29.7.2013</td>
<td>Place all litter in bins provided</td>
<td>4 Following Operational Rules and Procedures</td>
</tr>
<tr>
<td>three</td>
<td>5 5.8.2013</td>
<td>Do not copy the work of others or plagiarize</td>
<td>5 Academic Expectations</td>
</tr>
<tr>
<td>three</td>
<td>6 12.8.2013</td>
<td>Respect wildlife</td>
<td>2 Respect for Self and Others</td>
</tr>
<tr>
<td>three</td>
<td>7 19.8.2013</td>
<td>Say no to bullying</td>
<td>2 Respect for Self and Others</td>
</tr>
<tr>
<td>three</td>
<td>8 26.8.2013</td>
<td>Respect school property</td>
<td>3 Respecting Property</td>
</tr>
<tr>
<td>three</td>
<td>9 2.9.2013</td>
<td>Attempt all set class work</td>
<td>1 Lost Time</td>
</tr>
<tr>
<td>three</td>
<td>10 9.9.2013</td>
<td>Travel safely and responsibly to and from school</td>
<td>2 Respect for Self and Others</td>
</tr>
<tr>
<td>three</td>
<td>11 16.9.2013</td>
<td>Use polite and courteous language</td>
<td>2 Respect for Self and Others</td>
</tr>
<tr>
<td>four</td>
<td>1 8.10.2013</td>
<td>Stay healthy</td>
<td>general</td>
</tr>
<tr>
<td>four</td>
<td>2 14.10.2013</td>
<td>Project a positive image of the school when in the community</td>
<td>general</td>
</tr>
<tr>
<td>four</td>
<td>3 22.10.213</td>
<td>Seek the help of your teacher to learn</td>
<td>general</td>
</tr>
<tr>
<td>four</td>
<td>4 28.10.2013</td>
<td>Be helpful</td>
<td>general</td>
</tr>
<tr>
<td>four</td>
<td>5 4.11.2013</td>
<td>Use initiative</td>
<td>general</td>
</tr>
<tr>
<td>four</td>
<td>6 11.11.2013</td>
<td>Recognise and Celebrate Success</td>
<td>general</td>
</tr>
<tr>
<td>four</td>
<td>7 18.11.2013</td>
<td>Plan ahead for your future</td>
<td>general</td>
</tr>
<tr>
<td>four</td>
<td>8 25.11.2013</td>
<td>Be a role model to younger students</td>
<td>general</td>
</tr>
<tr>
<td>four</td>
<td>9 2.12.2013</td>
<td>Exercise sun safety</td>
<td>general</td>
</tr>
<tr>
<td>four</td>
<td>10 9.12.2103</td>
<td>Safety during the holidays</td>
<td>general</td>
</tr>
</tbody>
</table>
## STUDENT BEHAVIOUR CHOICES ONE

### BEHAVIOUR CHOICES AT SPRINGWOOD STATE HIGH SCHOOL

#### 1. LOST TIME

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>EXEMPLAR UNACCEPTABLE BEHAVIOURS</th>
<th>POSSIBLE CONSEQUENCES and ACTIONS</th>
</tr>
</thead>
</table>
| Teacher re-affirms acceptable behaviours, issues consequence for non-compliance | • late to class  
• non-attempt of set work  
• leaving class without permission  
• breach of process for being out of class  
• non-engagement with learning task | • ID attend entry  
• negotiated apology  
• loss of social time  
• **classroom detention** (complete set work)  
• reinforce knowledge of school code, rules and procedures  
• teacher/student mediation (for example, academic enabler list)  
• contact with parents through student diary and/or phone call |
| Teacher refers to:  
Year Coordinator and/or Support Services  
all management of behaviour at this level requires One School notation | • frequent repetition of above level behaviours  
• refusing to accept or acknowledge consequences  
• late to school  
• frequent unexplained absence  
• out of bounds  
• outside grounds during school hours  
• repeated truancy/school refusal | • contact with parent  
• in-school detention (**Detention Room**)  
• SMS to parent  
• after school detention  
• Year Coordinator monitors absence record  
• formal letters of warning to parents (includes Cancellation notifications, School Refusal, Truancy)  

**General Note:** similar/like consequences apply for all of the above where students have breached Behaviour Choices outside of school grounds but where recognisable as students attending Springwood State High School. |
## Appendices Two 

### Appendix Two

**Springwood State High School Responsible Behaviour Plan for Students**

## STUDENT BEHAVIOUR CHOICES TWO

### BEHAVIOUR CHOICES AT SPRINGWOOD STATE HIGH SCHOOL

#### 2. RESPECT OF SELF AND OTHERS

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>EXEMPLARY UNACCEPTABLE BEHAVIOURS</th>
<th>POSIBLE CONSEQUENCES and ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>calling out in class</td>
<td>withdrawal from activity</td>
</tr>
<tr>
<td>re-affirms acceptable behaviours, issues consequence for non-compliance</td>
<td>back chatting</td>
<td>seating plan</td>
</tr>
<tr>
<td></td>
<td>incidental offensive language</td>
<td>buddy class</td>
</tr>
<tr>
<td></td>
<td>physical intimidation</td>
<td>negotiated apology</td>
</tr>
<tr>
<td></td>
<td>throwing objects</td>
<td>loss of social time</td>
</tr>
<tr>
<td></td>
<td>walking around the room</td>
<td>classroom detention</td>
</tr>
<tr>
<td></td>
<td>minor bullying (all forms)</td>
<td>reinforce knowledge of school code, rules and procedures</td>
</tr>
<tr>
<td></td>
<td>verbal abuse of others</td>
<td>teacher/student mediation (for example, academic enabler list)</td>
</tr>
<tr>
<td></td>
<td>inappropriate gestures</td>
<td>contact with parents through student diary and/or phone call</td>
</tr>
<tr>
<td></td>
<td>undue noise</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dangerous/unsafe behaviour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>wrestling, physical misconduct</td>
<td></td>
</tr>
</tbody>
</table>

**General Note:** similar/like consequences apply for all of the above where students have breached Behaviour Choices outside of school grounds but where recognisable as students attending Springwood State High School.

**Teacher refers to:**

- Head of Department
- Support Services

**Teacher/Head of Department/Support Service Referral to Deputy Principal/Principal**

- Verbal/physical abuse:
  - counselling/mediation
  - suspension/exclusion

**Sexual Harassment**

- refer to Anti-Bullying and Harassment policy
- Peer Mediation
- Interview with Parent
- Suspension

**Smoking tobacco and smoking/misuse of illegal substances:**

Refer to “Guidelines for Managing Drug related Interventions in Schools” and “Springwood Possession, Use, Supply and Dealing of Illegal Substances Policy”

- inform parent
- inform relevant authorities (police, DoCS)
- GO/ school nurse/ outside counselling may be recommended
- monitoring card
- suspension/exclusion
- alternate programs and pathways
- flexible learning options
### BEHAVIOUR CHOICES AT SPRINGWOOD STATE HIGH SCHOOL

#### 3. RESPECTING PROPERTY

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>EXEMPLARY UNACCEPTABLE BEHAVIOURS</th>
<th>POSSIBLE CONSEQUENCES and ACTIONS</th>
</tr>
</thead>
</table>
| Teacher re-affirms acceptable behaviours, issues consequence for non-compliance | • late to class  
• non-attempt of set work  
• leaving class without permission  
• breach of process for being out class  
• non-engagement with learning task  
• possession of inappropriate items (for example permanent markers, dangerous objects) | • ID attend entry  
• negotiated apology  
• loss of social time  
• classroom detention (complete set work)  
• reinforce knowledge of school code, rules and procedures  
• teacher/student mediation (for example, academic enabler list)  
• contact with parents through student diary and/or phone call  
• staff may remove items deemed inappropriate/unsafe for the classroom environment |

*Teacher refers to: Head of Department and/or Support Services all management of behaviour at this level requires One School notation*

Teacher/Head of Department/Support Service Referral to Deputy Principal/Principal

*General Note: similar/like consequences apply for all of the above where students have breached Behaviour Choices outside of school grounds but where recognisable as students attending Springwood State High School.*

| Teacher refers to: Head of Department and/or Support Services all management of behaviour at this level requires One School notation | • frequent repetition of above level behaviours  
• refusing to accept or acknowledge consequences  
• late to school  
• frequent unexplained absence  
• out of bounds  
• outside grounds during school hours  
• repeated truancy/school refusal  
• possess dangerous/inappropriate items (see planner) | • contact with parent  
• in-school detention (Detention Room)  
• SMS to parent  
• after school detention  
• Year Coordinator monitors absence record  
• formal letters of warning to parents (includes Cancellation notifications, School Refusal, Truancy)  
• confiscation of items, returned via parent collection only |

*Teacher/Head of Department/Support Service Referral to Deputy Principal/Principal*

| Teacher/Head of Department/Support Service Referral to Deputy Principal/Principal | • place student on Focus/Attendance Card in negotiation with parents  
• repeat offenders will not be permitted to participate in camps, excursions, school formals, discos etc.  
• refer to Police (School Liaison Officer)  
• suspension  
• alternative programs  
• alternative pathways  
• enrolment cancellation |
# STUDENT BEHAVIOUR CHOICES FOUR

## BEHAVIOUR CHOICES AT SPRINGWOOD STATE HIGH SCHOOL

### 4. FOLLOWING OPERATIONAL RULES/PROCEDURES

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>EXEMPLARY UNACCEPTABLE BEHAVIOURS</th>
<th>POSSIBLE CONSEQUENCES and ACTIONS</th>
</tr>
</thead>
</table>
| Teacher re-affirms acceptable behaviours, issues consequence for non-compliance | - eating in class, chewing gum, etc.  
- non adherence to uniform and appearance protocols (includes jewellery not consistent with enrolment policy)  
- entering room without permission  
- noise or behaviour which disrupts the learning environment  
- bags not kept in area designated by teacher  
- wearing of hats inside  
- visible piercings  
- refusal to follow fair and reasonable instructions  
- littering  
- avoiding engagement in melee situations  
- having unsuitable items (as directed by the teacher) visible in class including (but not limited to): electronic devices, mobile telephones and toys having banned items in the school grounds including bandanas, skateboards, scooters, studded belts, aerosol cans, permanent markers) | - confiscation at teacher discretion (after warning)  
- demonstrate knowledge of school code, rules, procedures  
- remove item/s  
- natural consequence but relevant to behavioural breach  
- possible contact with parent  
- classroom detention  
- litter duty |

Teacher refers to:  
Head of Department and/or Support Services  
all management of behaviour at this level requires One School notation  
Teacher/Head of Department/Support Service  
Referral to Deputy Principal/Principal | - frequent and/or serious repetition of above level behaviours  
- Extreme hairstyles (referred by HOD to Administration). Includes but not limited to ‘rats tails’, mohawks, multi-coloured hair, dread locks.  
- total refusal to follow rules, procedures from teachers, Heads of Department and/or Administration  
- total refusal to accept consequences of operational behavioural breaches | - contact with parents  
- counselling  
- restitution  
- detention room |

General Note: similar/like consequences apply for all of the above where students have breached Behaviour Choices outside of school grounds but where recognisable as students attending Springwood State High School.
### STUDENT BEHAVIOUR CHOICES FIVE

#### BEHAVIOUR CHOICES AT SPRINGWOOD STATE HIGH SCHOOL

#### 5. ACADEMIC EXPECTATIONS

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>EXEMPLARY UNACCEPTABLE BEHAVIOURS</th>
<th>POSSIBLE CONSEQUENCES and ACTIONS</th>
</tr>
</thead>
</table>
| Teacher re-affirms acceptable behaviours, issues consequence for non-compliance | - copying other student’s work  
- failure to bring required equipment (books, stationary, diary, pens, sports uniform, notebook device)  
- demonstrate responsibility for learning pathway  
- failure to complete a reasonable amount of set work, including homework  
- failure to complete assessment/ full draft by due date  
- plagiarism  
- playing games or engaging in non-authorised content via the use of notebooks or computers | - completion of work in own time  
- teacher to contact parent  
- classroom detention  
- possible re-submission of draft items (refer to School Assessment Policy)  
- restriction of access to notebook/computer use  
- draft/bookwork marked if final assignment not submitted  
- Year 11 and 12 late and non-submission noted on One School |

| Teacher refers to:  
Head of Department and/or Support Services  
all management of behaviour at this level requires One School notation  
Teacher/Head of Department/Support Service Referral to Deputy Principal/Principal | - uniform non-compliance during formal testing (block exams, NAPLAN, QCS)  
- frequent and/or serious repetition of above level behaviours  
- plagiarism in submitted assessment  
- deliberate misconduct in test/exam environment (includes failure to follow stated guidelines, deliberately tampering with equipment such as clocks and computers)  
- possession of stated banned devices in test environment  
- total refusal to follow rules, procedures associated with academic progress from teachers, Heads of Department and/or administration | - detention room  
- contact with parents  
- possible re-submission of assignment (for Year 11 and 12 students refer to QSA Academic Integrity Guidelines) |

**General Note:** similar/like consequences apply for all of the above where students have breached Behaviour Choices outside of school grounds but where recognisable as students attending Springwood State High School.
BULLYING AND HARASSMENT

All members of the school community have the right to be valued and respected and to participate in a positive and safe learning environment where individuality is cared for and encouraged.

For these rights to be upheld there is no place for bullying and harassment in our school community.

Bullying is a serious issue and will be treated as such.

What are the different types of bullying students can experience?

<table>
<thead>
<tr>
<th>Direct:</th>
<th>Indirect:</th>
<th>Who to see:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal Abuse</strong></td>
<td>• Persuading another person to criticise or insult someone</td>
<td>• Your teacher</td>
</tr>
<tr>
<td></td>
<td>• Spreading malicious rumours</td>
<td>• Year Coordinator</td>
</tr>
<tr>
<td></td>
<td>• Anonymous phone calls and emails</td>
<td>• Guidance Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Heads of Department</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Deputy Principals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Health Nurse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chaplain</td>
</tr>
<tr>
<td><strong>Gestural Abuse</strong></td>
<td>• Deliberately turning away or averting one’s gaze to ignore someone</td>
<td>If you are not confident in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>approaching a member of staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>then consider discussing with</td>
</tr>
<tr>
<td></td>
<td></td>
<td>your parents, or even a close</td>
</tr>
<tr>
<td></td>
<td></td>
<td>friend who can notify one</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of the above on your behalf.</td>
</tr>
<tr>
<td><strong>Physical Abuse</strong></td>
<td>• Getting another person to assault someone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Removing and hiding belongings</td>
<td></td>
</tr>
<tr>
<td><strong>Relational Bullying</strong></td>
<td>• Persuading people to exclude someone</td>
<td></td>
</tr>
</tbody>
</table>

The school supports those who have reported being bullied/harassed by:
- discussing the issues with a trusted staff member
- reassure these students that incidents will be investigated and dealt with
- offer continuous support for them
- encourage students to form friendships with other students
- offer counselling support if needed
- actioning clear consequences for bullies

The following are consequences/support that may be applied if YOU bully or harass others:
- Referral to Head of Department
- Referral to Guidance Officer
- Interview with Deputy Principal
- Parent Contact
- Behaviour monitoring sheet
- Loss of privileges – break times, interschool sport, excursion etc.
- In-house suspension
- Suspension and Exclusion

Please note, as per enrolment agreements, Springwood State High School will exercise responses within the context of the Responsible Behaviour Plan for Students with regards to the misuse of social media where issues generated ‘on-line’ have the potential to result in poor behaviour choices here at school.

Parents are once again strongly advised that the school is not responsible for activities generated through social media outside of the school grounds. Serious consequences will, however, be imposed where forms of social media have been used to misrepresent Springwood State High School, including staff and students where they are identified as members of Springwood State High School.

Parents are strongly encouraged to actively monitor on-line activities. For further information see:
INCIDENT REPORT*

*Incident report must be entered directly on One School under ‘Record Incident’ provided the following information, where applicable, is noted. Use the following as a checklist.

Name of student involved in incident:
Date:
Person Completing Form:
Name Problem Behaviour:
Date of incident:
Time incident started:
Time incident ended:
Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Location of staff when the incident occurred?

Who was next to the student when the incident occurred?

Who else was in the immediate area when the incident occurred?

What was the general atmosphere like at the time of the incident?

What was the student doing at the time of the incident?

What occurred immediately before the incident? Describe the activity, task, and event.

Describe what the student did during the incident.

Describe the level of severity of the incident. (e.g. damage, injury to self/others)

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?

Briefly give your impression of why the student engaged in the above-described incident, (e.g. was angry because I asked him/her to stop teasing).
DEBRIEFING REPORT

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
Reverse or minimise the negative effects of physical intervention
Prevent the future use of physical intervention
Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note (One School) should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:
Who was involved
What happened
Where it happened
Why it happened
What we learned

The specific questions we want to answer through the debriefing process are:
FACTS: what do we know happened?
FEELINGS: how do you feel about the event that happened?
PLANNING: what can/should we do next?

Questions for staff
What were the first signs?
What de-escalation techniques were used?
What worked and what did not?
What would you do differently next time?
How can physical intervention be avoided in this situation in the future?
What emotional impact does using physical intervention have on you?
What was you emotional state at the time of the escalation?

Questions for student
What was it that you needed?
What upset you most?
What did we do that was helpful?
What did we do that got it that way?
What can we do better next time?
Is there anything that you would do differently?
Would you do something differently next time?
What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs
WORKING TOGETHER TO KEEP SPRINGWOOD STATE HIGH SCHOOL SAFE

We can work together to keep knives out of school. At Springwood State High School:

• Every student has the right to feel safe and be safe at school.
• There is no reason for a student to have a knife at school.
• No knives are allowed to be taken to school by students.
• It is against the law for a student to have a knife at school.
• A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:
• flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
• any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

• If you have a knife at school, the principal may call the police.
• Police can search you and your property at school if they think you have a knife.
• If you have a knife at school, you will be disciplined. The range of consequences could include lengthy suspension and/or exclusion.
• You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
• School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
• If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
• If you have a knife at school, it can be confiscated by the principal and given to the police.
• You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Springwood State High School safe?

• Make sure you know the laws and rules about knives.
• Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
• Contact your teacher if you are being bullied or threatened at school.
• Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
• Immediately tell a teacher if a student is threatening anyone with an object that could injure them.
In Class
Behaviour Management Strategies

DE-ESCALATION STRATEGIES

*take out the emotion*

- voice modulation
- referral process
- place learning objectives on board
- movement, tour classroom
- deliberate body language
- tone
- leave a ‘footprint’ in students work
- pausing
- seating plans
- formal line up and formal lesson closure
- physical placement of resources
- negotiated student contracts
- visual reminders
- positive reminders
- praise
- formal positive recognition

Least Intrusive

- Waiting and Scanning
- Eye Contact
- Gestures
- Physical Proximity
- Incidental Language
- Rule reminders and Expectations
- Parallel Acknowledgment
- Selective Attending
- Re-direction
- Deflection
- Blocking
- Assertive Messages
- Giving Choices
- Moving within classroom
- Taking student aside
- Mediation
- Detentions
- Parental contact

Most Intrusive

- Removal from the classroom
<table>
<thead>
<tr>
<th>Least Intrusive</th>
<th>Waiting and Scanning</th>
<th>Actively waiting for students to follow instructions, scan the group to assess where further disciplinary action is necessary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-verbal cuing</td>
<td>If you catch the eye of an off task student, use non-verbal signals to show &quot;I am aware of what you are doing&quot; or &quot;You are to get back on task&quot;, etc.</td>
<td></td>
</tr>
<tr>
<td>Proximity</td>
<td>Move closer to the students who are off task</td>
<td></td>
</tr>
<tr>
<td>Parallel acknowledgment</td>
<td>Acknowledge the behaviour of students who are on task</td>
<td></td>
</tr>
<tr>
<td>Selective attending</td>
<td>Surreptitiously watch students who are off task but not affecting any other student. Look for signs of escalation.</td>
<td></td>
</tr>
<tr>
<td>Casual statements</td>
<td>For example &quot;Let me see where you’re up to&quot; lets the student know that the teacher has noticed their off-task behaviour and is prepared to help them get back on task.</td>
<td></td>
</tr>
<tr>
<td>Rule reminders and expectations</td>
<td>Reinforcement of class rules</td>
<td></td>
</tr>
<tr>
<td>Question and feedback</td>
<td>For example the teacher could ask “What are you doing?” for off-task behaviour.</td>
<td></td>
</tr>
<tr>
<td>Deflection</td>
<td>These strategies involve the teacher acknowledging the student response and/or feeling, and then making a comment to take the anger out of a potential conflict. For example: David, I can see you’re upset. Cool off now and we’ll talk about it later, but I want you to start work.”</td>
<td></td>
</tr>
<tr>
<td>Blocking</td>
<td>A verbal strategy that reasserts the teacher’s direction by using the same words repeatedly.</td>
<td></td>
</tr>
<tr>
<td>Assertive messages</td>
<td>This involves making a statement explaining your feelings, for example “Excuse me; I’m really concerned about the noise level. You know our rules about working noise. I can’t teach with this noise level. Let’s stick to the rule.”</td>
<td></td>
</tr>
<tr>
<td>Distractions and diversions</td>
<td>This involves diverting the student away from a potentially dangerous situation or conflict to a safer course of action.</td>
<td></td>
</tr>
<tr>
<td>Taking the student aside</td>
<td>Separate the student from the class (still within the room) to ask what is going on and to offer help.</td>
<td></td>
</tr>
<tr>
<td>Removal of student elsewhere in the room</td>
<td>The student may continue with class work or complete a Think Sheet</td>
<td></td>
</tr>
<tr>
<td>Giving the student a choice</td>
<td>If a number of the previous strategies have been used without result, students may be given a choice. When giving students a choice, it is most important to use language which gives students responsibility for their behaviour. “Mary, return to your seat and stay there or I shall have to refer you to the HOD. It’s your choice.”</td>
<td></td>
</tr>
<tr>
<td>Most Intrusive</td>
<td>Removal of student from the classroom</td>
<td>Student is referred to Head of Department after correct procedures have been followed. Student may be placed in class of a colleague by previous arrangement.</td>
</tr>
</tbody>
</table>