



The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning



# Sunnybank State High

## ***Responsible Behaviour Plan for Students based on *The Code of School Behaviour 2018 - 2020****

### **1. Purpose**

Sunnybank 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.

Staff work together to ensure a clear, consistent and collaborative approach to understanding and implementing the school's vision and expectations. Clear and consistent school discipline is an essential component of a high performing education system. Children and young people need self-discipline as part of their social development in order to achieve their academic and life goals. All students need a safe, supportive and focused environment in which to learn.

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**

Sunnybank State High School developed this plan in collaboration with our school community. Consultation with P & C, correspondence with parents, staff focus groups and student forums have taken place. During these targeted activities a review of the school data including student academic results, attendance, absenteeism, school disciplinary absences and behaviour both positive rewards and responding to unacceptable behaviour (including the review of the assessment policy to include plagiarism, moderation of student work, hands-off policy and consequence flow chart) was completed to inform the development of the plan and process.

The school engaged the services of Behaviour Support Services in June 2010 to commence the School-wide Positive Behaviour Support approach to setting the school's expectations with staff and students to acknowledge and reward appropriate behaviours. The school continues to access this service to obtain data sets and external review of existing school policy and procedures to ensure best practice.

In 2014, the school was reviewed by Education Queensland through a Discipline Audit. The school was acknowledged for its best practices and areas for improvement were identified. Sunnybank State High School received Outstanding and High achievements across all 5 domains in this audit.

A review of school data sets occurs each school term. This review incorporates data from the School Opinion Survey, Student Reports, Parent Teacher interviews, School Profile Document and One School. This data helped to inform the development process of this document.

The Plan was endorsed by the Principal and the President of the P&C.

### 3. Learning and behaviour statement

All areas of Sunnybank State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Positive Behaviour Learning (PBL).

The Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Sunnybank State High School to create and maintain a positive and productive learning and teaching environment. This ensures all school community members have clear and consistent expectations and understandings of their role in the educational process.

For this reason, all policy and procedures in this Responsible Behaviour Plan aim to build and strengthen relationships between all members of the school community (students, parents, staff and other local community stakeholders).

Student behaviour is guided by our school motto "Many Ways to Excellence". The school vision and values assist us to maintain a positive and productive learning and teaching environment where all school community members have clear and consistent expectations and understanding of their role in the educational process. Our teaching and learning environment at Sunnybank State High School is underpinned by the following values of:

- Critical thinkers
- Connectedness
- Collaboration
- Creativity
- Character

The school expectations of respect, responsibility and readiness are the foundation of the Positive Behaviour Learning program in our school. These are complemented by the student leadership principles of "knowing yourself", "linking with others" and "making a difference in our world".

Sunnybank State High School's proactive approach is achieved through a School-wide Positive Behaviour Learning program which is based on the three expectations of:

**Respect:** We demonstrate respect when we behave in a considerate and well-mannered way.

**Responsibility:** We demonstrate responsibility when we are accountable for ourselves, our belongings and our environment.

**Readiness:** We demonstrate readiness when we are willing and prepared to participate in our schooling.

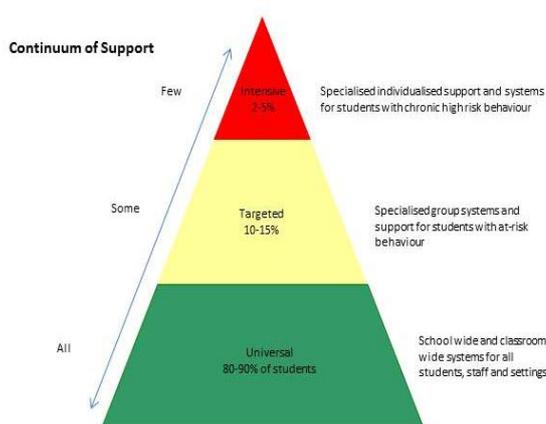
At Sunnybank State High School we believe that everyone has the right to maximise the opportunities available to them and to feel safe during each school day. Therefore, everyone must accept responsibility to ensure this right.

This plan provides for all activities where students are representing our school, travelling to and from school events and when wearing the school uniform.

Our school expectations 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.

#### 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 Sunnybank State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour. A whole school approach shapes, supports and recognises appropriate behaviours in all students.



Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, schools are able to outline whole school provision of **universal, targeted, and intensive** supports.

- **Universal**

In a supportive and well-disciplined school, approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

- **Targeted**

In a supportive and well-disciplined school, approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

- **Intensive**

In a supportive and well-disciplined school approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours. Functional Behaviour Assessments is generally undertaken to assist with the development of intensive support options.

Universal, targeted and intensive behaviour support includes:

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

### **Universal behaviour support**

A set of behavioural **expectations in specific settings has been attached** to each of our three school rules. The School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

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

- Student Diary and addressed at Roll Mark and Year Level Assemblies
- Short mini PBL lessons conducted by classroom teachers during roll mark class
- Induction programs in the Sunnybank State High School Responsible Behaviour Plan for new students during enrolment interview
- Induction of new and existing staff members
- Professional Learning Teams at each year level which meet regularly to develop strategies for teachers to improve student behaviours and learning outcomes within the classroom
- The expectation matrix posters are displayed around the school and in library
- Posters displayed in classrooms that show class specific expectations
- Posters of the expectation are displayed in stair wells, corridors and additional learning spaces around the school for example the School Hall
- Re-enforcement of learning on Assembly and during active supervision by staff during classroom and non-classroom activities.
- Articles in the school newsletter enabling parents to be actively involved in school behaviour expectations
- Reinforcement of learning from behaviour lessons at School Assemblies
- Active supervision by staff during classroom and non-classroom activities
- Principal's address delivered at weekly student assemblies and at staff meetings.

Specific policies have been developed to address:

- the use of personal property technology devices at school (Appendix 1)
- procedures for preventing and responding to incidents of Bullying (Appendix 2)
- procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3)
- Appropriate Use of Social Media (Appendix 3)

### **Reinforcing expected school behaviour**

At Sunnybank, communication of our key messages about behaviour is continually communicated to students providing them with feedback for engaging in the expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

**A positive and supportive environment** is developed using a range of strategies including:

- Positive reinforcement of appropriate behaviours
- Respecting all members of the school community
- Recognition of effort and praising work and behaviour
- Working with parents in partnership for their student's education
- Highlighting student successes in displays, school publications and notices
- Professional Development for staff in positive supportive practices

### **Sunnybank State High School Positive Rewards**

Staff members hand out "R Stamps" each day to students when they observe them following school expectations around the "3 R's" – respect, responsibility and readiness in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they 'catch' a student following the rules they can choose to give them an "R stamp" or a "Good Referral" through OneSchool. In recognition of student adherence to acceptable standards of behaviour, positive measures, such as:

- Sunny Bank Positive Reward Stamp
- Tuckshop vouchers
- Good Referral system – Bronze, Silver and Gold levels certificates
- Principal's Awards for Excellence in Academic, Attendance and 3 R's
- Principal Morning Teas
- End of Term and Semester Awards and Challenge Days
- In class rewards
- Post Cards sent to students based on staff feedback
- Contributions to student rewards day costs, senior jerseys and formal expenses
- Letters and certificates based on effort, behaviour and grades in the reports

All students upon their enrolment are issued with a copy of the School Responsible Behaviour Plan and Guidelines which clearly outline the school's vision and values including behaviour expectations and possible consequences.

They are reinforced on other occasions such as at roll mark times, assemblies and other occasions when it is deemed necessary by staff. The behaviour expectations are outlined in the Student Diary which is issued to each student each year.

Sunnybank 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 regularly provide information to staff and parents, and support them by sharing successful practices.

- Comprehensive induction programs, as outlined in the Sunnybank State High School's Responsible Behaviour Plan for Students, are delivered to new students as well as all new staff.
- Individual support profiles developed for students with high behavioural needs, enables staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

### **Responding to unacceptable behaviour**

Students come to Sunnybank State High School to learn. Behaviour support represents an important opportunity for learning to occur including how to get along with others and build relationships with staff and students.

#### **1. Re-directing low-level and infrequent problem behaviour**

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

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more respectfully, more responsibly or in readiness for learning. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour should be modified so as to align with the expectations of our school community.

#### **2. Targeted behaviour support: Tier 2 Student Support**

Each year a small number of students at Sunnybank State High School are identified through our data as needing additional support in the way of targeted behavioural support. The frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students identified as requiring targeted support may require an individual behaviour plan.

- A behaviour plan is an agreement which includes negotiated goals for attendance, classroom and/or playground behaviour and the submission of work. The goals are monitored through a lesson by lesson monitoring sheet.
- The student, teachers, parents/carers and the Year Coordinator are involved in the collaborative process of preparing acceptable goals for the student.
- The lesson by lesson monitoring sheet is taken by the student to each lesson, where the teacher, in consultation with the student, identifies goals that have been achieved in that lesson.
- Individual behaviour plans are monitored daily by the Year Coordinator, Deputy Principal or Roll Mark teacher and are reviewed on a weekly or fortnightly basis.

Students identified through a referral to Student Support Services will attend their normal scheduled classes and activities with appropriate adjustments if required. They may have increased daily opportunities to receive positive contact and reinforcement through additional support from check-in/check-out staff members in Student Support. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

The Student Support Services is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff.

Students whose behaviour does not improve after participation in the Student Support Services, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

### **3. Intensive behaviour support: Intensive Behaviour Support Team**

Sunnybank State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Intensive Behaviour Support Team*:

- facilitates a Functional Behaviour Assessment for appropriate students
- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through ongoing data collection
- makes adjustments as required for the student
- works with the Student Support Services Team to achieve continuity and consistency

The Guidance Officer oversees intensive intervention and behaviour support when appropriate. Through a process of investigation, assessment and parent/guardian input relevant programs or referrals to specialist agencies can be established.

- Year Coordinators
- HOSES EALD and HOSES SEP
- Chaplain
- Youth Support Coordinator
- Youth Pathways Officer
- School Based Youth Health Nurse
- Community Education Counsellor
- Guidance Officer
- Deputy Principals
- Regional Behaviour Support Services
- Senior Guidance Officers

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

## SUNNYBANK STATE HIGH SCHOOL EXPECTATIONS MATRIX

EXPECTATION	WHOLE SCHOOL	STUDENTS	STAFF	COMMUNITY
<b>RESPECT</b>	We demonstrate respect when we speak and behave in a considerate and well-mannered way.	<b>Students demonstrate respect when they:</b> <ul style="list-style-type: none"> <li>present themselves in accordance with school guidelines in and out of school</li> <li>recognise and value the school community's diversity of cultures and religions</li> <li>treat school and personal property with care</li> <li>resolve differences in a peaceful and negotiated manner</li> <li>conduct themselves in a manner which facilitates learning for all students</li> </ul>	<b>Staff demonstrate respect when they:</b> <ul style="list-style-type: none"> <li>conduct and present themselves in a professional manner</li> <li>value opinions of others</li> <li>recognise the diversity of the school community</li> <li>value the learning areas of all staff</li> <li>accept and support school wide initiatives and decisions</li> </ul>	<b>Our community demonstrates respect when it:</b> <ul style="list-style-type: none"> <li>values the diversity of backgrounds and cultures that create our community</li> <li>accepts that there are rules, regulations, policies and procedures that must be adhered to</li> <li>values the role of rules, regulations and procedures in the schooling process</li> <li>encourages students to do their best</li> <li>supports the school to develop resilient, responsible young citizens</li> <li>values the opinions of others</li> <li>commits to high expectations of the behaviours and learning required to achieve excellence</li> <li>accepts and supports school wide initiatives and decisions</li> </ul>
<b>RESPONSIBILITY</b>	We demonstrate responsibility when we are accountable for ourselves, our belongings and our environment.	<b>It is the student's responsibility to:</b> <ul style="list-style-type: none"> <li>complete all set tasks and assignments on time</li> <li>be prepared with correct equipment &amp; materials for all classes in a day</li> <li>set goals</li> <li>know and abide by school rules, policies &amp; procedures</li> <li>attend school regularly and punctually</li> <li>own their behaviour</li> <li>be an active &amp; contributing team member &amp; member of society</li> <li>encourage &amp; develop positive relationships with others</li> <li>develop resilience to effectively deal with problems &amp; issues</li> <li>apply themselves to the learning process, facilitated by teachers and others</li> </ul>	<b>It is a staff member's responsibility to:</b> <ul style="list-style-type: none"> <li>set high and realistic standards for themselves and their students</li> <li>be a positive role model</li> <li>generate a positive caring environment which fosters collaborative endeavours</li> <li>know, implement and adhere to the school rules, policies &amp; procedures</li> <li>be prepared and on time to lessons</li> <li>reflect on practice &amp; strive for improvement</li> <li>support colleagues to achieve successful outcomes</li> <li>develop &amp; maintain open &amp; professional communication &amp; relationships with colleagues, students &amp; parents/ carers</li> <li>provide inclusive and engaging curriculum catering for a range of learning styles and abilities</li> <li>promote and facilitate the learning process in students</li> <li>Maximize the potential of every student</li> </ul>	<b>It is the community's responsibility to:</b> <ul style="list-style-type: none"> <li>encourage students to accept responsibility for their learning &amp; behaviour</li> <li>actively encourage &amp; support students to learn &amp; complete all set tasks on time</li> <li>actively support school initiatives</li> <li>actively promote positive interactions with school personnel</li> <li>develop &amp; maintain open &amp; respectful communication &amp; relationships with staff</li> <li>assist our young people to learn</li> <li>accept that there are rules, regulations, policies and procedures that must be adhered to</li> <li>acknowledge that assisting our young people to learn is the responsibility of all in the community</li> <li>accept that open and honest communication supports students and the school in achieving positive successful outcomes</li> <li>value and support students in the process of life-long learning</li> <li>accept the commitment to support their child to achieve life-long learning</li> </ul>
<b>READINESS</b>	We demonstrate readiness when we are willing and prepared to participate in our schooling	<b>Students show their readiness when they:</b> <ul style="list-style-type: none"> <li>actively participate in all school settings</li> <li>recognise the delineation between classroom and lunchtime activities</li> <li>utilise the school diary fully</li> <li>return the required forms and payments in a timely fashion</li> <li>recognise the importance of attendance every lesson, every day</li> </ul>	<b>Staff show their readiness when they:</b> <ul style="list-style-type: none"> <li>use effective pedagogies</li> <li>use reflective processes to ensure best practices</li> <li>actively pursue professional development</li> <li>promote a positive and supportive learning environment</li> <li>are prepared to create opportunities for students to participate in all aspects of school</li> </ul>	<b>A community shows its readiness when it:</b> <ul style="list-style-type: none"> <li>accepts that students learn best when their parents/carers are actively involved in their school life</li> <li>supports the school in assisting students to learn through the support of staff and the school policies and procedures</li> <li>ensures students are presented well and provided with all the materials to achieve their potential at school</li> <li>is willing and prepared to be actively involved in students' school life</li> <li>values and supports the school in assisting students' learning</li> </ul>

## Sunnybank State High School Behaviour Expectation Matrix

Expectation	Whole School	All Teaching and Learning Environments	Moving to Class	Stairwell/Walkways
<b>Respect</b>	<b>We demonstrate respect when we speak and behave in a considerate and well-mannered way.</b>	<ul style="list-style-type: none"> <li>Keep area clean</li> <li>Use polite language</li> </ul>	<ul style="list-style-type: none"> <li>Move in and out of rooms in an orderly manner</li> <li>Have only conversations which can be heard at an arm's length</li> </ul>	<ul style="list-style-type: none"> <li>Allow space for people to move freely</li> </ul>
<b>Responsibility</b>	<b>We demonstrate responsibility when we are accountable for ourselves, our belongings and our environment.</b>	<ul style="list-style-type: none"> <li>Encourage each other to keep the environment safe</li> <li>Eat healthy food at appropriate times</li> <li>Drink water regularly</li> </ul>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Be friendly and polite</li> </ul>	<ul style="list-style-type: none"> <li>Walk on pathway, corridor and veranda in an orderly manner</li> <li>Keep stairs and walkways free of objects</li> <li>Keep belongings out of the aisle</li> </ul>
<b>Readiness</b>	<b>We demonstrate readiness when we are willing and prepared to participate in our schooling.</b>	<ul style="list-style-type: none"> <li>Be in the right place at the right time</li> <li>Use property for its correct purpose</li> </ul>	<ul style="list-style-type: none"> <li>Move to class when the <u>first</u> bell rings</li> <li>Walk without delay in a peaceful manner</li> </ul>	<ul style="list-style-type: none"> <li>Keep moving on the paths and stairways</li> </ul>

Expectation	Whole School	Garden and Grass Areas	Teaching Areas	Toilets
<b>Respect</b>	<b>We demonstrate respect when we speak and behave in a considerate and well-mannered way.</b>	<ul style="list-style-type: none"> <li>Look after garden beds and trees on the school grounds</li> <li>Keep the environment clean</li> </ul>	<ul style="list-style-type: none"> <li>Keep teaching areas neat and tidy</li> <li>Enter and exit area in an orderly manner</li> <li>Embrace cultural diversity within your teaching environment</li> </ul>	<ul style="list-style-type: none"> <li>Respect the privacy of others</li> <li>Use the facility for its purpose</li> </ul>
<b>Responsibility</b>	<b>We demonstrate responsibility when we are accountable for ourselves, our belongings and our environment.</b>	<ul style="list-style-type: none"> <li>Place all rubbish in the rubbish bins provided</li> <li>Sit on benches</li> <li>Report damage</li> </ul>	<ul style="list-style-type: none"> <li>Report materials or items that are damaged</li> <li>Follow staff directions and instructions</li> </ul>	<ul style="list-style-type: none"> <li>Place all disposable items in the bins provided</li> </ul>
<b>Readiness</b>	<b>We demonstrate readiness when we are willing and prepared to participate in our schooling.</b>	<ul style="list-style-type: none"> <li>Keep free of obstructions to allow all the opportunity to enjoy the space</li> </ul>	<ul style="list-style-type: none"> <li>Have materials ready for each lesson</li> <li>Leave work areas clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>Use toilets during the break times</li> </ul>

## Sunnybank State High School Behaviour Expectation Matrix

<b>Expectation</b>	<b>Whole School</b>	<b>Assembly/Rollmark/ Year Level Parade</b>	<b>Oval/Sporting Areas</b>	<b>Public Transport/Excursions</b>
<b>Respect</b>	<b>We demonstrate respect when we speak and behave in a considerate and well-mannered way.</b>	<ul style="list-style-type: none"> <li>• Sit and listen to the shared information</li> <li>• Applaud at the appropriate time</li> </ul>	<ul style="list-style-type: none"> <li>• Play sports and games by their rules</li> <li>• Observe the activities from the seating area</li> </ul>	<ul style="list-style-type: none"> <li>• Be polite and courteous to drivers and the general public</li> <li>• Respect the rules and regulations of the service provided</li> </ul>
<b>Responsibility</b>	<b>We demonstrate responsibility when we are accountable for ourselves, our belongings and our environment.</b>	<ul style="list-style-type: none"> <li>• Arrive on time</li> <li>• Sit in Roll mark class in alphabetical order</li> </ul>	<ul style="list-style-type: none"> <li>• Eat lunch in the designated area</li> <li>• Games cease at the <u>first</u> bell</li> <li>• Return borrowed equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure you have correct money or 'go card' for travel</li> <li>• Keep personal items are in close proximity when travelling</li> </ul>
<b>Readiness</b>	<b>We demonstrate readiness when we are willing and prepared to participate in our schooling</b>	<ul style="list-style-type: none"> <li>• Keep all electronic devices off and out of sight</li> </ul>	<ul style="list-style-type: none"> <li>• Correct footwear must be worn at all times</li> <li>• Correct sports uniform must be worn</li> </ul>	<ul style="list-style-type: none"> <li>• Wear correct uniform to and from school</li> <li>• Wait patiently</li> </ul>

## 5. Consequences for unacceptable behaviour

Sunnybank 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.

OneSchool is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

### 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 to HOD and/or directly to the school Administration team depending on the level of seriousness of the major behaviour

**Minor** behaviours are those that:

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

**Minor** problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as 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 the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:

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

**Major** problem behaviour is referred to HOD and/or directly to the school Administration team depending on the level of seriousness of the major behaviour. Immediate referral to Administration can occur because of the seriousness of the incident. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The student completes a written statement and if required the student is assisted to write the written report. A detail of the student's behaviour is recorded on OneSchool (*see Appendix 5 for suggested reflective questions of teacher response and Appendix 6 for debriefing questions*).

Major problem behaviours may result in the following consequences:

- **Level Three:** Time in office, lunchtime and after school detention, loss of privilege, restitution, community service, warning regarding future consequence for repeated offence, referral to Intensive Behaviour Support Team, conflict resolution with students or staff member

- **Level Four:** Parent contact, referral to Guidance Officer, referral to Deputy Principal, referral to Intensive Behaviour Support Team, suspension from school: and/or
- **Level Five:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension. (See Behaviour Consequence Flowchart)

The following table outlines minor and major problem behaviours:

### Clarification of OneSchool Categories

OneSchool Categories	MINOR	MAJOR
Bullying/harassment	Isolated verbal, physical, social behaviour that causes harm	Persistent ongoing verbal, physical, social or psychological behaviour that causes harm and involves misuse of power
Threat/s to others	Minor peer to peer incidents not involving contact	Direct or indirect verbal or non-verbal threats with intent to cause harm to an adult or student
Disruptive	Behaviour which disrupts the learning of others	Repeated ongoing inappropriate behaviour which disrupts the learning of others
Dress code	Uniform item missing, not correct item, wrong uniform on designated day, jewellery or makeup/nail polish, piercings	Facial piercings, leggings/jeans and incorrect footwear
IT misconduct	Non serious, but inappropriate use of IT devices	Serious breach of Sunnybank State High School IT Policy
Late	Arriving late to class or to school	Ongoing pattern of late arrival
Lying/Cheating	Deliberate low level lying	Plagiarism, cheating on test, providing incorrect name
Misconduct involving object	Minor misconduct with or misuse of an object	Wilful use of an object with intent to threaten or cause harm or damage
Non-compliant with routine	Low intensity failure to respond to an adult direction or routine. Entering out of bounds areas	Repeated and continual refusal to follow instructions and wilful disobedience
Other conduct prejudicial to the good order and management of school		Actions or conduct that brings the reputation of Sunnybank State High School into disrepute.
Physical misconduct	Low level physical misconduct (pushing and shoving between students)	Serious physical misconduct OR persistent low level physical misconduct
Possess prohibited items	Possession of banned items	Possession of dangerous or illegal items/substances

Property misconduct	Minor/accidental or low level property damage	Serious property damage with intent
Refusal to participate in program of instruction	Non-engagement in learning task or activity	Ongoing and repeated refusal to engage in program of instruction or refusal to complete assessment items.
Misconduct involving illicit substance		Possessing, using or selling drugs, including sharing medication
Substance Misconduct involving tobacco and other legal substances		Possession of tobacco or other legal substances including, but not prohibited to petrol, paint, lighter fluid, aerosol sprays, e-cigarettes (regardless of the presence of nicotine)
Third minor referral		Repeat of minor, after 3 intervention strategies by teacher, including phone call home
Truant/skip class	Non-attendance at class – either on or off campus truanting, leaving class without permission	Non-attendance for half or more of school day without permission or reasonable excuse
Verbal misconduct	Inappropriate language/indirect swearing in response to situation	Swearing at staff
Other	Any minor behaviour problem not listed in the other categories	Any major behaviour problem not listed in the other categories

### Behaviour Consequence Flowchart

Level	Behaviour	Possible Consequences
<b>Level 1</b> <b>Class Teachers</b> <b>HOD/HOSES</b> <b>Deputy Principals</b> <b>Principal</b>	<b>Appropriate Positive Behaviour:</b> Demonstrating the 3 R's whereby all students are on task - little or no disciplinary action is required.	Positive reinforcement of appropriate behaviours and positive achievements may include but are not limited to: <ul style="list-style-type: none"> <li>• verbal reinforcement</li> <li>• in class or roll mark rewards</li> <li>• R stamps</li> <li>• positive referral on OneSchool</li> <li>• phone calls/letters/emails/postcards to parents for good behaviour</li> <li>• nomination for rewards trips</li> </ul>
<b>Level 2</b> <b>Class Teachers</b> <b>Essential Skills:</b> 1. Establishing expectations– Making rules. 2. Giving instructions– Telling students what to do. 3. Waiting and scanning– Stopping to assess what is happening. 4. Cueing with parallel acknowledgement- Praising a	<b>Inappropriate student behaviours</b> to be dealt with at this level may include but are not limited to: <ul style="list-style-type: none"> <li>• minor classroom incidents</li> <li>• behaviour which disrupts the learning of others</li> <li>• dress code</li> <li>• ignoring instruction</li> <li>• late to class/lesson truancy</li> <li>• non-compliant with routine</li> <li>• littering</li> <li>• refusal to participate in a program</li> </ul>	Teacher initiated actions may include but are not limited to: <ul style="list-style-type: none"> <li>• verbal negotiation reminder of classroom expectations</li> <li>• in-class separation or alternative seating</li> <li>• removal from classroom for one-on-one resolution</li> <li>• send student to buddy class</li> <li>• yard duty/community service</li> <li>• teacher supervised lunchtime detention</li> <li>• teacher to phone or email home</li> </ul> If repeated applications of the above actions produce no improvement in the student's

<p>particular student to prompt others.</p> <p>5. Body language encouraging- Smiling, nodding, gesturing and moving near.</p> <p>6. Descriptive encouraging- Praise describing behaviour.</p> <p>7. Selective attending- Not obviously reacting to certain behaviours.</p> <p>8. Redirecting to the learning- Prompting on-task behaviour.</p> <p>9. Giving a choice- Describing the student's options and likely consequences of their behaviour.</p> <p>10. Following through- Doing what you said you would.</p>	<p>of instruction</p> <ul style="list-style-type: none"> <li>• inappropriate use of mobile phone</li> <li>• uniform/hair/makeup/jewellery transgressions</li> <li>• eating/drinking in classrooms/hallways or any building</li> <li>• other minor behaviour occurring in the classroom</li> <li>• inappropriate language in classroom <b>not directed at staff</b></li> </ul>	<p>behaviour, then the student should be referred to the HOD</p> <p><b>3 minor behaviours = 1 major</b></p> <p><b>MINIMUM ACTIONS REQUIRED:</b></p> <ol style="list-style-type: none"> <li>1. Detention with class teacher</li> <li>2. Phone call or email to parent/carer</li> <li>3. Send to Buddy Class</li> </ol> <p>All actions for each incident to be FYI to HOD and recorded in OneSchool</p>
<p><b>Level 3</b></p> <p><b>HOD/HOSES</b></p>	<p>Inappropriate student behaviours <b>inside the classroom</b> are to be dealt with at this level may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• ongoing minor behaviours <b>in the classroom</b></li> <li>• referrals from class teachers for defiance/disruption/refusal to participate in program of instruction</li> <li>• cheating/plagiarism – with referral to relevant DP if necessary</li> <li>• minor incidents of ongoing inappropriate language <b>in the classroom</b></li> </ul>	<p>The HOD/HOSES will initiate actions which could or may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• monitoring sheet</li> <li>• resolution meeting</li> <li>• referral to GO to access Student Support i.e. Learning Support, YSC, Chaplin, Guidance Officer,</li> <li>• Individual Behaviour Support Plan</li> <li>• recess or after school detention</li> <li>• restitution</li> <li>• parent contact</li> <li>• interagency referral</li> <li>• referral to Deputy Principal</li> </ul> <p>NB: HOD to record actions on One School</p>
<p><b>Level 3</b></p> <p><b>Year Level Coordinator</b></p>	<p>Inappropriate student behaviours <b>outside of the classroom</b> are to be dealt with at this level may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• continued minor behaviours <b>outside the classroom</b></li> <li>• repeated defiance <b>outside classroom</b></li> <li>• minor bullying</li> <li>• minor property misconduct</li> <li>• minor possession of banned items</li> <li>• minor incidents of inappropriate language <b>outside the classroom</b></li> </ul>	<p>The Year Coordinator will initiate actions which could may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• monitoring sheet</li> <li>• resolution meeting</li> <li>• referral to GO to access Student Support i.e. Learning Support, YSC, Chaplin, Guidance Officer</li> <li>• Individual Behaviour Support Plan</li> <li>• recess or after school detention</li> <li>• restitution</li> <li>• parent contact</li> <li>• interagency referral</li> <li>• referral to Deputy Principal</li> </ul> <p>NB: Year Coordinator to record all incidents and actions on One School and FYI relevant DP</p>

<p><b>Level 4</b></p> <p><b>Deputy Principal</b></p>	<p>Inappropriate student behaviours to be dealt with at this level may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• serious uniform breaches – facial piercings, leggings/jeans, incorrect shoes</li> <li>• continued major behaviours</li> <li>• stealing</li> <li>• plagiarism</li> <li>• whole day truancy and ongoing lesson truancy</li> <li>• unexplained absence</li> <li>• major physical misconduct</li> <li>• smoking illicit or illegal substances</li> <li>• pornography</li> <li>• swearing at/intimidation of staff</li> <li>• major vandalism/property misconduct</li> <li>• sexual harassment/misconduct.</li> <li>• posting of inappropriate content involving our staff, students or school, our school uniform or images that are used without permission</li> <li>• repeated breach of mobile phone policy</li> <li>• ongoing refusal to participate in program of instruction</li> </ul>	<p>Deputy Principal initiated actions in response to inappropriate student behaviour may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• parent/carer interview</li> <li>• after school and/ or lunchtime detention</li> <li>• referral to outside agency</li> <li>• referral to/consultation with the Principal</li> <li>• suspension</li> <li>• restorative conference on return from suspension</li> <li>• Discipline Improvement Plan</li> <li>• Community Service</li> <li>• police notification where necessary</li> </ul>
<p><b>Level 5</b></p> <p><b>Principal</b></p> <p><b>NB: Serious Misbehaviour such as supplying drugs, use of a weapon and violent assault always progress straight to Level 5 and will likely result in the most serious of consequences.</b></p>	<p>Inappropriate student behaviours to be dealt with at this level may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• extreme or repeated incidence of major behaviours</li> <li>• possession of drugs</li> <li>• possession of a weapon</li> <li>• supply of drugs</li> <li>• use of a weapon</li> <li>• violent assault.</li> </ul>	<p>Principal in consultation with Deputy Principal determines the most appropriate course of action which may include but is not limited to any of the following:</p> <ul style="list-style-type: none"> <li>• Individual Behaviour Agreement</li> <li>• Parent/carer interview</li> <li>• Police notification (if illegal behaviour)</li> <li>• Suspension</li> <li>• Student Protection Notification</li> <li>• Implementation of Discipline Improvement Plan where appropriate</li> <li>• Recommendation for exclusion</li> </ul>

## SUPPORTIVE SCHOOL ENVIRONMENT BEHAVIOUR AND CONSEQUENCES

BEHAVIOUR	POSSIBLE CONSEQUENCES
<p><b>Inappropriate classroom behaviour as established by classroom rules.</b> May include repeated instances of :</p> <ul style="list-style-type: none"> <li>• Calling out inappropriately;</li> <li>• Failing to follow teacher instructions;</li> <li>• Failure to complete homework; and / or</li> <li>• Interfering with the learning of others.</li> <li>• Late for class</li> </ul>	<p>Teachers have a range of consequences they may employ, however, after any three of the following are used and documented, the teacher will contact parents and refer the student to their subject area Head of Department.</p> <p>Classroom Consequences include:</p> <ul style="list-style-type: none"> <li>• Teacher managed lunchtime or after or before school detentions</li> <li>• Referring students to a Teacher 'Buddy' classroom for supervision by other staff;</li> <li>• Alternative work;</li> <li>• Movement to another area of the classroom;</li> <li>• Make up the lost teaching time at lunch time, before and/ or after school</li> <li>• Mediation as organised through the Guidance Officer or Administration</li> </ul> <p>Continued classroom inappropriate behaviour after the 'three incidences' will include:</p> <ul style="list-style-type: none"> <li>• Referral to the HOD and will incur after school Admin Detentions.</li> <li>• Further referral to the HOD may lead to referral to the Deputy Principal allocated to the year level and may attract suspension.</li> </ul> <p>Continuing referral may result in longer suspensions (up to 20 days) or exclusion.</p>
<p><b>Being Out-Of-Bounds</b></p> <ul style="list-style-type: none"> <li>• Before/after school;</li> <li>• During lunch and breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Warning for minor infringement</li> <li>• Automatic referral to the Year Level Co-ordinator for repeat infringements.</li> <li>• Possible after school detention.</li> <li>• Continued referral will continue student on the Flowchart.</li> </ul>
<p><b>Litter</b></p> <ul style="list-style-type: none"> <li>• Dropped by an individual student; and / or</li> <li>• Surrounding a group of students</li> </ul>	<ul style="list-style-type: none"> <li>• All students are responsible for the clean environment of Sunnybank SHS grounds – it is part of our collective responsibility to work together to ensure the grounds are clean and safe.</li> <li>• Students found to be littering or in an area where litter is present will be requested to pick up litter for a specific period of time with the teacher on Playground Duty or asked to clean up their area.</li> <li>• The whole school will participate from time to time in Litter Parades during student breaks.</li> <li>• Continued instances or refusal to comply are to be referred to the Year level Co-ordinator for particular students or to the Deputy Principal responsible for the year level for groups of students. Consequences include parental contact and detentions during which students collect litter.</li> </ul>
<p><b>Assemblies, Special Events</b></p>	<ul style="list-style-type: none"> <li>• Students who are late attract the same consequences as under <b>Truancy</b>.</li> <li>• Students who misbehave, call out or interfere will be referred to the Year Level Co-ordinator and followed up by Deputy Principal allocated to the year level.</li> </ul>
<p><b>Truancy</b></p> <ul style="list-style-type: none"> <li>• Full day absences without appropriate permission;</li> <li>• Continual late arrival without appropriate permission;</li> <li>• Absent from one lesson or lessons without appropriate permission; and</li> <li>• Leaving the school grounds without appropriate permission.</li> </ul>	<ul style="list-style-type: none"> <li>• Students absent without permission for a full day will, in the first instance, be monitored by the Roll Mark teacher</li> <li>• If students have not complied with appropriate processes (eg forging notes), Roll Mark teachers will refer for truancy to the Deputy Principal</li> <li>• Students will obtain a detention to make up the missed lesson time where they will complete assigned work.</li> <li>• Attendance officer refers to administration.</li> <li>• Students absent without permission from a lesson or continually late to class without an appropriate reason will be referred to the HOD (through the attendance officer / purple slip). Assembly and Studies – Year co-ordinator.</li> <li>• Further truancy will be monitored by the classroom teacher and HOD and may be referred to administration for further action.</li> <li>• Referral to administration (and attendance officer to record on system)</li> </ul> <p>Continued truancy will be dealt with by Administration and may attract <b>suspensions</b> and possible <b>Community Service Intervention/ Discipline Improvement Plan/Exclusion/ Cancellation of enrolment for year 11 and 12 students, and referral to the School Based Police Officer [QPS]</b> .</p>
<p><b>Movement between classes</b></p>	<ul style="list-style-type: none"> <li>• Students should move to class as quickly as possible after the bell rings for the end of the previous class or for the end of lunch or breaks.</li> <li>• Failure to do so may attract the same consequences as for <b>inappropriate classroom behaviour</b>.</li> </ul>
<p><b>Inappropriate / incorrect Uniform</b></p>	<ul style="list-style-type: none"> <li>• Students not wearing the correct uniform for one day as per the <b>Uniform Code</b> should bring a note to their Roll Mark Teacher. The Roll Mark teacher will issue a blue Uniform Pass for the day.</li> <li>• Students not bringing a note should be given a Uniform Pass written on to indicate they have been referred to the Year level Co-ordinator. The first referral will attract a warning.</li> <li>• The third referral will attract a detention.</li> <li>• After 9 referrals (3 detentions) in total the student is referred to the Deputy Principal who will ensure parent consultation and negotiation.</li> <li>• 3 detentions or not attending a detention could lead to a <b>Suspension</b> for not following school policy</li> </ul>
<p><b>Bullying/Harassment (including sexual harassment)</b></p>	<ul style="list-style-type: none"> <li>• Minor: As per inappropriate classroom behaviour,.</li> <li>• Major: As per <b>'Hands Off' Policy / Fighting</b> may include referral to Principal, Guidance Officer or Deputy Principal for appropriate further reporting. This includes bullying using computer, mobile phone or electronic devices.</li> <li>• It may also warrant a referral to the School Based Police [QPS] for further investigation.</li> </ul>
<p><b>Smoking</b> It is illegal to smoke on any government grounds.</p>	<ul style="list-style-type: none"> <li>• Students caught smoking by staff or via security cameras, or with cigarettes, matches or lighters will be referred to the relevant Deputy Principal and/ or Principal and will have all materials confiscated. Students could be suspended for 1-10 days as well as being referred to the school Health Nurse and Community based organisation for a quit smoking program.</li> <li>• Students suspected of smoking are to be referred to the relevant Year Level Co-ordinator and may be referred to the school Health Nurse.</li> <li>• Continued inappropriate behaviour may lead to further <b>Suspensions, 11-20 Day programs</b> and / or <b>Community Service Intervention/ Discipline Improvement Plan/ Exclusion</b></li> </ul>

<b>Graffiti / Vandalism</b> Including intent to do so.	<ul style="list-style-type: none"> <li>All students to be referred to the Deputy Principals or Principal</li> <li>Minor: Repair damage and pay for materials and costs associated with any damage.</li> <li>Major: <b>11-20 day Suspension</b> in extreme cases; invoiced for costs &amp; repair/<b>Community Service Intervention/ Discipline Improvement Plan/Exclusion</b></li> </ul>
<b>Not complying with the 'Hands Off' Policy: Showing affection</b>	<ul style="list-style-type: none"> <li>While we encourage students to develop positive relationships with other students, the school grounds and school functions are not appropriate areas in which to engage in romantic physical affection.</li> <li>Students engaging in inappropriate actions will be referred to their Year level Co-ordinator and to the Guidance officer. Parents will be notified.</li> <li>Persistent inappropriate actions may result in detentions and referral to Administration for further action.</li> </ul>
<b>Not complying with the 'Hands Off' Policy: Fighting</b>	<ul style="list-style-type: none"> <li>All students to be referred to the Deputy Principals or Principal</li> <li>Minor: <b>1-10 day Suspension</b> for students provoking or initiating fights. All students to have lunch hour in-house suspension for one week and may be required to complete litter duty.</li> <li>Major or repeated offences: Referral to Guidance Officer / <b>11-20 day Suspension/ Community Service Intervention/ Discipline Improvement Plan/Exclusion</b> Recommendation to injured parties to notify the police in specific cases.</li> </ul>
<b>Insolence</b>	<p>Low level Classroom or Playground insolence:</p> <ul style="list-style-type: none"> <li>The first instance may be referred automatically to the HOD/Year level Co-ordinator for parent contact and a detention.</li> <li>A second referral may be referred to the HOD/Year level Co-ordinator for parent contact and a detention.</li> <li>A third referral may be referred to the Deputy Principal for that year level for a <b>1-10 day Suspension</b>.</li> <li>Further insolence may attract escalating consequences leading longer <b>11-20 day Suspension/ Community Service Intervention/ Discipline Improvement Plan/Exclusion</b></li> </ul>
<b>Swearing with intent or Threatening school staff</b>	<p>Swearing at or Threatening Staff:</p> <ul style="list-style-type: none"> <li>All circumstances should be directed to the Deputy Principal for that year level with a consequence of a <b>1-10 day Suspension</b>.</li> <li>Severe situations and / or further referrals may result in <b>11-20 day Suspensions/ Community Service Intervention/ Discipline Improvement Plan/Exclusion</b>.</li> </ul>
<b>Stealing</b>	<ul style="list-style-type: none"> <li>Students caught stealing by staff or via security cameras, or with items that belong to others or the school the student will be referred to the relevant Deputy Principal and/ or Principal and will have all materials confiscated. Students could be <b>Suspended for up to 20 days</b> or recommended for <b>Community Service Intervention/ Discipline Improvement Plan/Exclusion</b></li> <li>Student could be referred to the school based Police Officer or the QPS.</li> <li>The school will not be responsible for student items that are stolen</li> </ul>
<b>Illegal Drugs /Alcohol</b>	<ul style="list-style-type: none"> <li>All students to be referred to the Deputy Principals or Principal</li> <li>Students found with illegal drugs or alcohol may be <b>Suspended for up to 20 days</b> or recommended for <b>Community Service Intervention/ Discipline Improvement Plan/Exclusion</b> Student could be referred to the school based Police Officer or the QPS.</li> </ul>
<b>Possession of a knife or item that is deemed a potential weapon</b>	<ul style="list-style-type: none"> <li>All students to be referred to the Deputy Principals or Principal</li> <li>Students found in possession with a knife or item deemed to be a weapon may be <b>Suspended for up to 20 days</b> or recommended for <b>Community Service Intervention/ Discipline Improvement Plan/Exclusion</b></li> <li>Student could be referred to the school based Police Officer or the QPS.</li> </ul>
<b>Recording voice, degrading words and Images on personal devices</b>	<ul style="list-style-type: none"> <li>Students involved in recording, disseminating material (through text messaging, display, internet uploading, knowingly being a subject of a recording.</li> <li>If students are in breach of this policy they may be subject to discipline which may result in <b>11-20 day Suspensions/ Community Service Intervention/ Discipline Improvement Plan/Exclusion</b>.</li> <li>The school may refer the matter to the Queensland Police Service if students have recorded or disseminated images that are deemed indecent (Refer to Appendix 1)</li> </ul>
<b>Assumption of cheating</b>	<ul style="list-style-type: none"> <li>Students involved in recording or making a copy and disseminating material which is used by student(s) during exams or for assessments will be assumed to be cheating.</li> <li>Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments</li> <li>All students to be referred to the HOD or HOSES for investigation</li> <li>HOD or HOSES to report cheating to Deputy Principal or Principal</li> <li>Major: <b>Suspended for up to 20 days</b> or recommended for <b>Community Service Intervention/ Discipline Improvement Plan/Exclusion</b> may result for assumption of cheating.</li> </ul>

### 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 Sunnybank 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 in how to respond appropriately 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.

## **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**

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).
5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

## Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at

<http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

## 7. Network of student support

Students at Sunnybank State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Head of Department
- Head of Special Education Services
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain/Student welfare worker
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

## **8. Consideration of individual circumstances**

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

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

## **9. Related legislation**

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

## **10. Related policies and procedures**

- [Statement of expectations for a disciplined school environment policy](#)
- [Safe, Supportive and Disciplined School Environment](#)

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

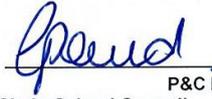
#### 11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses



**Endorsement**

Principal



P&C President or  
Chair, School Council

Effective Date: 1 January 2018 – 31 December 2020

## Appendix 1

### **The use of personal technology devices at school**

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Devices include, but are not limited to, games devices such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices, speakers (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® .

### **Certain personal technology devices banned from school**

Students must not bring personal technology devices like cameras, speakers including portable speaker devices (whether or not integrated with a mobile phone or MP3 player), digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Continued breaches of this prohibition may result in disciplinary action.

### **Confiscation**

Permitted personal technology devices, for example mobile phones, headphones and laptops, used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

Students who have a personal technology device confiscated more than once: parent contact will be made and the Deputy Principal implements a consequence. If behaviours continue Principal may increase the severity of consequence if deemed necessary.

### **Personal technology device etiquette**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies and classes.

### **Recording voice and images**

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

We uphold the value of trust and the right to privacy at Sunnybank State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside

the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matters capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

### **Text communication**

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

### **Assumption of cheating**

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

### **Recording private conversations and the *Invasion of Privacy Act 1971***

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

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

**Special circumstances arrangement**

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

## Appendix 2

### **School policy for preventing and responding to incidents of bullying (including cyberbullying)**

#### **Purpose**

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

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

There is no place for bullying in Sunnybank State High School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

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

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

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

#### **Rationale**

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

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

### **Prevention**

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

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school expectations of Respect, Responsibility and Readiness which have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The PBL lessons, Junior Secondary HPE curriculum and master classes as well as staff member addresses on whole school or year level assemblies inform of the anti-bullying process. These processes also consist of lessons taught and made reference to by all teachers especially during roll mark classes to a schoolwide schedule of instruction. At all times simultaneous instruction during roll mark classes and assemblies is our goal, in order to maintain consistency of skill acquisition across the school.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Sunnybank State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

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

## Appendix 3

### Appropriate use of social media

Sunnybank 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.

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

No student of Sunnybank 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) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Sunnybank State High School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Sunnybank State High School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Sunnybank 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 Sunnybank 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 and allow the teacher to record and deal with the online concern.

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

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

### **Laws and consequences of inappropriate online behaviour and cyberbullying**

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

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

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

**Appendix 4** Sunnybank State High School Behaviour Referral Form

Student Details		
Student Name:	Date of Birth:	Yr Level:
Parent and Caregivers Details		HOD and Year Co Intervention
Has this referral been discussed with Parent/guardian prior to submission?:		Has this referral been discussed with a HOD and/or YrCo prior to submission?:
When was the last time you spoke with the parent, date?:		
School Details		
Class teacher(s):		Subject(s) taught to student:
Behaviour Concerns:		
Please select from the three lists the order of priority to best describe the student's challenging behaviours:		
Most Dominant Behaviour	Dominant Behaviour	Less Dominant Behaviour
Describe the behaviour which have prompted this referral: (eg. specific behaviours, settings, frequency):		
What are the students strengths and abilities in your lesson?:		
Intervention History		
What is your behavioural expectations/goal for this student?		
What have you tried to date to change the situation in which the problem behavior(s) occurred?		
<input type="checkbox"/> clear expectations 3R's [ESCM] <input type="checkbox"/> reinforce the ASOT routines and procedures <input type="checkbox"/> Modified assignments to match the students skills <input type="checkbox"/> Changed seating arrangements	<input type="checkbox"/> Provided extra assistance <input type="checkbox"/> Changed schedule of activities <input type="checkbox"/> Arrange tutoring/homework club Other:	
What have you tried to date to teach the expected behaviours?		
<input type="checkbox"/> Reminders about expected behaviours when problem behavior is most likely <input type="checkbox"/> Reward program for expected behaviours <input type="checkbox"/> Systematic feedback about behaviours <input type="checkbox"/> Self-Management Program	<input type="checkbox"/> Changing seating arrangements <input type="checkbox"/> Oral agreement with student <input type="checkbox"/> Individual written contract with the student <input type="checkbox"/> Practiced the expected behaviours in class <input type="checkbox"/> Contract with student and parent [BEP] Other:	
What are the consequences have you tried to date from the problem behaviours(s)?		
<input type="checkbox"/> Loss of privileges <input type="checkbox"/> Time out <input type="checkbox"/> Reprimand <input type="checkbox"/> Individual meeting with students	<input type="checkbox"/> Note or phone call to the students parents <input type="checkbox"/> Detention <input type="checkbox"/> Meeting with the student's parents <input type="checkbox"/> Office discipline referral Other?	

**Appendix 5**

**Incident Report – suggested questions**

Name: ..... 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?		
Where was 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 <b>immediately</b> before the incident? Describe the activity, task, 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

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; and/or
- address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- 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 your 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?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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

### **Hands Off Policy**

#### **Premise:**

Sunnybank State High School is a 'hands-off' school. No student is to touch another student in a manner determined as inappropriate by staff. This document is a statement of what that means.

#### **Detail:**

Students must not touch other students at any time, including (but not limited to):

1. contact of a sexual nature
2. any form of physical violence toward another student
3. shows of affection (e.g. holding hands, tickling, hugging, arms around shoulders)
4. play or mock fighting (e.g. wrestling, punching, grabbing, pushing)
5. contact that is meant to tease or bully
6. physical proximity meant to intimidate

NB: It is understood that physical contact with another student may be incidental and unintended, or indeed be a part of a curriculum activity (e.g. sport). It is also understood that physical contact with another student may be warranted e.g. in the prevention of violence or injury.

Students who are observed inappropriately touching another student will be instructed to stop, and if necessary, referred to the Deputy Principal for action in accordance with our Behaviour Management Policy.

Likewise, school staff are expected to follow the guidelines of the Department's Code of Conduct and Student Protection policies regarding physical contact with students. Copies of these policies are available from the administration.