



Mount Larcom State School & Secondary Department



The Code of
**School
Behaviour**

Better Behaviour
Better Learning

2017- 2020

Responsible Behaviour Plan for Students based on *The Code of School Behaviour*

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Mount Larcom State School & Secondary Department

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

1. Purpose

Mt Larcom State School & Secondary Department is committed to providing a safe, respectful and disciplined learning environment for students, staff and visitors. Students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

Mt Larcom State School & Secondary Department developed this plan in collaboration with our school community. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in Term 1, 2017, and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

All areas within Mt Larcom State School & Secondary Department 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 Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours - shared expectations for student behaviour are plain to everyone. The following beliefs and expectations support a positive and

productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings.

The Code of School Behaviour is based on the following assumptions:

We believe that to ensure effective learning it is essential to develop a safe, supportive and disciplined environment that respects the following rights:

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

All members of our school community are expected to:

- recognise and uphold the significance of appropriate and meaningful relationships between all members of our school community and model these for others
- Conduct themselves in a lawful, ethical, safe, responsible and courteous manner that recognises and respects the rights of others
- Respect the process of natural justice.

Students are expected to:

- Participate actively in the school's education program including work at school, off site and at home.
- Take responsibility for their own behaviour, learning and displaying good manners
- Demonstrate respect for themselves, other members of the school community and the environment
- Behave in a manner that respects the rights of others, including the right to learn
- Co-operate with staff and others in authority ensuring proper workplace health and safety principles
- Wear the school uniform with pride
- Develop their leadership skills.

Parents/ carers are expected to:

- Show an active interest in their child's schooling and progress
- Co-operate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, well-being and behaviour
- Contribute positively to behaviour support plans that concern their child.

Staff members are expected to:

- Maintain high standards of ethical behaviour as in Education Queensland's Code of Conduct
- Show an active interest in each student's schooling and progress
- Be courteous and show good manners to all members of the school community
- Work at developing a safe and respectful learning environment for all students by consciously modelling high standards of respectful, responsible and safe behaviour and explicitly teaching these expectations

- Initiate and maintain constructive communication and relationships with students, their parents and each other regarding the student's learning, well-being and behaviour
- Contribute positively to behaviour support plans that concern their students
- Model assertive behaviour management strategies and reduce aggressive behaviours
- Ensure appropriate consequences are given in response to inappropriate behaviour
- Provide learning experiences within the school's curriculum that promote positive learning and innovative and creative practice
- Provide opportunities for students to explore their gifts and talents.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- **Be safe.**
- **Be responsible.**
- **Be respectful.**
- **Be honest**
- **Be successful.**

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

Code of Conduct

Students are expected to be responsible for their own behaviours by following Mt Larcom School's Code of Conduct listed below:

1. Be courteous and considerate towards others.
2. Respect the rights and feelings of others.
3. Respect my own property and that belonging to others.
4. Care for and respect my school environment.
5. Give of my best at all times and as a result enhance the good reputation of my school and myself.

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Mt Larcom State School and Secondary Department we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students. This is designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our five school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

	AT ALL TIMES	CLASSROOM	PLAY AREAS	USING COMPUTERS	UNDER BUILDINGS	STAIRS	VERANDAHS	TOILETS	BUS LINES
BE SAFE	<ul style="list-style-type: none"> ▪ Keep hands, feet and objects to yourself ▪ Think before you act ▪ Remind each other to be safe 	<ul style="list-style-type: none"> ▪ Walk ▪ Enter and exit room in an orderly manner ▪ Use equipment as directed ▪ Sit safely ▪ Leave your bag outside ▪ Share equipment safely ▪ If you use it, put it away ▪ Always three points of contact when sitting on chairs 	<ul style="list-style-type: none"> ▪ Play what you're allowed to ▪ Play by the rules ▪ Wear shoes and socks at all times ▪ Be sun safe; wear a broad brimmed or bucket hat ▪ Use equipment as directed 	<ul style="list-style-type: none"> ▪ Sit safely ▪ Be cyber safe ▪ Leave all connections alone ▪ Only touch what you're told to ▪ Only use a USB with permission ▪ Protect your logon details ▪ Leave food and drink outside ▪ Report all faults ▪ Leave your bag outside 	<ul style="list-style-type: none"> ▪ Walk ▪ Sit to eat ▪ Put all rubbish in the bin ▪ Sit where you are supposed to ▪ Play what you're allowed to 	<ul style="list-style-type: none"> ▪ Rails are for hands ▪ Walk one step at a time ▪ Carry items ▪ Stay to the left and keep walking 	<ul style="list-style-type: none"> ▪ Walk ▪ Line up and wait for your teacher ▪ Keep to the left ▪ Bags in racks ▪ Only touch your bag and contents 	<ul style="list-style-type: none"> ▪ Report problems to the office ▪ Walk ▪ Wash hands ▪ Use the toilet then leave ▪ Secondary – collect a toilet pass 	<ul style="list-style-type: none"> ▪ Line up under the primary building ▪ Keep your belongings with you ▪ Wait until you are told to move ▪ Walk ▪ Use the small gate ▪ Check for everyone
BE RESPONSIBLE	<ul style="list-style-type: none"> ▪ Always tell the truth ▪ Be on time ▪ Be in the right place at the right time ▪ Follow instructions promptly ▪ Be tidy at all times ▪ Care for property 	<ul style="list-style-type: none"> ▪ Be prepared ▪ Complete set tasks ▪ Ask permission to leave the room. ▪ Take an active role in classroom activities ▪ Do your best 	<ul style="list-style-type: none"> ▪ Put your hat on before you leave under the building ▪ Return equipment to appropriate place when activity time finishes 	<ul style="list-style-type: none"> ▪ Remember your own password and logon. 	<p>Follow school rules and times for under buildings</p>	<ul style="list-style-type: none"> ▪ Move peacefully in single file 	<p>Only touch your bag and contents</p>	<p>Use toilets then leave</p>	<ul style="list-style-type: none"> ▪ Line up and wait quietly in bus lines ▪ Leave school promptly

BE HONEST	<ul style="list-style-type: none"> ▪ Always tell the truth ▪ Be honest about attendance 	<ul style="list-style-type: none"> ▪ Do your own work ▪ Attempt all activities ▪ Don't cheat 	<ul style="list-style-type: none"> ▪ Play fairly ▪ Be in the right areas ▪ Follow school rules ▪ Leave phones turned off in bags 	<ul style="list-style-type: none"> ▪ Use only your own password ▪ Visit approved websites only 	Follow school rules and times for under buildings		Only touch your own school bag and its contents		<ul style="list-style-type: none"> ▪ Use own bike/scooter only
	AT ALL TIMES	CLASSROOM	PLAY AREAS	USING COMPUTERS	UNDER BUILDINGS	STAIRS	VERANDAHS	TOILETS	BUS LINES
BE RESPECTFUL	<ul style="list-style-type: none"> ▪ Respect others' personal space and property ▪ Treat others' as you wish to be treated ▪ Care for equipment ▪ Use polite language ▪ Wait your turn ▪ Follow instructions from all members of staff ▪ Be friendly 	<ul style="list-style-type: none"> ▪ Raise your hand to speak ▪ Respect others' right to learn ▪ Talk in turns ▪ Be a good listener ▪ Ask permission to leave the classroom ▪ Talk friendly to all school community members 	<ul style="list-style-type: none"> ▪ Play fairly – take turns, invite others to join in and follow rules ▪ Care for the environment ▪ Use respectful language ▪ Care for and then return play equipment 	<ul style="list-style-type: none"> ▪ Use your own headphones ▪ Use the mouse and keyboard gently ▪ Visit approved websites only 	<ul style="list-style-type: none"> ▪ Listen to instructions ▪ Respect other people whilst eating and playing. 	<ul style="list-style-type: none"> ▪ Keep to the left ▪ Be mindful of others' movements 	<ul style="list-style-type: none"> ▪ Wait for permission before entering the classroom ▪ Wait quietly ▪ Respect others' belongings 	<ul style="list-style-type: none"> ▪ Leave area clean for others ▪ Respect others' privacy 	<ul style="list-style-type: none"> ▪ Follow instructions from staff on duty ▪ Move quickly to bus lines once the bell rings. ▪ Wait your turn ▪ Keep your belongings nearby ▪ Use own bike/scooter only

BE SUCCESSFUL	<ul style="list-style-type: none"> ▪ Always try your best – to the best of your ability. ▪ Lead by example – be a good role model ▪ If you're not sure – ask. ▪ Listen 	<ul style="list-style-type: none"> ▪ Complete all assigned tasks to the best of your ability on time. ▪ Work is of a high quality – be <u>proud</u> ▪ Participate in routines, activities and discussions ▪ NED – Never give up; encourage others; Do your best. 	<ul style="list-style-type: none"> ▪ Play games fairly – follow the rules ▪ All participants enjoy the game ▪ Everyone can play and take turns 	<ul style="list-style-type: none"> ▪ Use computers to complete set tasks in set time. 	<ul style="list-style-type: none"> ▪ Put your rubbish in the bin 	<ul style="list-style-type: none"> ▪ Move sensibly and quietly 	<ul style="list-style-type: none"> ▪ Move sensibly and quietly 	<ul style="list-style-type: none"> ▪ Keep toilets clean and tidy ▪ Use the toilets during the lunch breaks and before and after school 	<ul style="list-style-type: none"> ▪ Make sure your bus leaves on time ▪ Check your bus line to ensure everyone is present.
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These expectations are communicated to students via a number of strategies, including:

- Behaviour - focussed lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on school parades and during active supervision by staff during classroom and non-classroom activities.

Mt Larcom School implements the following proactive and preventative processes and strategies to support student behaviour:

- Weekly communications in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Mt Larcom School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
 - The Use of Personal Technology Devices at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At Mt Larcom School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards. Teachers are required to make positive phone calls on a weekly basis to parents of selected students and positive contacts are recorded in Primary Staff mark books and Secondary Staff's Phone Call to Parents booklet.

Mt Larcom Champion Cards for Secondary Students (refer Appendix 8)

Staff members will hand Champion Cards out each day to Secondary School students they observe following school rules and contributing in a positive way in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When staff observe a student following the rules they can choose to give them a Champion Card. When students are given a Champion card they drop the card into the designated collection point at the school office.

Cards are tallied and displayed both for an individual count and for a team count – either Capricorn or Hinkler. Individual cards are counted and when a student reaches 100 cards in term 1, 100 cards in term 2, 150 cards in term 3 and 150 cards in term 4 as well as submitting **ALL** assessment to a minimum 'c' standard, on time and have not received three pink slips will be invited to attend the Rewards Day for that term. These certificates will be presented on weekly parades. The count for both team and individual students will start fresh at the beginning of each term. However, individual student tallies for each term will be added at the end of the year and the student with the highest count will receive a trophy.

Mt Larcom You Can Do It Awards for Primary (refer Appendix 8)

Staff members will hand out You Can Do It Cards each day to Primary School students they observe following school rules and contributing in a positive way in both the classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When staff observe a student following the rules they can choose to give them a You Can Do It Card, when students are given a You Can Do It card they drop the card into the designated collection point in their classroom. Their class teacher will tally each card and each time a student reaches a count of 10 and then increments of 20 they will receive a certificate on parade. At the end of each term children who have received the said amount and have not received three red slips will attend a rewards session. This process will continue for the year. A trophy will be given to the child with the highest score at the end of the year.

Students will receive a red slip for misdemeanours. Three red slips in a term will result in the student being banned from the end of term rewards session.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

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 them to think of how they might be able to act more safely, more respectfully, more responsibly, more honestly and more successfully. This encourages students to

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

TARGETED BEHAVIOUR SUPPORT

4.1 INTENSIVE BEHAVIOUR SUPPORT

Students requiring intensive intervention support will be provided with short term and long term strategies to assist with responsible decision making. Students who are unwilling to participate or co-operate will receive behaviour support and / or programs to respond to unacceptable behaviour and support continued learning.

An Individual Behaviour Support Plan will be determined through consultation with the specialist team (consisting of Guidance Officer, Behaviour Support Specialist, Support Teacher, Medical Personnel, Principal, Parents and Student). This program will include proactive strategies, reactive strategies and crisis management.

5. Consequences for unacceptable behaviour

Mt Larcom 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.

Minor and major behaviours (Refer to flow chart Appendix 9)

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

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

Minor behaviours are those that:

- 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
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that student is displaying,
 2. asks student to name expected school behaviour,
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.
- Repeated minor behaviour concerns may result in a pink slip for Junior Secondary and high school (**refer Appendix 8**) or red slip for Primary. From Administration, support includes a scaffolded process of in-class monitoring (Daily behaviour sheets, see Appendix 5) (**refer Appendix 7**)

Major behaviours are those that:

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

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

Major problem behaviours will be at the discretion of the Principal/Leadership Team and may result in the following consequences:

- Sent to Principal – parent/caregiver contacted. Removal to another room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, Time in office. Students will be returned to their classroom at Principal's discretion.
AND/OR
- Parent/caregiver contact, referral to Guidance Officer, extended detention periods, in-school withdrawal.
AND/OR
- Parental contact, involvement of external agencies (e.g. Police), referral to Intensive Behaviour Support Team, suspension.
- **Student Disciplinary Absences** are to be used after consideration has been given to all other responses.
- **The Principal will make a recommendation for Exclusion (expulsion) to the Executive Director Schools for any instances of:**
 - **Repeated failure to respond, even to repeated suspensions and/ or behaviour improvement conditions**
 - **Possession of illicit or illegal drugs**
 - **Threatening use of weapons**
 - **Immediate and serious threat to the safety of staff or students**
 - **Posting on the Internet of grossly inappropriate material concerning a staff member e.g. threats, abuse, gross denigration, insinuations or privacy breaches**
 - **Or other very serious misbehaviour which threatens the good order and management of the school.**

Post-compulsory Students can have their enrolment **cancelled** for:

- Failure to actively participate satisfactorily in the program of instruction.

5.1 The following table outlines examples of major and minor problem behaviours:

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside Not wearing the uniform/ wearing it incorrectly 	<ul style="list-style-type: none"> Frequent and persistent breaches in uniform
	Other		<ul style="list-style-type: none"> Possession or selling of drugs and other illicit or banned substances
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time. 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty 	<ul style="list-style-type: none"> Major dishonesty
	Rubbish	<ul style="list-style-type: none"> Littering 	
	All Technical Devices: Mobile Phones IPads, MP3's, IPhones, cameras ,Game Consoles Ear Plugs	<ul style="list-style-type: none"> All technical devices must remain switched off in the student's bag whilst in the school grounds. <p>Devices will be taken by staff if seen and students will be required to go with staff member and sign the item in at the office. Parents/caregivers will be required to retrieve the technical device from the office. Students will not be allowed to collect the item unless a parent/ caregiver is with them.</p>	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation <p>All technical devices must remain switched off in the student's bag whilst in the school grounds.</p> <p>Devices will be taken by staff if seen and students will be required to go with the staff member and sign the item in at the office. Parents/caregivers will be required to retrieve the technical device from the office. Students will not be allowed to collect the item unless a parent/ caregiver is with them.</p>
Being Respectful	Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment Moving another students bag Going through another students bag and removing objects and food. 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / harassment 	<ul style="list-style-type: none"> Major bullying / harassment Major disruption to class Blatant disrespect Major defiance
Being Successful	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work Work of a low quality 	

	Use of substance		<ul style="list-style-type: none"> • Bring alcohol or drinking at school or school function • Smoking cigarettes • Bringing and/or using illegal substances
	Vandalism	<ul style="list-style-type: none"> • Graffiti of small amount 	<ul style="list-style-type: none"> • Intentional or malicious damage to property of the school
	Truancy	<ul style="list-style-type: none"> • Leaving the class 	<ul style="list-style-type: none"> • Leaving the school grounds during class time or break.

Issues of physical contact, language, property and bullying/ harassment are also considered and actioned through the Bullying Prevention Strategy (See Appendix 2)

RIGHTS AND RESPONSIBILITIES

5.2 RIGHTS AND RESPONSIBILITIES OF STUDENTS

<u>STUDENTS' RIGHTS</u>	<u>STUDENTS' RESPONSIBILITIES</u>
<i>You have a right to:</i>	<i>You have a responsibility to:</i>
Have appropriate rules and a Code of conduct	To know and obey school rules and the Code of Conduct at all times, taking responsibility for your actions and accepting consequences for your behaviour.
Be treated as a worthwhile individual at school.	Respect the individuality of others.
Have your actions and feelings considered and respected.	Not hurt anyone's feelings as a result of any of your actions.
Express yourself appropriately	Express yourself in an appropriate manner, tolerating other peoples' viewpoints.
A safe school.	Not risk the safety of others.
Be allowed to work to the best of your ability.	Allow others to work unhindered by raising your hand if you wish to speak: working quietly; and remaining in your seat unless otherwise advised.
Have your efforts at school recognised	Complete your class work, projects and assignments to the best of your ability by the due date. Recognise the efforts of others.
Feel accepted at school	Make others feel accepted by not teasing, bullying, or hurting their feelings.
Come to a school that is neat, tidy and has a pleasing environment.	Maintain a neat, tidy and pleasing environment by looking after the grounds and picking up litter.
Be well informed about school matters.	Take school newsletters and other messages home for your parents/caregivers.
Expect acceptable standards of dress, cleanliness, tidiness and hygiene from fellow members of the community	Be neat and tidy and to practice personal cleanliness and hygiene while at school.
School activities which provide you with the opportunity to lead a personally fulfilling life.	Come to school each day, on time. And bring the necessary materials to be able to do your work efficiently.
Learn in an environment free from harassment.	Be aware of your own behaviour so as not to harass others.
Be informed of the options available if being harassed.	Deal with the harassment by using the options available.

5.3 RIGHTS AND RESPONSIBILITIES OF STAFF

<u>STAFF RIGHTS</u>	<u>STAFF RESPONSIBILITIES</u>
<i>Teachers and staff have a right to:</i>	<i>Teachers and staff have a responsibility to:</i>
Be treated with honesty, respect and courtesy by children and adults.	Exhibit warmth, professionalism and confidentiality towards students and parents. Show loyalty to the school.
Engage in constructive debate on school matters, in the appropriate forums.	Contribute, while respecting differing opinions of others.
Teach the children in their class without disruption or disturbance.	Provide a supportive school environment where children can learn without disruption or disturbance.
Be happy and feel safe.	Ensure that his / her behaviour does not interfere with the rights of others physically and or emotionally.
Work in a healthy, pleasant environment.	Help to maintain a healthy, pleasant environment.
Have children promptly obey instructions within the classroom and school grounds.	Be supportive and adhere to the school's Code Of Behaviour.
Expect the support of parents and other staff.	Offer support to other staff and parent where able.
Have adequate resources and support to educate each individual child in the classroom.	To provide an effective educational environment with planned lessons which consider cultural, class and individual differences.
Work in an environment free from harassment.	Take positive action to prevent harassment, be aware of the options available if harassment occurs, and to assist in the education of students about harassment. Build positive relationships.

5.4 RIGHTS AND RESPONSIBILITIES OF PRINCIPAL

<u>PRINCIPAL'S RIGHTS</u>	<u>PRINCIPAL'S RESPONSIBILITIES</u>
<i>The Principal has a right to:</i>	<i>The Principal has a responsibility to:</i>
To receive respect and courtesy from all members of the school community.	To provide consistency and leadership in developing a supportive school environment. Show respect and courtesy where possible.
To have the full support of parents, staff and students.	To support staff, parents and students. To facilitate the smooth running of the school. To ensure that all members of the school community take responsibility for their various roles within the school.
To expect that school policies and procedures are adopted and implemented.	To ensure that all members of the school community have the opportunity to be aware of and involved in the development of school policies and procedures.
To have staff, parents and students keep the principal informed of any problems, difficulties or concerns.	To liaise between parents, staff and students.
To have final decisions accepted.	To be available to staff, parents and students at a mutually accepted time. To be consultative, and negotiate with staff and forums.
Work in an environment free from harassment.	To take positive action to prevent harassment. Monitor levels of harassment. Implement strategies to deal with staff and forums.
To expect that all persons exhibit appropriate behaviour within the school environment.	To deal appropriately with inappropriate behaviours.

5.5 RIGHTS AND RESPONSIBILITIES OF PARENTS

<u>PARENTS' RIGHTS</u>	<u>PARENTS' RESPONSIBILITIES</u>
<i>Parents have a right to:</i>	<i>Parents have a responsibilities to:</i>
To receive respect from the school community in their role as a parent.	To be supportive of the school, the teachers and administration.
To be kept informed of school activities.	To keep informed of school activities by regular reading of weekly newsletters and attending parent evenings. To be aware of communication channels and parent network.
To expect reasonable and consistent codes of behaviour from all students.	To support the school rules and codes of behaviour.
To be able to discuss problems and concerns with the appropriate member of school staff.	To be aware of correct protocol for expression of concerns. To be aware of the network for parents.
To have input in the formulation of school policy, planning and budgeting.	To be aware of the decision-making processes, provide input where possible and to respect the final decisions made.
Be involved in a school environment that is free from harassment.	To become familiar with the school Code of Behaviour. Support the school in ensuring that the school is free from harassment.
To expect an effective educational environment with planned lessons, which considers cultural, class and individual differences.	To ensure the child receives this by: <ul style="list-style-type: none"> • Regular attendance within an appropriate time. • Have adequate and appropriate learning materials. • Informing personnel of cultural, class and individual preferences.

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

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

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

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Mt Larcom 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. **Staff must not use physical intervention if they believe use of such intervention places them at risk of personal harm.**

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

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

- [Health and Safety incident record](#) (link) OnePortal
- OneSchool

7. Network of student support

Students at Mt Larcom School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- Local Police Officer
- School Based Youth Health Nurse
- Form\Champion teachers

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

8. Consideration of individual circumstances

CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

With regard to behaviour management, there are a number of processes at Mount Larcom School that aim to ensure that educational outcomes for the diverse needs of students are maximised. When supporting students with inappropriate behaviour, consideration is given to the particular situation and context, as well as the individual circumstances and actions of the student. Therefore, the following needs will be taken into account when deciding upon appropriate consequences for unacceptable behaviour.

- Students who have been diagnosed with a disability or medical condition.
- Students who are experiencing individual hardships.
- Students who are consistently being disciplined.
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state

Once these considerations have been taken into account, the following processes are available to assist in the management of behaviour.

- Implementation of an Discipline Improvement Plan (see Appendix 5)
- Implementation of Education Support Plan for children in the care of the state.

- Implementation of an Individual Education Plan for Students with disabilities.

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.

9. Related legislation

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

10. Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

11. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Endorsement

Principal

P&C President

Assistant Regional Director

Effective Date:

PERSONAL TECHNOLOGY DEVICES* POLICY

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

Rationale

Mt Larcom State School acknowledges the efficacy and reality of mobile phones as a 21st century technological tool and that technological skills are important to students' future life choices. They are also effective communication tools and provide, particularly for parents, peace of mind about the safety and security of their children, especially, for example, when normal routines of arriving to and leaving school may be varied.

Mt Larcom State School is committed to establishing and sustaining a safe and happy environment for students that best fosters quality learning and the social development of every child. Every student has a right to privacy, integrity, to feel safe and learn. Every teacher has a right to teach in a setting that is optimum to quality learning.

Mobile phones, MP3/iPod players and other technological devices can cause significant disruption to the learning and teaching rights of others. There is also a significant potential for theft and/ or damage to these items. This situation has led us to put in place firm rules and boundaries around the use of mobile phones, MP3 players and other recording devices such as cameras and video recorders.

Mobile Phone, MP3's, Ipad and other technological devices

The school reserves the right to ban mobile phones (and like apparatus) at special events. The school phone is available for emergency student use. Students are permitted to have devices at school and at school related activities if used in the following manner.

Once on the school grounds:

- Students must have the phone switched off and kept in bags at all times.
- Phones must be out of sight at all times
- Mobile phones are not permitted during any formal examinations. It is considered a serious misdemeanor to have a phone in the exam room.
- No liability will be accepted by the school in the event of loss, damage or theft.
- Students must display courtesy, consideration and respect for others when using a mobile phone.

Guide to approved use

Students may use their mobile phones for important calls to parents before or after school. **Calls using mobile phones are only to be made from the school office.**

Guide to inappropriate use

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 Mt Larcom State School and Secondary Department. 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/school 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 matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

Students involved in:

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

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

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 Queensland Police Services. Students receiving such text messages should ensure they keep the message as evidence and bring the matter to the attention of the Principal.

Assumption of cheating

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

Special Circumstances Arrangement

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

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

PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING (INCLUDING CYBER BULLYING)

Purpose

1. Mt Larcom State School and Secondary Department 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.
2. **There is no place for bullying in Mt Larcom State School and Secondary Department.** Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. **Bullying is different from conflict.** One-off incidents such as inappropriate comments, arguments and fights need to be dealt with in a school situation but do not necessarily constitute bullying as such. Bullying may have an element of threat, can continue over time and is often hidden from teachers and adults. ***Bullying is likely to continue until the victim, peers or adults take suitable action.***
4. Bullying behaviours that will not be tolerated at Mt Larcom State School and Secondary Department include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

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

Rationale

5. Research indicates that many problem behaviours are peer-maintained. 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 response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
6. The anti-bullying procedures at Mt Larcom State School and Secondary Department are an addition to our already research-validated school wide 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

7. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide positive behaviour support practices will be maintained at all times. This will ensure that:
 - Our school-wide behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing bullying behaviour
 - All students know the 5 school rules and 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.

8. Mt Larcom State School and Secondary Department uses behavioural data for decision-making. This data is entered into our database on a needs 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. The school uses Bullying An Effective Anti-bullying Program for Primary/Secondary Schools once a year.

PROACTIVE PROCEDURES IN DEVELOPING APPROPRIATE BEHAVIOUR

To create and enhance the supportive school environment which fosters and encourages positive behaviour, the school will:

- 1) Regularly promote and reinforce the school Code of Conduct to all student and parents, through:
 - Issue of the Code of Conduct to all families
 - Inclusion of the code in the Parent Information Booklet, to be issued to all families.
 - Restating the code and / or specific rules during form or class and other opportunities.
 - Displaying the Code of Conduct in classrooms.
- 2) Ensure continuity of the code and school rules throughout the school by:
 - Formulating classroom rules and consequences in negotiation with the students to ensure class ownership and support is established
 - Role playing positive behaviours and strategies eg. Assertiveness.
- 3) Reward positive behaviour by:
 - Presenting awards to student in class or on assembly for the display of appropriate specific behaviours. E.g. "Being helpful to fellow class members"
 - The teacher's use of effective praise in the classroom.
- 4) Foster a healthy school climate based upon mutual respect, trust and co-operation.
- 5) Ensure school staff models positive behaviours. Provide opportunities for mentors.
- 6) Ensure all students, staff and parents are aware of their rights and responsibilities.
- 7) Implement a system of protective behaviours, to teach students how to deal with such problems as:
 - * Bullying
 - * Teasing
 - * Fighting
 - * Dangerous Play
 - * Harassment
- 8) Promote the use of non discriminatory languages and practices within the school environment.
- 9) Foster a sense of humour in the classroom, teaching children about appropriate / inappropriate humour.
- 10) Use Positive Behaviour Charts to highlight / identify / deal with problems.
- 11) Reinforce school rules in positive format regularly eg signs or posters "Walk on the concrete", "Be careful on the steps"
- 12) Encourage the establishment of positive rewards which interest the students.
- 13) Encourage cumulative awards – eg class auctions.
- 14) Establish positive preventative measures, such as –
 - Non-verbal positive signs – thumbs up
 - Non-verbal reminders – point at the chair rather than calling out "sit"
 - Establish peer tutoring
- 15) Establish improved communications channels between class and home and use regularly eg
 - "Happygrams" – good news going home to parents
 - Positive phone calls.
- 16) Create cohesive classroom groups
 - encourage a co-operative "team effort"
 - endeavour to keep the environment 'warm' – everyone requires a sense of belonging to the group as a whole
 - Be active in class activities.

BUILDING A POSITIVE SUPPORTIVE ENVIRONMENT

Behaviour changes can be best accomplished in a non-threatening supportive environment. The first task of any school wishing to establish a discipline system based on behaviour modification is to establish such an environment.

An important aspect of effective classroom discipline is to develop a more positive focus by:

1. Concentrating on making positive comments for acceptable behaviour rather than waiting for misbehaviour – catch them being good!
2. Encouraging students by:
 - * noticing improvement, effort, contribution and persistence
 - * recognising their strength
 - * expressing confidence in them
 - * providing opportunities for them to be useful, helpful and successful.
3. Correcting the behaviour or work of the student and **NOT** the student as a person. It is important that the teacher contributes to students' respect and self-worth, through accepting them as students in the subject being taught.
4. Giving students "the time of day". Showing an interest in the students as people and not just as students in the subject being taught.
5. Providing an environment where students feel accepted, recognised, stimulated and successful.
6. Being prepared for, competent in and exhibit enthusiasm for the material being taught.
7. Listen effectively and make eye contact with students by:
 - * Accurately perceiving the feeling of the other person e.g. dejected, confused, sad, hopeless, and lonely.
 - * Making a response which conveys understanding of the other person and situation he/she is in.Ensuring that verbal statements and non-verbal messages are congruent.
8. Apply intervention techniques: tactically ignore, if appropriate; give clear, simple direction; restate rule – ask student to restate rule; ask "What should you be doing?"; redirect if argumentative – avoid getting off track – don't buy into arguments; give simple choice or options within the rule or consequences, eg "If you can't work here, you'll have to work over there"; Defer action until after class if appropriate; student can work away from others.

REACTIVE PROBLEM SOLVING PROCEDURES

In dealing with inappropriate behaviours, the school will consider these options:

- ✓ Give positive reinforcement for appropriate behaviours.
- ✓ Praise appropriate behaviours with awards and rewards.
- ✓ Change seating arrangement if necessary.
- ✓ Delay discussion about a conflict until there is time or after all players have “cooled down”.
- ✓ Have students acknowledge and then write / draw about their behaviour.
- ✓ Completion of work, litter patrol etc. by the student in their playtime after ensuring that the child has had adequate time to eat lunch and go to the toilet. Early advice of misbehaviour to parents is appropriate so that corrective measures are endorsed on the home front.
- ✓ Negotiate verbal and / or written contracts with students for improvement in behaviour.
- ✓ Formulate and / or revise behaviour plans or procedures.
- ✓ Provide a discussion forum for teachers and support staff.
- ✓ Provide teacher collegial support and stress relief for teachers:

Reminding each other that:

- Ownership is important – you cannot own another person's behaviour
- Never give up – hang in there longer than the student thinks you will.

Encouraging each other to:

- Set aside a quiet thinking time, for a student with problems. List – what do you do when this child is disruptive?
- Make a small practical plan that will enable your problem student to have a better day tomorrow “an ounce of prevention.....”

CONSEQUENCES OF UNACCEPTABLE BEHAVIOUR – GENERAL

Consequences of Actions

Students need to understand that misbehaviour will not be accepted and that there are clear consequences for their actions. The age of the student and intellectual impairments should be taken into consideration before a student receives a detention. Teachers should consult with the Responsible Behaviour Plan when dealing with a student. The severity/frequency of a student's misbehaviour can influence the consequences. The Principal will have the final say if any consequences are in dispute.

Teachers should use their professional judgement to deal with inappropriate behaviour in the most appropriate and logical way. Children should be told why their behaviour is unacceptable.

When choosing not to follow the school rules or to infringe upon the rights of others, one or some of the following consequences will apply:

- Apologise to the person/s affected by the unacceptable behaviour
- Discussing behaviour with teacher and other involved/affected
- Repeating movement or action correctly
- Discussing and practising an acceptable alternative to the behaviour
- Being excluded from an activity
- Cleaning the mess made or repairing damage
- Paying for the damage in the form of community service and/or financial compensation
- Being isolated or allowed only in restricted areas.
- Losing privileges
- Receiving detention
- Completing assignment related to the incident
- Completing unfinished work in own time
- Being reported to the Principal

Wherever possible all people involved in or affected by an incident and the offender will be involved in discussions regarding the most appropriate consequences.

Teachers should keep a record of inappropriate student behaviour in teacher/student diaries on Pink Slips and record on One School.

There should be a focus in each classroom on teaching **responsibility** and **responsible decision making**. This can be done through class discussions, group activities and supplying students with choices. Such an approach avoids situations where students feel that they are 'backed into a corner' where aggressive rather than sensible behaviour can result.



DAILY BEHAVIOUR SHEET

Name:	Commencement date:
Class:	Behaviour Plan duration:
Today's date:	

You have been placed on the behaviour card because of repeated misbehaviour and/or a serious lack of concern on your part regarding your school work. It is your job, while on this sheet, to improve your effort in these problem areas.

BEHAVIOUR

- G – Good
- S – Satisfactory
- P- Poor
- U - Unsatisfactory
- I - Improving

WRITTEN WORK/INDUSTRY

- G – Good
- S – At year level
- B – Below year level
- U- Unsatisfactory
- I - Improving

GOALS

- 1.

- 2.

- 3.

PERIOD	BEHAVIOUR	WRITTEN WORK/INDUSTRY	EQUIPMENT	TEACHER SIGNATURE	COMMUNICATION TO HOME
1					
2					
3					
4					

PRINCIPAL'S SIGNATURE/COMMENTS:

.....

Parent/Caregiver's signature/comments:

.....



DISCIPLINE IMPROVEMENT PLAN FOR

Student problem behaviour/incident

It has been decided to impose a *Discipline Improvement Plan* commencing on at Mt Larcom SS. It has been drawn up due to

School support

- Homeroom Teacher -
- School Guidance Officer -
- Principal -

Expected behaviour

I understand that students at this school are expected to show respect, be responsible, be safe, be honest and strive for success. The school motto is *we seek higher things*. I know that through my attitude, behaviour, attendance and work effort and positive involvement I can control my destiny. While at Mt Larcom SS I shall abide by the school's rules and expectations, including the **Responsible Behaviour Plan** and the **School Dress Code**. In addition, I undertake to follow the points listed below.

Consequences for non-compliance

Include clear consequences for non-compliance (it is inappropriate to include consequences which are formal processes, for example, suspension or exclusion as the behaviour of the student must meet one of the grounds and due process must be followed)

- Lunchtime detentions
- Principal detentions
- Internal withdrawal
- Suspension

Agreement

PARENT'S UNDERTAKINGS:

- We will provide the support necessary to assist our son/daughter to change his/her behaviour.
- We will continue to keep in good communication with the school e.g. return phone calls, ring regarding issues.

SCHOOL'S UNDERTAKINGS:

We will continue to provide clear boundaries and expectations surrounding communication and interactions at school with staff and students. All staff will be aware of plans and how to interact with

I/We agree to Plan outlined above and understand that this plan will begin on and be reviewed on

Signatures:

Student

Principal

Parent/s

SUSPENSION POLICY

Suspension may result from any incident deemed by the Principal to warrant suspension. Students do not have to progress through detentions to be suspended. The Principal will be guided under most circumstances by the guidelines and consequences set out in the School's suspension descriptions. It is expected that all other responses are considered before a student is suspended.

Once students are suspended they forfeit the privilege of participating in the learning process at Mount Larcom State School and Secondary Department as well as any school functions being held during the time of the suspension. Students who are suspended have a number of support mechanisms available to assist them in developing more appropriate choices.

Before being re-admitted to the school the student will be required to undertake a restitution program in order that they may successfully re-enter their classes.

MOUNT LARCOM STATE SCHOOL AND SECONDARY DEPARTMENT SUSPENSION & EXCLUSION GUIDELINES

This document is not intended to be an all-inclusive document. From time to time extraordinary circumstances do arise. The Principal is the only person who will deal with suspendable offences and will make decisions according to the circumstances.

Suspendable Offences	Description	Consequences
Non Compliance	1. If a student completely and absolutely disrupts a class and / or refuses to allow the effective functioning of the school	<ul style="list-style-type: none"> • 1 – 2 day suspension • Arrange Guidance Officer interview
	2. If a student refuses to follow reasonable instructions from a teacher or the Principal and poses a threat or danger to themselves or others.	<ul style="list-style-type: none"> • 2 – 5 day suspension • Commitment from student to co-operate • Student co-operation monitored for 2 weeks
Assault	<p>Serious and intentional attacks which may cause injuries to other student / teachers / school workers or visitors.</p> <p>NB. Students who are repeatedly involved in fights or less serious assault can be suspended if counselling / agreed modification of behaviour is not adhered to.</p>	<ul style="list-style-type: none"> • Minor injury 1 – 5 day suspension • Serious injury 6 – 20 day (Grievous Bodily Harm) suspension or exclusion • Guidance Officer interview • Contact Police depending on individual case.
Verbal Abuse	1. Offensive language directed at any adult in school.	<ul style="list-style-type: none"> • 1 – 3 day suspension • Mediation between parties involved • Letter of apology
	2. Offensive language directed at other students.	<p><u>1st Offence</u></p> <ul style="list-style-type: none"> • Warning • Counselling about appropriate language • Loss of lunchtime privileges <p><u>2nd Offence</u></p> <ul style="list-style-type: none"> • 1 – 3 day suspension • Develop Program
Use of Substances	1. Bringing alcohol or drinking at school or school function.	<ul style="list-style-type: none"> • 1 – 5 day suspension • Participate in Alcohol Awareness Program • Guidance Officer counselling • Contact Police

	2. Having cigarettes at school or school function.	<p>1st Offence</p> <ul style="list-style-type: none"> • Warning • Counselling • 1 week detention • Parents contacted <p>2nd Offence</p> <ul style="list-style-type: none"> • 1 day suspension • Anti-smoking Program • Parents contacted
	3. Smoking cigarettes at school or school function.	<ul style="list-style-type: none"> • 1 day suspension • 1 week detention (research harmful effects of smoking) • Counselling • Contact parents. •
	4. Distributing / consuming non-prescription / prescription medication.	<ul style="list-style-type: none"> • 1 – 5 day suspension depending on circumstance • Counselling • Parents contacted
	5. Distributing/ selling / consuming illegal drugs at school or school functions.	<ul style="list-style-type: none"> • 6 – 20 day suspension • Parents advised • Police advised • Guidance counselling • Drug Awareness Program
Harassment	Intimidation based on race / gender, disability, socio-economic grounds, religious beliefs.	<p>1st Offence</p> <ul style="list-style-type: none"> • Warning of consequences • Referral to Principal • Contact parents • Monitor behaviour
Harassment by media	Through the use of mobile phones, internet, social network sites and via email.	<p>2nd Offence</p> <ul style="list-style-type: none"> • 1 – 5 day suspension / possible 6 -20 days depending on content and intent • Guidance Officer counselling
Improper / Indecent Behaviour	1. Exposure of private parts.	<p><i>NB Students from Prep to Year 3 will be treated differently to Year 4 -10 students.</i></p> <ul style="list-style-type: none"> • Parents advised • 6 -20 day suspension • Guidance Officer counselling
	2. Inappropriate touching of private parts (theirs and others)	<ul style="list-style-type: none"> • Age of student must be considered • Counselling about appropriate touching • Repeat offences can lead to suspension
	3. Simulated sexual intercourse.	<ul style="list-style-type: none"> • Counselling • Possible suspension • Parents contacted
	4. Sexual intercourse at school or school function	<ul style="list-style-type: none"> • Possible 6 – 20 Day suspension • Parent advised • Counselling with health nurse / Guidance officer
	5. Offensive hats / t-shirts / socks	<ul style="list-style-type: none"> • Student will be asked to remove and not return item to school. • Parents contacted if shirt has to be removed.
	6. Offensive material – print, poems, stories, drawings, cards, magazine, mobile phone images, digital camera images etc.	<ul style="list-style-type: none"> • Possibility of 1 – 5 day suspension depending of the nature of the material and intent. • Parents contacted.
Vandalism	Intentional or malicious damage to	<ul style="list-style-type: none"> • 1 – 5 day suspension

	property of the school community on a significant scale.	<ul style="list-style-type: none"> • Community Service • Guidance Officer counselling • Contact police
Truancy	1. Leaving the school grounds during class time or break time without parent and school permission.	<ul style="list-style-type: none"> • 1 day suspension • Make up class time missed
	2. Regular and repeated non-attendance at school without parental permission or adequate explanation.	<ul style="list-style-type: none"> • 1 – 5 day suspension • Make up classes during lunch breaks
Other lawful Behaviour	1. Breaking and entering school premises.	<ul style="list-style-type: none"> • 1 – 5 day suspension • Contact police / parents • Restitution
	2. Bringing dangerous implements / substances to school	<ul style="list-style-type: none"> • 1 – 5 day suspension depending of circumstances • Contact parents
	3. Possessing a weapon.	<ul style="list-style-type: none"> • Circumstances and age of student needs to be considered. • 6 – 20 day suspension • Contact parents • Contact police • Guidance counselling • <p><i>N.B. Proven intent can lead to cancellation or exclusion.</i></p>
Sexual harassment of student and staff.	Intentional or unintentional harassment of a sexual nature.	<p><u>1st Offence</u></p> <ul style="list-style-type: none"> • Warning • Referral to Guidance Officer – counselling • Letter to parents requesting interview • Behaviour monitored <p><u>2nd Offence</u></p> <ul style="list-style-type: none"> • 1 – 3 day suspension • Guidance Officer Interview before return to school. • Parental / student interview with Principal • Report to police <p><u>Further Offences</u></p> <p>If no change in behaviour is observed recommendation to exclude will be made.</p>

Additional Comments

- This is not an exhaustive list. There may be other serious offences which occur that may result in suspension or exclusion.
- Students with Special Needs will be considered under alternative guidelines.
- Repeat offences can lead to more severe penalties. The time between re-offending will be taken into consideration.
- The school will consider all cases on an individual basis and will give careful consideration to the punishment for each offence.
- Students who exhibit extreme behaviours will be referred.
- Alternative programs will be provided for students who receive 6 – 20 day suspensions.

Pink Slip Referral

Teacher: _____

Period: _____

Class/Lesson: _____


Student Name: _____


Please tick reason for referral:

- Student stopped learning
- Student left class without permission
- Student refused to participate
- Student is late to class consistently
- Student was continually off task
- Student swore at the teacher / adult
- Student swore at another student
- Student continually ignored reasonable request

Explanation of Incident: (S.O.A.P)

Signature: _____





Name: _____

Resilience


Attitude

Optimism

Respect

Staff Initials: _____

You Can Do It



Name: _____

Congratulations

Confident

Persistent

Resilient

Organised

Getting along

Teacher: _____

Date: _____

You Can Do It




Name: _____

- Respecting Others
- Playing safely
- Looking after our school environment
- Following school rules

Date: _____ Int: _____

You Can Do It



Name: _____

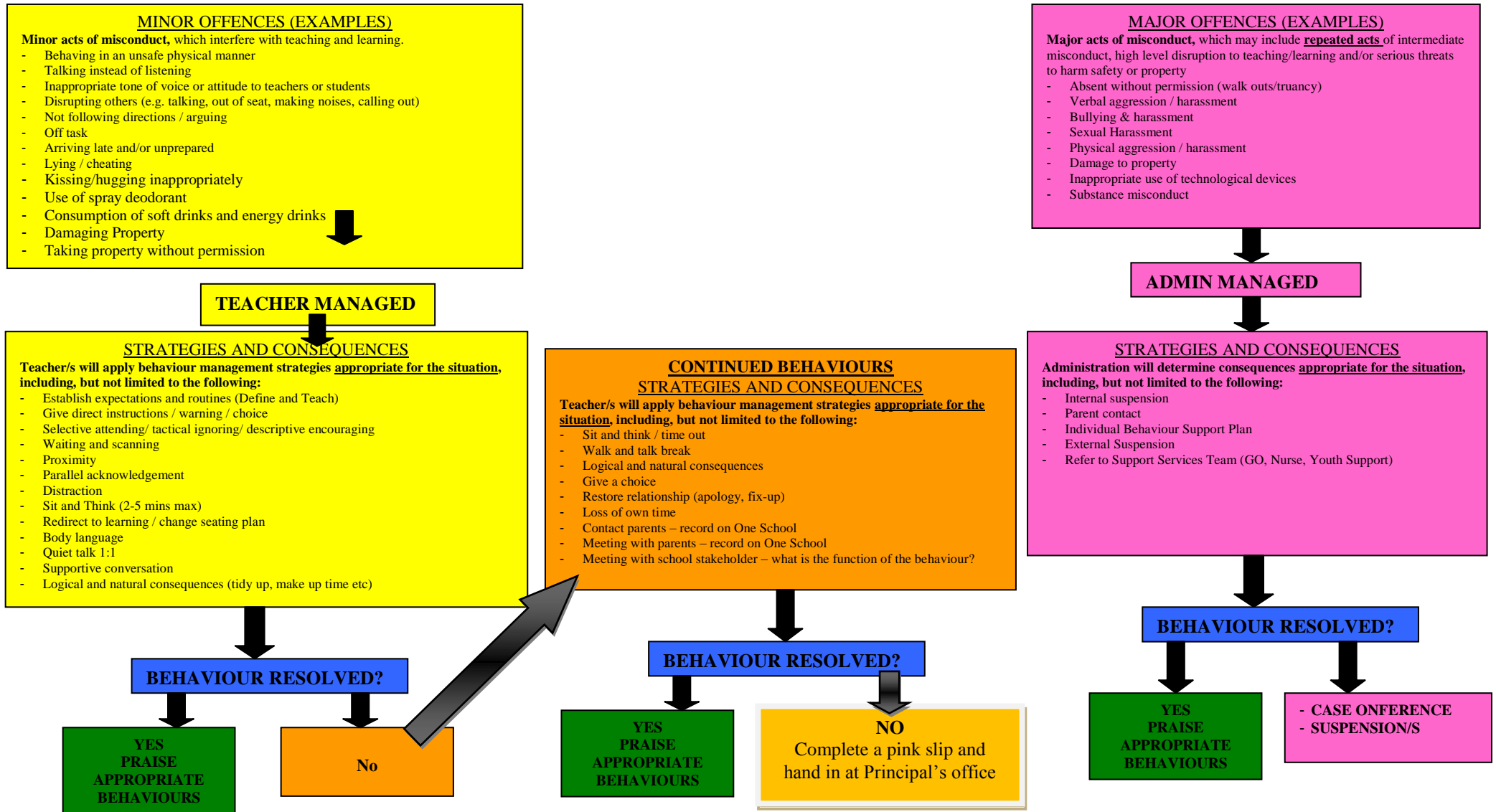
- Pushing
- Hitting and Kicking
- Swearing
- Not considering others
- Disobeying Teacher

Date: _____ Int: _____

DEFINE AND TEACH BEHAVIOUR EXPECTATIONS (MATRIX AND LESSONS)

MODEL, PRACTISE AND REINFORCE EXPECTATIONS (YOU CAN DO IT SLIPS, CHAMPION TICKETS, AWARDS, PRAISE)

OBSERVE BEHAVIOUR AND ACT



MT LARCOM JUNIOR SECONDARY

ACHIEVING HIGH BEHAVIOUR STANDARDS TOGETHER

We all have a shared responsibility to help the learning and wellbeing of each other. As a school community we need to act to prevent a small minority of students taking away the learning and wellbeing of the majority of students. To do this, we need to be reminded of our standards in a number of focus areas.

FOCUS AREA	BEHAVIOUR STANDARD	POSITIVE OUTCOMES	AREA OF CONCERN/CONSEQUENCE
STARTING LESSONS	<p>On the first bell:</p> <ul style="list-style-type: none"> Get a drink Go to the toilet All food and drink away Organise and be holding your equipment for the lesson For EVERY LESSON have your diary, pen and book Bags closed and in the designated area Be in uniform Hats into bags <p>On the second bell:</p> <ul style="list-style-type: none"> Wait outside your classroom. Be in 2 orderly lines ready to move into the room Move quickly and quietly into your designated seat. Commence set task 	<ul style="list-style-type: none"> Lessons commence quickly and peacefully Improved learning time Better learning results Students efforts acknowledged with Champion Cards <p>PROCEDURE WHEN LATE</p> <ul style="list-style-type: none"> Knock, enter and excuse yourself "Sorry I am late". Move to allocated seat without disrupting the class Teacher will ask you and discuss reasons for lateness at a convenient time 	<p>LATENESS</p> <ul style="list-style-type: none"> Produce a note for being late-from Principal, teacher or office. Less than 5 minutes (3 chances per term – teacher supervised detention) More than 5 minutes late (20 minute detention) More than 20 minutes late – Truant - record on One School - teacher supervised lunch detentions until class work for lesson is completed - refer to principal <p>REPEAT OFFENCES</p> <ul style="list-style-type: none"> Phone call home Teacher runs lunch time detentions Referred to the principal for further action <p>INAPPROPRIATE UNIFORM / FOOTWEAR</p> <ul style="list-style-type: none"> If not safe or offensive - Withdrawal from class until a uniform is supplied.
ENDING LESSONS	<p>At the end of the lesson:</p> <ul style="list-style-type: none"> Place all rubbish in the bin Remain in your seat When instructed stand and push your chair in Move quietly out of the room <p>REMEMBER – THE BELL IS THE SIGNAL TO THE TEACHER, NOT TO YOU)</p>	<ul style="list-style-type: none"> Lessons conclude in a safe and orderly manner Rooms and property are value Rooms ready for next lesson Students efforts acknowledged with Champion Cards 	<p>LEAVING CLASSROOM EARLY</p> <ul style="list-style-type: none"> Less the 10 minutes - give 20 minute lunch detention Greater than 10 minutes – Truancy - Record on Oneschool - Detentions until classwork is completed - Phone call home <p>REPEATED OFFENCES</p> <ul style="list-style-type: none"> Refer to principal
LEARNING IN CLASS	<ul style="list-style-type: none"> Be prepared with diary, correct books, pens and equipment Listen carefully to staff instructions Complete all required work / homework Do extra work if time permits Use any spare time productively Allo other students to learn in class Allow other classes nearby to learn 	<ul style="list-style-type: none"> Improved learning time Better learning results Students benefiting from working productively with others Students efforts acknowledged with Champion Cards 	<p>NOT COMPLETING SUFFICIENT WORK /HOMEWORK</p> <ul style="list-style-type: none"> Lunch detention <p>WORK COMPLETED AT A POOR STANDARD</p> <ul style="list-style-type: none"> Lunch detention <p>NOT PREPARED FOR CLASS</p> <ul style="list-style-type: none"> Lunch detention <p>REPEAT OFFENCES</p> <ul style="list-style-type: none"> Phone call home Refer to principal
BEHAVING WITH RESPECT	<ul style="list-style-type: none"> Speak with respect at all times Listen and respond politely when spoken to Respond politely and 	<ul style="list-style-type: none"> Have positive relationships with staff Have positive relationships with all other students 	<p>Offensive Language</p> <ul style="list-style-type: none"> Minor - 20 minute detention Major – refer to principal

	<p>promptly to requests</p> <ul style="list-style-type: none"> Keep out of the business of others. 		
BEHAVING RESPONSIBLY	<ul style="list-style-type: none"> Use your breaks to have a drink and to go to the toilet Maintain high standards of cleanliness in the school 	<ul style="list-style-type: none"> Improved learning time A better work environment Students efforts acknowledged with Champion Cards 	<p>Leaving class to go to the toilet</p> <ul style="list-style-type: none"> After 2 warnings offenders will have a lunch detention <p>Refusal to hand phone over in class</p> <ul style="list-style-type: none"> Phones are not to be turned on or out of bags on school grounds If you are seen with a phone you will be required to hand it to a staff member. Your phone will be held in the office until your parent/ guardian come to school, sign for and collect your phone. Refusal to hand over your phone is refusal to follow direction and will result in your being referred to the principal
STAYING SAFE	<ul style="list-style-type: none"> Stay in class for every period Do not throw objects remain in you allocated seat/area Avoid involving others in your own problems Encourage friends to resolve problems in a mature, peaceful manner and without an audience 	<ul style="list-style-type: none"> Develop the ability to deal with all types of people in a positive, helpful way Have better problem solving skills Create a school which is happy, peaceful and productive. Students efforts acknowledged with Champion Cards 	<p>Tuancy – Lunch time detention</p> <p>Repeated Tuancy – refer to Principal</p> <p>Throwing Objects</p> <ul style="list-style-type: none"> Minor – 20 minute detention Repeated – refer to principal

ALL ACTIONS HAVE CONSEQUENCES

At Mt Larcom we understand that all actions have consequences (both positive and negative).As a school community, we work together in peaceful, helpful and kind ways so that the consequences of our actions are positive ones.

There are many rewards for working together in such a way, including:

Feeling good about ourselves and others

- Enjoying our lives at school
- Being able to participate in great learning and many school activities
- Being acknowledged for our work with awards
- Being involved in leadership activities
- Being successful in our learning

Sadly, it happens that people sometimes forget their responsibilities to themselves and to others in our school community. We have to make sure we have good systems in place to prevent such things from negatively affecting our lives at school and our learning.

Some of the consequences for people making poor choices include:

- Warnings and actions (detention, phone calls home) by your teacher if you choose not to meet the behaviour standards
- Referral to the Principal if behaviours persist It must be clearly understood that there will be consequences for people who fail to meet the behaviour standards outlined in this document. We cannot accept behaviours which impact negatively on our schools learning environment. We each have a responsibility to be the best learners, citizens and leaders we can be. We must respect the wellbeing of others and the learning of others.



Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

Be Safe

Be Responsible

Be Respectful

Be Honest

Be Successful