Responsible Behaviour Plan

Capricornia School of Distance Education
“Be Different. Make a difference!”

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http://capricornia.eq.edu.au/wcms/
1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. The Capricornia School of Distance Education Responsible Behaviour Plan is underpinned by the Education Queensland Code of School Behaviour – Better Behaviour Better Learning.

Capricornia School of Distance Education 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.

Our school community consists of families that are geographically isolated, itinerant workers, travellers (within Australia and overseas) home based learners by choice, medical enrolments, and special approved students.

Taking into consideration the nature of distance education delivery the most significant behaviour management issue within our school relates to the management of student participation given that our measure of school attendance is based upon the regular return of work. This process is managed through the "Management of Student Inactivity Procedures" which have been developed and implemented.

However, as a school we must also have in place a Responsible Behaviour Plan which addresses behaviour expectations in relation to face to face interaction, and in an on-line environment including participation in scheduled telephone lessons and electronic communication.

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.

A number of issues have significant implications for our school in terms of the provision of a supportive school/home learning environment and managing behaviour. Responsible behaviour pertinent to Capricornia School of Distance Education has been developed in relation to three particular contexts for students:

- “e-Learning” code of behaviour for students
- “Field activities” – Inreach and Outreach Activities code of behaviour for students (Clusters and Mini-schools)
- Communication and the use of technology – Tele-teaching & Elluminate Lessons

It is considered that behaviour management in the home schoolroom context is the responsibility of the home teacher. It is the school’s responsibility to support the home teacher with professional development which might contribute towards effective behaviour management in that context.

2. Consultation and data review

Capricornia School of Distance Education developed this plan in collaboration with our school community. A review of school data relating to absenteeism, school disciplinary absences and behaviour incidents from 2009 to 2012 also informed the development process.

The Plan was endorsed by the Principal, P&C Association and the Assistant Regional Director in October 2013, and will be reviewed in 2016 as required in legislation.
3. Learning and behaviour statement

Capricornia School of Distance Education believes that students have both rights and responsibilities in regards to their learning and that of others.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Capricornia School of Distance Education to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

We have codified these rights and responsibilities in the following “e-Learning”, “Work Return” and “Field Activity” codes of behaviour.

<table>
<thead>
<tr>
<th>Code of Behaviour for Students: e-Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rights</strong></td>
</tr>
<tr>
<td>1. All students have a right to be heard, and to hear what others have to say.</td>
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<tr>
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<tr>
<td>2. All students have a right to equal “tele-teaching” time.</td>
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<td>3. All students have a right to a quality phone communication system.</td>
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<tr>
<td>4. All students have a right to a quality “tele-teaching lesson” provision.</td>
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<tr>
<td>5. All students have a right to appropriate language models.</td>
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<tr>
<td>6. All students have a right to courtesy and respect.</td>
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</table>

The rights identified need to be interpreted within the capabilities of our communications system.
### Code of Behaviour for Students: Work Return

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All students have a right to a quality education.</td>
<td>1.2 Students will access the learning materials provided to them and seek support from their teachers if required.</td>
</tr>
</tbody>
</table>
| 2. All students have a right to equal support and individual “teacher” time. | 2.1 Students will accept that their teachers provide support to all students and attempts to spread their time fairly.  
2.2 Students should reflect on the needs of all students and not monopolise the teachers time unnecessarily. |
| 3. All students have a right to manage their own learning. | 3.1 Students will be punctual with work return obligations.  
3.2 Students or Home Teachers will advise their teachers if exceptional circumstances have affected their work return schedule.  
3.3 Students or their Home Teacher will negotiate extensions or omissions to the work return schedule if there are exceptional circumstances. |
| 4. All students have a right to appropriate feedback about their learning. | 4.1 Students and Home Teachers will use appropriate methods to provide feedback to their teacher/s which is honest and reflective of the students learning. |

### Code of Behaviour for Students: Field Services

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| 1. All students have a right to work and play in a safe environment. | 1.1 Students will not bully or endanger others by word or action.  
1.2 Students will accept ultimate authority of the person in charge  
1.3 Students will listen, contribute and clearly accept the rules established with the person in charge at the commencement of field activities.  
1.4 Students will seek to be a positive role model to their peers. |
| 2. All students have a right to courtesy and respect. | 2.1 Students will demonstrate consideration and sensitivity towards others.  
2.2 Students will try to be tolerant of different learning styles. |
| 3. All students have a right to learn without disruption from others. | 3.1 Students will try to meet group expectations and limits so as not to impinge on each other’s rights.  
3.2 Students will accept responsibility for their own behaviour and not seek to blame others.  
3.3 Students will encourage peers in field activities and refrain from criticising other’s efforts. |
| 4. All students have a right to a range of field activities. | 4.1 Students will make an effort to participate in activities made available. |
| 5. All students have a right to expect cooperative effort. | 5.1 Students will share in preparing for activities and tidying up on completion.  
5.2 Students will demonstrate willingness to work as a member of a group. |

It is acknowledged that the learning process needs to be reinforced in relation to these rights and responsibilities as the students have limited opportunity for face to face contact.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

• Universal behaviour support

Positive and appropriate behaviour by students can be developed through a range of whole-school processes and strategies. All students receive high levels of positive reinforcement for demonstrating expected behaviours. Students are rewarded for their positive behaviour in several ways: certificates, rewards programs, end of year celebrations, verbal and/or written acknowledgement from teaching staff, Principal’s awards.

• Targeted behaviour support

For those students who need more focused attention, Capricornia SDE utilises a range of strategies that cater for their specific needs. Behaviour lessons may be conducted by class teachers, and a reduced or modified timetable and a graduated return to full-time schooling are considered effective options to facilitate acceptable standards of behaviour in students. Teaching staff will reinforce behaviour strategies with Home Teachers who support students with behaviour in the home school environment.

• Intensive behaviour support

Sustained problem behaviour requires a focused and individualised intervention by a range of staff, both within and outside of the school. Regional and District support is available, as are specialist services from non-government agencies. Teaching staff will reinforce behaviour strategies with Home Teachers who support students with behaviour in the home school environment.
# Universal Behaviour Support - eLearning

<table>
<thead>
<tr>
<th>Clarification of appropriate behaviour to students and parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching.</td>
</tr>
<tr>
<td>Praising/rewarding of appropriate behaviour.</td>
</tr>
<tr>
<td>Selective attendance to instances of inappropriate behaviour.</td>
</tr>
<tr>
<td>Promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop.</td>
</tr>
<tr>
<td>Foster mutual respect.</td>
</tr>
<tr>
<td>Encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.</td>
</tr>
</tbody>
</table>
Consequences for unacceptable behaviour – eLearning
Universal, Targeted and Intensive Behaviour Support

Universal Behaviour Support
- Remind class of appropriate behaviour.

Targeted Behaviour Support
- Remind individual of appropriate behaviour.
- Insist on appropriate behaviour from individual.
- Contact home teacher for support.
- Request home teacher present during “tele-teaching lesson”.

Intensive Behaviour Support
- Consult with Principal re further action
  - Parent interviews
  - Remedial strategies
  - SGO input
### Universal Behaviour Support - Work Returns

| Clarification of work returns schedule and requirements to students and parents. |
| Facilitate the development of personalised work return schedule and calendar to promote ownership of learning. |
| Praising/rewarding of appropriate behaviour. |
| Promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop. |
| Foster mutual respect. |
| Encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions. |
Consequences for unacceptable behaviour – Work Returns
Universal, Targeted and Intensive Behaviour Support

- Remind class of appropriate behaviour.
- Remind individual of appropriate behaviour.
- Insist on appropriate behaviour from individual.
- Contact home teacher for support.
- Request home teacher present during “tele-teaching” lesson.
- Consult with Principal re further action
  Parent interviews
  Remedial strategies
  SGO input

Universal Behaviour Support
Targeted Behaviour Support
Intensive Behaviour Support
### Universal Behaviour Support: Field Services (Minischools and Clusters)

| Clarification of appropriate behaviour to students and parents. | Facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching. | Praising/rewarding of appropriate behaviour. |
| Selective attendance to minor instances of inappropriate behaviour. | **Promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop.** |
| Foster mutual respect. | Encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions. |  |
Consequences for unacceptable behaviour - Field Services (Mini-schools, clusters)

Universal, Targeted and Intensive Behaviour Support

- **Universal Behaviour Support**
  - Remind class/group of appropriate behaviour.

- **Targeted Behaviour Support**
  - Remind individual of appropriate behaviour.
  - Insist on appropriate behaviour from individual.
  - Contact home teacher if present, for support.

- **Intensive Behaviour Support**
  - Exclude individual from group activity.
  - Consult with Principal re further action
  - Consult with Principal and home teacher to remove individual from field activity if behaviour remains consistently inappropriate.
Common Understandings in Field Activities

Responsibility for children at field activities is shared between families and the school.

Parents assume responsibility for children outside of school timetabled activities.

Every child must have an adult family member or other nominated adult as their guardian at field events. This guardian must be available at all times with the exception of those times when the student is attending a campus mini-school when normal school operational procedures apply.

Capricornia School of Distance Education and families work together to ensure the children receive maximum value from their field activities.

Education Queensland policies such as:

- Safe and healthy eating policies
- Anti-discrimination
- Workplace Health and Safety policies
- Universal behaviour support – Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Capricornia School of Distance Education strives to create positive, predictable environments for all students at all times of the day, whether this be at the school based in Rockhampton and Emerald, or during field events or within the home schooling environment. The disciplined 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.
Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

There is no place for bullying at the Capricornia School of Distance Education. 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.

Bullying behaviours that will not be tolerated at the Capricornia School of Distance Education 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.

At Capricornia School of Distance Education 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.

As the Capricornia School of Distance Education is highly technology based, a significant form of bullying discussed with students is cyber bullying. Young people have fully embraced the use of information and communication technologies to interact with their peers and classmates. They send emails, create their own websites, post personal news in blogs (online interactive diaries), send text messages and images via cell phone, message each other through IMs (instant messages), chat in chat-rooms, and post to discussion boards.

While most interactions are positive, there are increasing reports of these technologies being used to harass and intimidate others. This has become known as cyber bullying. Whether it’s cyber or face-to-face, bullying is not acceptable at Capricornia School of Distance Education.

The anti-bullying procedures at Capricornia School of Distance Education are in addition to our universal positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receive high levels of social acknowledgement for doing so but in addition to this there are discussions on bullying and how to prevent and respond to it.

The sending of text or IM 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 in their school environment must ensure they keep the message as evidence and bring the matter to the attention of school personnel.
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 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 are receiving high levels of positive reinforcement for demonstrating expected behaviours.

A high level of quality active supervision is a permanent staff routine during face-to-face interactions with our students. 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.
Targeted and Intensive Behaviour Support: Bullying/Cyber-bullying

- Remind class/group of appropriate behaviour.

  Universal Behaviour Support

- Remind individual of appropriate behaviour.

  Targeted Behaviour Support

- Insist on appropriate behaviour from individual.

- Contact home teacher if present, for support.

  Intensive Behaviour Support

- Exclude individual from group activity or the use of technology relevant to the incident temporarily.

  Consult with Principal re further action

- Consult with Principal and home teacher to remove individual from activity/technology if behaviour remains consistently inappropriate.
Procedures for preventing and responding to inappropriate use of communication and technology

The use of technology at Capricornia School of Distance Education is a significant part of the education for each student and is a privilege that must be respected by all.

The inappropriate use of technology is not acceptable.

All communication between staff and students using email, phone or other forms of communication must be relevant to school business and take into consideration appropriate professional boundaries.

Harassment or bullying via any mode of communication will not be tolerated.

Inappropriate language or content accessed or distributed via any mode of communication will not be tolerated.
Targeted and Intensive Behaviour Support: Inappropriate use of communication and technology

**Remind class/group of appropriate behaviour.**

**Remind individual of appropriate behaviour.**

**Insist on appropriate behaviour from individual.**

**Contact home teacher if present, for support.**

**Exclude individual from group activity or the use of technology relevant to the incident temporarily.**

**Consult with Principal re further action**

**Consult with Principal and home teacher to remove individual from activity/technology if behaviour remains consistently inappropriate.**

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Universal Behaviour Support

Targeted Behaviour Support

Intensive Behaviour Support
5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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 Capricornia School of Distance Education’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

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

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

- property destruction
- school disruption
- refusal to comply
- verbal threats.

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:
  - Record all details in OneSchool
  - incident report
  - Health and Safety incident record (link)
  - Debriefing report (for student and staff).
  - Record all Interventions, Contacts and Observation into OneSchool

### 6. Consequences for unacceptable behaviour

Capricornia School of Distance Education makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Behaviour incidents are recorded in OneSchool.

**Minor and major behaviours**

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

- Minor behaviour incidents are handled by staff members at the time it happens
- Major behaviour incidents are referred directly to the school Administration team

Minor problem 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 inappropriate 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 inappropriate 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 process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying
  2. asks student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:
• significantly violate the rights of others
• put others / self at risk of harm
• require the involvement of school Administration.

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student or directs the student to report to Administration or contacts the Administration for assistance. A report of the student’s behaviour is recorded in OneSchool. Possession of a knife or similar weapon will be confiscated and Queensland Police will be notified immediately.
6. Consequences for unacceptable behaviour

Consequences for Unacceptable Behaviour - Principal’s Action Flow Chart

Individual/Student Behaviour Plan
- Behaviour Management Plan implemented
- Early positive support sought from parents
- Student and parents made aware of unacceptable behaviour and consequences

Appropriate behaviour management strategies implemented

Imminent Action
- Student and parent made aware that suspension/exclusion/cancellation imminent and advised of procedures
- Determine extent of investigation process required and follow through on required actions (refer to Schedule 2).
  - Give student opportunity to state own case

Decision to Take Action
- Try other strategies → restart process

Suspension (1-5 days)
- Alternative education program agreed upon and arranged
- Notice of suspension (1-5 days)
  - forwarded to:
    - Student (Schedule 3.1)
    - Parent (Schedule 3.2)

Suspension (6-20 days)
- Alternative/continuing education program agreed upon/arranged
- Notice of Suspension (6-20 days), and Submission Guide*
  - forwarded to:
    - Student (Schedules 4.1 and 7)
    - Parent (Schedules 4.2 and 7)

Recommendation for Exclusion
- Re-entry options to new school discussed with student/parents

Cancellation of Enrolment
- Send letter to parents advising of continued non-compliance
- Notice of Cancellation of Enrolment, and Submission Guide*
  - forwarded to:
    - Student (Schedules 6.1 and 7)
    - Parent (Schedules 6.2 and 7)

Enter all appropriate data into SDA Central Data Collection System

Complete Record of SDA and file.
- If submission is made to principal’s supervisor, attach Record of SDA to completed investigation report and forward to District Office for decision

Complete Record of SDA and file.
- District Office to inform school regarding exclusion decision within 20 days

Complete Record of SDA; attach completed investigation report; post to District Office for decision
- If submission is made to principal’s supervisor, attach Record of SDA to completed investigation report and forward to District Office for decision

School to record principal’s supervisor’s decision regarding exclusion on SDA Central Data Collection System

*In the event of suspension (6-20 days), recommendation for exclusion or cancellation of enrolment, student or parent may send a submission appealing against the decision to the principal’s supervisor.
# Reasons for School Disciplinary Absences

The list of reasons depends on the type of school disciplinary absence chosen (1-5 day suspension; 6-20 day suspension; recommendation for exclusion; cancellation of enrolment).

## Possible reasons for Suspension (1-5 days or 6-20 days)

<table>
<thead>
<tr>
<th>Reason</th>
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<tbody>
<tr>
<td>Persistently disruptive behaviour adversely affecting others and/or refusing to obey legitimate requests from staff.</td>
</tr>
<tr>
<td>Refusal to participate in the program of instruction</td>
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<tr>
<td>Verbal or Non Verbal Misconduct</td>
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<tr>
<td>– Invoking Adults</td>
</tr>
<tr>
<td>– Invoking Students</td>
</tr>
<tr>
<td>Physical Misconduct</td>
</tr>
<tr>
<td>– Invoking Adults * Not Invoking an Object</td>
</tr>
<tr>
<td>* Invoking an Object</td>
</tr>
<tr>
<td>– Invoking Students * Not Invoking an Object</td>
</tr>
<tr>
<td>* Invoking an Object</td>
</tr>
<tr>
<td>Property Misconduct</td>
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<tr>
<td>– Invoking Own Property</td>
</tr>
<tr>
<td>– Invoking Other’s Property</td>
</tr>
<tr>
<td>Substance Misconduct</td>
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<tr>
<td>– Tobacco</td>
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<tr>
<td>– Other legal substances</td>
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<tr>
<td>– Illicit substance</td>
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<tr>
<td>Other Conduct prejudicial to the good order and management of the school (s28(c) of Act)</td>
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## Possible Reasons for Suspension with a Recommendation for Exclusion

As for Suspension except replace the last “Other Conduct” reason with the following:

<table>
<thead>
<tr>
<th>Reason</th>
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</thead>
<tbody>
<tr>
<td>Other Serious Conduct prejudicial to the good order and management of the school (s33(b) of Act)</td>
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## Reasons for Cancellation of Enrolment

<table>
<thead>
<tr>
<th>Reason</th>
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<tbody>
<tr>
<td>Refusal to participate in the program of instruction</td>
</tr>
</tbody>
</table>
7. Network of Student Support

School staff that support positive student behaviour:
- Principal
- Heads of Campus
- Special Needs Teacher
- Parent Liaison Officer
- Class Teachers
- Guidance Officer

Education Queensland staff that support school staff:
- Senior Guidance Officer
- AVT (Advisory Visiting Teacher)
- Behaviour Management Specialist

External agencies that help:
- Centrelink – Rural and Remote Strategy
- Remote Area Families Services
- Adopt-a-cop
- Indigenous Education Workers

All of the above personnel work with the parents/guardians to provide appropriate support for students.

8. Consideration of individual circumstances

All of our students learn in an isolated environment away from their peers. All learning is therefore tailored to their unique circumstances. Our responses to inappropriate behaviour therefore must be appropriate to their needs.

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 departmental procedures

- 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

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

Endorsement

________________________  ____________________________  ____________________________
Principal  P&C President or Principal’s Supervisor
Chair, School Council

Date effective:
from .................................................. to ..................................................
Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

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

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was 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?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.
## Who to Contact at our School

### Your Child’s Learning

**The Child’s Teachers**

- Share your problem or concern
- Unable to do work
- Requires extra work
- Concern about an area
- Behaviour problems
- You’re stressed
- Help with teaching skills
- Papers will be late
- Camp information
- Learning difficulties

### School Organisation

**Stage One**

- Contact person responsible for the area of concern. Responsibilities of school staff are attached.
- Discuss problem with person responsible
- Clarify what is or is not possible
- Negotiate solution within school and department guidelines

### Staff Responsibility

- **Principal** – (07) 49314800
  - Strategic planning and policy
  - Accountability for all areas
  - Staff Development
  - Curriculum Development projects
  - Advocacy of school needs
  - Representing Education Queensland
  - Model effective teaching practices

**Head of Campus – 4931 4812 Rockhampton /49879144 Emerald**

- Understudy Principal’s role
- Maintenance of school organisation – on air and field services
- Daily routine of the campus
- Model effective teaching practices
- Curriculum Development projects
- Advocacy of school needs

**Teachers** – Telephone List supplied

- Provide teaching support to Home Tutors
- Class/individual teaching
- Provision of curriculum materials

**Business Services Manager – 49314800**

- Management of support areas
- Supervision of support staff
- Financial administration
- Security of facilities
- Maintaining stock

**Administration Officer – 49314800**

- Changes to student addresses and other student/family information
- Far Out

**Mail Rooms**

- Emerald Campus – 4987 9131
- Rockhampton Campus – 4931 4801

- Mail collection
- Missing curriculum items

**School Technician – 4931 4832**

- Telephone issues/access to the school telebridge

**Student Services**

- Library/ access to digital materials
- STLD – Support teacher learning difficulties / concerns regarding your child’s academic progress after referral from the classroom teacher

**P.L.O. – 49314800**

- Enrolment information
- Morning Notices
- Parent Library
- Multiage Support
- On Air Home Tutor in-service
## Incident Report – Record into One School

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
<td>Time incident started</td>
</tr>
<tr>
<td>Where was the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who was working with the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Where were staff when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who was next to the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>What was the general atmosphere like at the time of the incident?</td>
<td></td>
</tr>
<tr>
<td>What was the student doing at the time of the incident?</td>
<td></td>
</tr>
<tr>
<td>What occurred immediately before the incident? Describe the activity, task, event.</td>
<td></td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
<td></td>
</tr>
<tr>
<td>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</td>
<td></td>
</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
<td></td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td></td>
</tr>
</tbody>
</table>