

Upper Coomera State College

Learning Pathways to the Future



Upper Coomera State College



Responsible Behaviour Plan for students

Based on the Code of School Behaviour

Revised: 2015



Excellence Accountability Responsibility
Productive Relationships Respect Enjoyment Safety

1. Purpose

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

To achieve our commitment to Better Behaviour and Better Learning, Upper Coomera State College understands its P – 12 responsibilities for the development of children with shared values, standards and relationships in relation to the School Code of Behaviour. Safety, respect and consistency are basic to the fundamental goal of excellence in teaching and high quality in learning.

2. Consultation and Data Review

Upper Coomera State College developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2009, largely as part of the Upper Coomera State College Triennial School Review. This included a comprehensive analysis of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009.

The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director in 2009, and was reviewed and updated in 2012 as required in legislation.

The Plan has been reviewed again in 2015 to include strategic changes and include our commitment to the Positive Behaviour for Learning process. This update reflects consultation from the College community, including parents, staff and students.

3. Learning and Behaviour Statement

All areas of Upper Coomera State College 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 College is committed to the Positive Behaviour for Learning process (PBL).

Our Responsible Behaviour Plan outlines systems and processes that promote positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are made clear, assisting Upper Coomera State College 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.

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. As part of our Positive Behaviour for Learning process, three core expectations are identified that support the range of teaching and learning contexts in our college.

- Be Safe
- Be Responsible
- Be Respectful

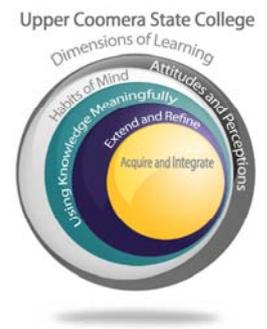
These expectations are visible across our College and are referenced regularly in communications with all stakeholders.



Dimensions of Learning (DoL)

Dimensions of Learning (DoL) is the College Teaching and Learning Framework that provides a structure within which PBL exists.

- Dimension 1: Attitudes and Perceptions
- Dimension 2: Acquire and Integrate Knowledge
- Dimension 3: Extend and Refine Knowledge
- Dimension 4: Using Knowledge Meaningfully
- Dimension 5: Habits of Mind



Together, PBL and the Dimensions of Learning Framework support students to flourish through the development of the following core values.

- Excellence
- Accountability
- Productive Relationships
- Responsibility
- Respect
- Safety
- Enjoyment

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

Positive Behaviour for Learning

Positive Behaviour for Learning is a system of school-wide processes designed to prevent and decrease problem behaviour and to increase and maintain positive behaviour. Instead of using a number of individual behavioural plans, we have adopted a common code of conduct (our matrix) that identifies the expectations of students for classroom and non-classroom settings.

These expectations are taught explicitly in class and acknowledged across all college settings on a weekly basis. Our reward system is known locally as Thumbs Up and recognises a student's ability to meet expectations.

Positive Behaviour for Learning uses data generated by Oneschool referrals to inform systems and practices that will result in improved outcomes for student learning.

Key reference documents:

- DoL Non Negotiable Class Routines (Appendix 1)
- College Matrix of Behaviours (Appendix 2)
- Minor Major Behaviour Consequences (Appendix 3)
- Use of Personal Technology Devices at School (Appendix 4)
- Essential Skills Classroom Management – Better Behaviour Better Learning EQ (Appendix 5)



Reinforcing expected school behaviour

Reinforcement of our core values and expectations around behaviour is regular and is delivered across a range of settings.

- Explicit teaching of behaviours and follow up discussions in class and Pathways sessions for Secondary students.
- Acknowledgement through the Thumbs Up reward system and Positive Behaviour Profiles on Oneschool.
- Year level and Sector Assemblies through-out the term.
- Visual and media reinforcements of expected behaviour – posters, Facebook, Newsletters.

Responding to unacceptable behaviour

Students come to school to learn. Positive Behaviour for Learning processes support a consistent and transparent approach to management of unacceptable Behaviours. (see Minor Major Behaviour Consequences – Appendix 3)

The Essential Skills for Classroom Management inform best practice for managing low level unacceptable behaviours across the college. (see ECSM strategies – Appendix 5)

Students who are not responsive to pro-active and repeated attempts to gain compliance are referred to our Behaviour Support staff.

In the Junior School our Behaviour Support Team is supported by the Deputy Principals to reinforce Positive Behaviour expectations.

In the Secondary College, Deans are responsible for each year level and are supported by the Deputy Principals.

The Wellbeing Team operates across the College to support students where repeated unacceptable behaviour is a result of other factors that may well be impacting on their behaviour, attendance or mental health and wellbeing. Referrals to these support networks occur through the OneSchool system.

Consequences for unacceptable behaviour

Upper Coomera State College makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours and College values on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. All minor and major problem behaviour is recorded anecdotally using the Oneschool data base.

Minor Major Behaviours

Categories include:

Bullying/Harassment	Disruptive	Misconduct involving an object
Dress Code	IT misconduct	Defiant/Threats to Others
Non-compliant with routine	Late	Lying/Cheating
Misconduct involving an object	Property Misconduct	Physical Misconduct
Refusal to participate in program of instruction		Possess prohibited item
Threat/s to others	Truant/Skip class	Verbal Misconduct
Substance misconduct involving illicit substance		
Substance misconduct involving tobacco and other legal substances		
Other conduct prejudicial to the good order and management of school		

Behaviours are identified and described as either - Low, Minor or Major behaviours.

Low Level

- Low severity and frequency
- Do not require admin involvement – may be documented in classroom
- Not more than a minor disruption to the learning environment
- Respond to teacher direction and learning is resumed immediately
- Are not chronic – occur less than 3x per week

Minor

- Managed by the timetabled teacher
- Chronic low level disruptions
- May require more than one re-direction

Major

- Are a major disruption to the learning environment
- Managed by referral to appropriate support staff
- Pose a danger to themselves/others
- Are illegal
- Are chronic minor behaviours that have not been resolved after contact with parents/carers

Depending on the type and severity of the behaviour a range of consequences may be applied. The following list is not exhaustive and the final decision is at the discretion of the Principal or a delegate.

Low Level

- Use Essential Skills (ECSM)
- Restorative Justice

Minor

- Use Essential Skills
- Buddy Room/Work it Out Room/Detention
- Communication with a parent/guardian

Major

- Referral to administration or Wellbeing team
- Parent Guardian contact
- Detention/Withdrawal/Suspension
- Monitoring processes

Multiple suspensions or major breaches of the School Expectations may result in a student's enrolment being terminated.



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 and College values
- explain how their behaviour differs from expected school behaviour and College values,
- 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 and College values.

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 Upper Coomera State College 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.

Prohibited Items Statement

Students must not bring the following items to school:

- Aerosol cans
- Chewing gum/bubble gum
- Any form of knife (i.e. stanley knife, cutters, pen knives, etc.)
- Laser pointers
- Steel rulers
- Alcohol/drugs and associated equipment
- Cigarettes/lighters/matches/tobacco
- Permanent marking pens
- Weapons (objects of harm) or replicas
- Skateboards



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 and values 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 Upper Coomera State College's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:



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

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

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

Any physical intervention made must:

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

Record keeping

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

- incident report completed by observer (Appendix 6);
- Health and Safety Incident Report recorded in MyHR WHS (accessible through One Portal);
- Incident report in Oneschool.

7. Network of student support

Students at Upper Coomera State College are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports.

- Parents
- Teachers
- Support Staff
- Dean
- Head of Department
- Administration Staff
- Guidance Officer
- Positive Behaviour Team
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator
- Pan Pacific Liaison Officer
- Queensland Police Liaison Officer

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

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



8. Consideration of individual circumstances

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

Upper Coomera State College considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs,

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

- [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 Interviews and Police or Staff Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's ICT Network & Systems](#)
- [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 Bus Travel](#)
- UCSC Uniform and Appearance Policy
- UCSC Assessment and Reporting Policy
- UCSC Attendance Policy
- [Everyday Counts](#)
- Mind Matters

Attachments:

Appendix 1: DoL Non Negotiable Class Routines

Appendix 2: College Matrix of Behaviours

Appendix 3: Minor Major Behaviour Consequences

Appendix 4: Use of Personal Technology Devices at School

Appendix 5: Essential Skills Classroom Management – Better Behaviour Better Learning EQ

Appendix 6: Upper Coomera State College Incident Report Form

Endorsement

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Executive Principal

.....
P&C President or
Chair, School Council

.....
Regional Executive Director or
Assistant Regional Director

Effective Date: 1 January 2016 – 31 December 2018



APPENDIX ONE



NON-NEGOTIABLE COLLEGE ROUTINES

STUDENTS	TEACHERS	ROUTINE TYPE
BEFORE CLASS		
1. Students to be at the class by 8.40am, when the first bell is sounded. Students to be at class on time during the day.	Teachers to be at class by 8.40am, when the first bell is sounded. Teachers are to be at class on time during the day.	Management
2. Students line up in 2 lines and wait for the teacher to invite students into the class	Teachers greet students outside the classroom in a positive manner (discourse routine)	Housekeeping
3. Students have a designated area for their bags away from students eg. bag rack, back of classroom (not with student)	Teachers ensure students place bags in the designated area	Housekeeping
4. Students get all of their materials out of their bags required for that lesson at the start	Teachers remind students of what materials they will need for that lesson	Housekeeping
DURING CLASS		
5. Students sit in designated seat / area and commence introductory activity	Teachers have a seating plan or routine which allocates students to a particular desk / learning area. Teacher displays date and has an introductory activity.	Housekeeping Thinking
6. Students are aware of the Learning Intention / WALT	Teachers refers to Learning Intention / WALT which is visible in the room	Thinking
7. Students raise their hand to gain teacher's attention	Teachers reinforces the routine with the students	Discourse
8. Students participate in various grouping and regrouping strategies	Teachers use grouping strategies	Management
9. Students respond to a teacher signal to gain their attention after independent or group strategies	Teachers have a standard signal which means that students are to stop their activity and pay attention to the teacher	Management
EXITING CLASS		
10. Students pack up their materials and check for rubbish	Teachers provides clear instructions to students and checks for rubbish	Housekeeping
11. Students participate in an activity to check for understanding at exit	Teachers have an exit strategy to check student understanding of Learning Intention / WALT	Management
12. Students remain in their designated seating areas and wait quietly to be dismissed	Teachers dismiss students when they are following routine and bell has rung	Management
13. Students are aware of routine if they wish to see teacher individually	Teachers have a positive farewell and where possible remain available for individual student questions	Discourse

Upper Coomera State College: Appendix 2



Settings	I am Respectful when I:	I am Safe when I:	I am Responsible when I:
College Wide	actively contribute to a positive learning environment	walk on concreted areas	attend school regularly
	Use appropriate language in all settings	report unsafe behaviours or strangers to a responsible adult	take responsibility for my actions
	accept the individual differences of others	know the school's emergency procedures	Use technology responsibly
	make all new students, staff and visitors feel welcome	practice good hygiene	am in the right place at the right time
	follow directions of staff	show self control - walk away	care for my own and others' property
	consider others - stop, think, do	keep hands, feet and objects to myself	wear the school uniform correctly
	listen actively		
Classroom	respond appropriately to teachers	sit at the desk appropriately	complete set tasks and homework
	ask for help in appropriate ways	enter the classroom ready to learn	keep the classroom tidy and free of litter
	respect the rights of others to learn	Use equipment safely and for it's intended purpose	arrive at class with all necessary equipment
	remove hat and sunglasses when entering classrooms	remain in the classroom and get permission to leave	place bags and personal belongings at the back of the class
ISC (Library)	Use a quiet voice	follow library procedures	return resources on time and in good condition
Transitions	move around the College quietly and calmly	am aware of people, surroundings and objects	move efficiently around the College and arrive at class on time
Assemblies	engage respectfully with the National Anthem and Acknowledgement of Country	enter and exit in a calm and orderly manner	sit in designated areas
	listen attentively to the speaker		follow assembly protocols
PAC, Sports Centre Ovals & Play Areas	show good sportsmanship	engage in school approved games	remain in supervised areas during break times
	include others in group activities	Use facilities for school approved purposes only	place all rubbish items in bins
	follow directions of staff on duty	practice sun safety	Use equipment as intended by the College (see equipment rules)
Off Campus Activities	show respect towards community members and their property	am aware of and follow the venue's rules and expectations	bring all required items (lunches, hat, bottle, notebook, pencil)
Toilets	respect others' privacy	practice effective personal hygiene	Use toilets for their intended use
	keep the toilets clean and tidy	report unsafe behaviours to a responsible adult	report any damage to school property
ICT's	Use social media in a safe, respectful and responsible manner	report cyberbullying	keep devices and passwords in a safe location
	Use school IT equipment responsibly and for its intended use	stop and think before posting personal information or photos on the internet	Use mobile devices responsibly (see College policy)
Bus	am polite to the bus driver and other passengers	travel responsibly with regard for my own and others safety	manage bus pass/money for travel
	consider the needs of other passengers	wait for the bus in the designated waiting zones	
Canteen	wait patiently in line	make healthy choices	Use own money to purchase items at the canteen
	Use good manners when ordering	follow canteen protocols and the directions of staff	





MINOR MAJOR BEHAVIOUR CONSEQUENCES

OneSchool Behaviour Category	Operational Definition: Examples of these behaviours include, but are not limited to:		
	Low Level	Minor	Major
Response Required	<ol style="list-style-type: none"> 1. Low severity and frequency 2. Do not require admin involvement – may be documented in classroom 3. Not more than a minor disruption to the learning environment 4. Respond to teacher direction and learning is resumed immediately 5. Are not chronic – occur less than 3x per week 	<ol style="list-style-type: none"> 1. Managed by the timetabled teacher 2. Chronic low level disruptions 3. May require more than one re-direction 	<ol style="list-style-type: none"> 1. Are a major disruption to the learning environment 2. Managed by referral to appropriate support staff 3. Pose a danger to themselves/others 4. Are illegal 5. Are chronic minor behaviours that have not been resolved after contact with parents/carers
Possible Consequences/Support Measures	<ol style="list-style-type: none"> 1. Use Essential Skills for Classroom Management 2. Restorative Justice 	<ol style="list-style-type: none"> 1. Use Essential Skills for Classroom Management 2. Buddy Room/Work it out Room/Detention/Restorative Justice 3. OneSchool Report including possible referral for FYI 4. Parent/carer contact 	<ol style="list-style-type: none"> 1. Referral to appropriate support staff e.g. Admin; Deans; Wellbeing Team 2. OneSchool Report including referral for action 3. Parent/carer contact required 4. Detention, Withdrawal, Modified Program, Suspension, Proposal for Exclusion
Bullying/Harassment Continuous emotional, physical, verbal &/or cyber abuse.	Isolated or one off minor incidents.	<ul style="list-style-type: none"> • Student delivers disrespectful message (verbal or gestures) to another person that includes: threats or intimidation, obscene gestures, texts, emails, pictures or written notes. 	<ul style="list-style-type: none"> • Ongoing harassment • Systematic, targeted, ongoing abuse- actions, words or texts
Defiant/threat/s to adults Aggressive /passive aggressive actions directed at school staff and/or volunteers and visitors		<ul style="list-style-type: none"> • Failure to follow adult instructions • Threats are made to an adult 	<ul style="list-style-type: none"> • Persistent refusal to follow instructions and challenges adult authority • Physical threats to an adult, physical intimidation, verbal intimidation. • Adult feels threatened/unsafe



Upper Coomera State College: Appendix 3



Learning Pathways to the Future

OneSchool Behaviour Category	Operational Definition: Examples of these behaviours include, but are not limited to:		
	Low Level	Minor	Major
Disruptive Engaging in disruptive behaviour which stops the learning/teaching process	Students may be participating and doing/completed their work and are disrupting others by calling out, making noises etc.	<ul style="list-style-type: none"> • Low intensity inappropriate inference that takes away from the learning environment, but does not result in physical harm to self or others. • Misuse of materials or equipment to gain peer or adult attention. • Deliberate verbal or non-verbal noises intended to distract. • Unauthorised movement around the classroom 	<ul style="list-style-type: none"> • Persistent behaviour causing interruption to learning in a class or activity causing complete disruption to teaching and learning. • Intentional, persistent deliberate distraction of other students or staff. • Deliberate intent to impede delivery of lesson content. • Deliberate/active attention seeking behaviour. • Deliberate, repeated unauthorised movement in/around the classroom. • Deliberate verbal/physical provocation of another student or adult.
Dress code Not following school dress code	Student brings a note for being out of uniform.	Student is not wearing correct uniform and does not have a note.	<ul style="list-style-type: none"> • The clothing worn to school is inappropriate or offensive. • Student is wearing thongs/unsafe footwear in a workshop/lab/kitchen • Refusing to remove jewellery or to wear protective equipment for safety reasons
IT misconduct Using computers for non-school based activities Breaching Internet user agreement.		<ul style="list-style-type: none"> • Off task internet use, turning off or pulling out computer cables, printing offensive words or images • Using other people's log in to access inappropriate sites inappropriate websites e.g. Facebook, image searches etc. • Misuse of email 	<ul style="list-style-type: none"> • Persistent minor behaviour, attempts to cause permanent, serious damage to equipment. • Accessing pornographic or inappropriate material. • Bullying students via social media



Responsible Behaviour Plan

Upper Coomera State College: Appendix 3



Learning Pathways to the Future

OneSchool Behaviour Category	Operational Definition: Examples of these behaviours include, but are not limited to:		
	Low Level	Minor	Major
Late Being late for class without authorisation	Less than 10 minutes late to class	Student is late to any class or school activity without a note or acceptable valid reason	<ul style="list-style-type: none"> Persistent lateness to class
Lying/Cheating Making false statements/misrepresenting one's behaviour or completed work		<ul style="list-style-type: none"> Forging signatures on school documents Lying or making false accusations about incidents No referencing of sources on assignments 	<ul style="list-style-type: none"> Plagiarism of assessment from the internet or books. Deliberately copying the work of another student for the purpose of completing assessment. Referral to notes/sources of information during exams
Misconduct involving object Using an object inappropriately other than intended purpose.	<ul style="list-style-type: none"> Sliding down stair railings, sitting on top of bag racks, climbing trees, standing or jumping off stairs, benches, tables or fences. 	<ul style="list-style-type: none"> Stealing low value items such as stationery, food and other personal belongings. Inappropriate use of equipment that does not cause harm to people or damage equipment/property 	Deliberate inappropriate use of equipment that causes harm to another student or damages equipment.
Non-compliant with routine Not following college routines, teacher expectations/rules.	Slow to respond to instructions, or needing to have the instruction repeated.	Failure to follow basic teacher instructions or school rules.	Repeated (more than 3 times in a lesson) failure to follow teacher instructions or school rules.
Other conduct prejudicial to the good order and management of school Inappropriate conduct which defames reputation of the school/staff.			<ul style="list-style-type: none"> Behaviour that causes damage to the school's reputation or that prevents students and teachers from doing their work. High level disruption on the school grounds and/or in the community. Rudeness to members of the community Defamatory posts on social media



Responsible Behaviour Plan

Upper Coomera State College: Appendix 3



Learning Pathways to the Future

OneSchool Behaviour Category	Operational Definition: Examples of these behaviours include, but are not limited to:		
	Low Level	Minor	Major
Physical misconduct 1. Actions involving serious physical contact where injury may occur or is intentional. 2. Wilfully using force or violence.	<ul style="list-style-type: none"> • "Mucking around" where the other person is not harmed or annoyed e.g. flicking or nudging. • Play fighting that does not escalate. • Running on non-grassed areas 	<ul style="list-style-type: none"> • Deliberate contact by a student with another student that does not cause harm - may involve pushing, shoving and tripping. • Poking, prodding another student in an attempt to annoy that student. 	<ul style="list-style-type: none"> • Punching, hitting and kicking. Contact with another student that causes harm. • Deliberate contact with a teacher in a threatening or harmful way. • Verbally inviting another person to participate in a fight • Engaging in a behaviour which provokes a student to anger and cause a possible physical response.
Possess prohibited items Possess, sell, or carry a weapon or any item capable of causing harm	Inappropriate logo/advertising on personal property	Student has at school any minor prohibited item	Student has at school any major prohibited item: <ul style="list-style-type: none"> - alcohol - drugs/ drug paraphernalia - cigarettes + lighters - knife/shanghai/gun/other weapons - pornographic material - stolen property
Property misconduct Theft or willful destruction of school, other students', teachers' or public property. Inappropriate use of mobile phone or other electronic device.	<ul style="list-style-type: none"> • Accidental damage of school property such as running through gardens or marking school furniture. • Inadvertently taking another student's property. • Having mobile phone out during class. 	<ul style="list-style-type: none"> • Unauthorised use of other students' property without intending to keep it. • Low level graffiti that can be easily removed. • Mobile phone being used or ringing during class. 	<ul style="list-style-type: none"> • Destroying school property including structures of buildings and furniture punching holes in walls, breaking windows <ul style="list-style-type: none"> - Graffiti, tagging, defacing school property - Ripping & writing in library books - Deliberately breaking school equipment - Stealing • Making unauthorised recordings of other students or staff. • Using mobile phone during school hours for the purpose of bullying or harassing another person. • Using mobile phone to view or send inappropriate images or content.



Responsible Behaviour Plan

Upper Coomera State College: Appendix 3



Learning Pathways to the Future

OneSchool Behaviour Category	Operational Definition: Examples of these behavior's include, but are not limited to:		
	Low Level	Minor	Major
Refusal to participate in program of instruction Not following teachers' instructions regarding completion of class work	<ul style="list-style-type: none"> • Tasks not attempted or completed with care. • Tasks attempted but not completed. • Attendance in class without required materials. 	<ul style="list-style-type: none"> • Failure to complete set class work or submit assessment items. Passive resistance to attempt task. • Failure to adhere to bookwork policy • Active resistance to attempt tasks assessment items. • Persistent/repeated attendance at class without required materials e.g. exercise books, text books, laptop, writing materials 	<ul style="list-style-type: none"> • Persistent, deliberate lack of equipment/materials. • Repeated failure (more than three times in one lesson or continuously through a course of study) to complete set class work or submit assessment items. • Verbal reaction/comment or refusal when directed to task – persistent and repetitive. • Persistent refusal to attend and engage in educational program at school
Substance misconduct involving illicit substance	Inappropriate logo/advertising on personal property		Possession of and/or use of substances or implements that are deemed illegal.
Substance misconduct involving tobacco and other legal substances	Inappropriate logo/advertising on personal property		<ul style="list-style-type: none"> • Possession of and/or use of cigarettes, lighters • Possession of alcohol, drinking or being under the influence of alcohol or other legal substances at school or during a school event. • Taking another student's medication
Third minor referral			Three or more minor incidents in one session that haven't responded to re-direction.
Threat/s to others	Non-directed verbal or gestural messages used within conversation that may include swearing, name calling, or use of words in an inappropriate way		





OneSchool Behaviour Category	Operational Definition: Examples of these behavior's include, but are not limited to:		
	Low Level	Minor	Major
Truant/skip class	Not in class – respond to redirection to go to class.	<ul style="list-style-type: none"> • Student is at school and is not in a class and has not gone home through the office. • Student not advising a staff member that they are leaving the classroom or supervised area. 	<ul style="list-style-type: none"> • Repeated ongoing patterns of non-attendance that result in absenteeism of greater than 15%. • Being out of school grounds without permission.
Verbal misconduct	Comments to self or a quick reactionary comment. Calling out in class.	Swearing in class that is not directed at the teacher, using rude or abusive language in general conversation either when speaking to a staff member or another student.	<ul style="list-style-type: none"> • Swearing / abusive or otherwise offensive language directed at the teacher. • Deliberately directing offensive and aggressive language at a member of staff or another student.
Other Any other breach of the Responsible Behaviour Plan for Students			



APPENDIX 4

The Use of Personal Technology Devices* at School

This guide is to be followed in conjunction with the UCSC ICT Policy, available through the school's web page www.uppercoomerasc.eq.edu.au

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

Junior School (P – 6)

Students in the Junior School who bring mobile phones to school must hand the device in to Administration each morning, or at the time they arrive at the College. Devices will be securely stored for the day. Students may collect their device at the end of the school at 2:45 pm, or when collected by a parent if permission is granted to leave early.

Junior School students are not permitted to make or receive phone call, or send text messages during the school day.

Secondary School (7 – 12)

Personal Technology Device Etiquette

Bringing personal technology devices to school **is not encouraged** because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school. The school does not accept any liability for personal technology devices that may have been lost, broken or stolen on school premises.

Confiscation

Permitted personal technology devices used contrary to the UCSC ICT Policy on school premises will be confiscated by staff. They will be made available for collection from relevant (Administration, Head of Year, Head of Department or Deputy Principal) office at the end of the school day unless required to be kept for purposes of disciplinary investigation, **when it will only be returned in the presence of a parent.**

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Upper Coomera State College. 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 would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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



Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ 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 or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

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

Assumption of cheating

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

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

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under 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 Head of Department, Deputy Principal or 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.*

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.



APPENDIX 5

ESSENTIAL SKILLS CLASSROOM MANAGEMENT **Taken from the Better Behaviour Better Learning Modules**

<https://learningplace.eq.edu.au/cx/resources/file/8b302694-bc7d-4fa8-bcaf-0084638f25a9/1/index.html>

The 10 Essential Skills for Classroom Management are:

Essential Skill	Description
1. Establishing expectations	Making rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgment	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to some bad behaviour
8. Redirecting to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would

APPENDIX SIX Incident Report Form Upper Coomera State College Incident Report

Name		School name (if applicable)	
<input type="text"/>		<input type="text"/>	
Position:	<input type="checkbox"/> Student	Year:	<input type="text"/>
	<input type="checkbox"/> Teacher		<input type="text"/>
	<input type="checkbox"/> Other	Specify:	<input type="text"/>

If a student, parent / carer present? Yes No

The following assistance was provided in writing this statement:

Date of incident	Time of incident	Place of incident
<input type="text"/>	<input type="checkbox"/> am <input type="checkbox"/> pm	<input type="text"/>

People present:

Ensure the statement covers the following points.
What I saw and heard; what I did; any other information relevant to incident

Signature	Date
<input type="text"/>	<input type="text"/>

Assistance provided by: (if applicable)

Name	Signature	Date
<input type="text"/>	<input type="text"/>	<input type="text"/>