WILLIAM ROSS STATE HIGH SCHOOL

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

1. Purpose

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

This 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

William Ross State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken during 2013 and to the end of the 2014 school year.

A review of the following important data sets for this school relating to attendance, unexplained absences, cancellations, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in December 2014, and will be reviewed in 2016 as required in legislation.

3. Learning and behaviour statement

All areas of William Ross State High School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting William Ross State High School 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 community has identified the following school expectations to teach and promote our high standards of responsible behaviour:
- Be safe
- Be engaged
- Be respectful

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.

William Ross State High staff strive to deliver quality programs that support students in creating meaningful futures and linking with the world around them. In achieving this, teachers create classroom environments, activities and resources that promote:

The Art and Science of Teaching

The Art and Science of Teaching is a comprehensive framework for effective instruction to be used by teachers in every subject area at every year level. It provides a model for developing a common 'language of instruction'.Marzano's Art and Science of Teaching (ASOT) is a pedagogical framework to support teaching and learning. The ASOT framework concentrates on **3 key areas of improvement** and is underpinned by 10 design questions.

The ASOT framework looks at **3 key areas of improving teaching and learning**:
1. **Use of effective instructional strategies.**
2. **Use of effective management strategies.**
3. **Use of effective curriculum design.**

The 10 Design Questions:
1. What will I do to establish and communicate learning goals, track student progress, and celebrate success?
2. What will I do to help students effectively interact with new knowledge?
3. What will I do to help students practice and deepen their understanding of new knowledge?
4. What will I do to help students generate and test hypotheses about new knowledge?
5. What will I do to engage students?
6. What will I do to establish or maintain classroom rules and procedures?
7. What will Id o to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?
8. What will I do to establish and maintain effective relationships with students?
9. What will I do to communicate high expectations for all students?
10. What will I do to develop effective lessons organised into a cohesive unit?

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 William Ross State High School, 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 designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations has been attached to each of our behaviour expectations. The school-wide Expectations Matrix below outlines our agreed facets of our School Values and specific behavioural expectations in all school settings.

POSITIVE BEHAVIOUR SUPPORT - EXPECTATIONS MATRIX			
All Settings		**Classroom**	
Be safe	exercise self-control report problems use resources appropriately follow adult instructions report incidents of bullying and harassment	enter and exit in an orderly manner maintain personal space leave room in a neat and tidy manner	
Be engaged	be prepared be on task be on time be an effective problem-solver	have classroom materials ready use student diary effectively make good choices do your best turn off and put away electronic devices	
Be respectful	respect yourself respect others respect property respect adult decisions	be honest be considerate of other's opinions and feelings remove hats	
Walkways		**Covered Areas / Student Centre**	
Be safe	walk calmly and keep to the left walk around railings maintain a clear path for others	handball in covered areas only basketball or teacher supervised activities only in the Student Centre be careful of others and the surroundings	
Be engaged	handball only if pathway is clear walk quickly and quietly between classes	play according to the rules of the game demonstrate fair play food and drink to be consumed outside Student Centre	
Be respectful	speak politely to others use good manners keep walkways clean	encourage fair play maintain a clean area be tolerant	
Resource Centre		**Tuckshop**	
Be safe	wait in CA2 for your teacher at the start of the lesson place bags and hats in port racks and remove valuables follow entry and exit signs walk quietly and calmly	walk calmly and wait patiently place rubbish in the bins leave bag with friend or at the exit	
Be engaged	have required materials turn off and put away electronic devices select resources quickly and return to allocated area	know what you want exit immediately after being served	
Be respectful	ask library staff politely for assistance share resources work quietly	use good manners	

	Amenities	Assemblies
Be safe	report smoking and damage promptly wait away from amenities block for friends observe hygienic practices	enter and exit the assembly area in an orderly manner sit in alphabetical order in designated area
Be engaged	permission required during class time return to class promptly avoid loitering in the amenities area	be seated and quiet by the second bell turn off and put away electronic devices participate when required listen attentively
Be respectful	consider privacy of others one person per cubicle maintain a clean environment	applaud appropriately remove hats be in full school uniform
	Playground/Ovals	**Off-Campus Activities**
Be safe	be sun-safe shoes to be worn at all times play non-contact sports only, unless coach directed training be careful of others and the surroundings	follow supervisor's instructions follow safe travel and transport procedures be aware of others and surroundings
Be engaged	play according to the rules of the game demonstrate fair play food and drink to be consumed away from the ovals active involvement required on the ovals	return consent forms/money by the required date have required materials/information abide by the conditions of the venue/facility be actively involved
Be respectful	follow teacher/coach directions value school equipment encourage fair play maintain a clean area be tolerant use appropriate language	represent the school with pride respect community members and their property use good manners wear full school uniform

These expectations are communicated to students via a number of strategies, including:
- Instructional strategies conducted by classroom teachers (Design Questions 9, 8, 6 under school's pedagogical framework – The Art and Science of Teaching).
- Reinforcement of learning from these lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

William Ross State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- Explicit teaching of the School Values and Expectations through by all staff;
- Design of engaging and relevant curriculum programs;
- A structured recognition program to acknowledge and reinforce positive behaviour;
- Communication and consultation with the immediate and wider school community to gain rich and authentic feedback that ensures continuous improvement;
- Clearly defined policies and practices that are published for the entire school community and are consistently applied;
- A dedicated Student Support Services team including Guidance Officer, Head of Special Education, Year Level Coordinators, Chaplain, Youth Support Coordinator, School Based Youth Health Nurse, Behaviour Support Teacher, Community Education Counsellor, and Defence Liaison Officer to guide and support students;
- Communication to parents occurs fortnightly via the school newsletter which enables parents to be actively and positively involved in school behaviour expectations;
- The school leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices;
- Year level co-ordinators work closely with the Principal and Deputy Principals to assist in the communication and enforcement of the school values, rules and regulations;
- Comprehensive induction programs in the William Ross State High School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff;
- Individual learning and behaviour support plans (ISPs) developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
  - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2);
  - Policy on Computer Access throughout the school (Appendix 3);
  - Student Enrolment Agreement – completed at Enrolment Interview (Appendix 4);
  - Senior Student Enrolment Agreement – completed at Enrolment Interview (Appendix 5).

Reinforcing expected school behaviour

At William Ross State High 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.

- Rewards Recognition Program – student receive Certificates of Excellence for Effort and Behaviour on Year Level Parades and recognition by classroom teachers (Design Questions 1 & 7 – ASOT);
- Visual – signage across the school;
- Verbal – the use of a common language;
- Modelling – student leaders and staff model the desired behaviours.

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 how they might be able to ensure they comply with the School Values. 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:
Each year a small number students at William Ross State High School are identified through our data sets as needing targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. Some types of targeted support:

- Detentions;
- Student daily monitoring cards;
- Withdrawal of privileges;
- Contact with parents/guardians;
- Mediation;
- Student Disciplinary Absences.

Intensive behaviour support: Student Support Services Team
William Ross State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. The Support Services Team:
- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning and Behaviour Plan, and
- works with the School Administration to achieve continuity and consistency.

The Student Support Services Team has a simple and quick referral system is in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and specialist behaviour services staff.

5. Consequences for inappropriate or unacceptable behaviour

William Ross State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. OneSchool Record Incident section is used to record all minor and major problem behaviour.

Minor and major behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens;
- **Major** problem behaviour is referred 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.

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. The staff member then fills out the Referral to Admin form and calls for assistance or escorts the student to Administration.

Major problem behaviours may result in the following consequences:
- **Level One:** Time in office, removal to Buddy classroom, Back on Track room (morning tea), alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence.

                                         AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Community Education Counsellor, referral to Student Support Services Team, suspension from school

- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Definition of consequences*

Time out	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes. Time-out Cards are provided in exceptional circumstances where students can activate a "Time-out" but are required to report to the designated person as indicated on the Time-out Card (previously arranged and negotiated between Administration, Guidance Officer and Parents)
Detention	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed). Parents must be notified at least 24 hours prior to proposed detentions outside of school hours (after school or Saturday morning) and provide consent.
Temporary Removal of Property	A principal or staff member of **William Ross State High School** has the power to temporarily remove property from a student, as per the procedure *Temporary Removal of Student Property by School Staff.* Removed items will be kept in the Administration Block and returned to students at 3pm on the day of removal. Students will sign the removal of property register when collecting removed items. In the event of a Student Protection issue confiscated items may be provided to police as evidence and will not be returned to students. Parents will be notified in this case.
Discipline Improvement Plan	Administration can implement a Discipline Improvement Plan DIP where patterns of unacceptable behaviour are demonstrated by the student A DIP Is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.
Community Service Intervention	William Ross Administration provides less invasive actions against unacceptable behaviours where positive outcomes are with the consent of the student and their parent. The student performs unpaid work or activities (outside of school hours) in their local community or school with a host organisation or under the supervision of a school staff member to address inappropriate student behaviour. Students under the age of 14 will complete the Community Service Intervention on school grounds.

School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following circumstances: • disobedience; • misbehaviour; • conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school; • conduct that adversely affects, or is likely to adversely affect, the good order and management of the school; • the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
Behaviour Improvement Condition	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: • disobedience; • misbehaviour; • conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school; • conduct that adversely affects, or is likely to adversely affect, the good order and management of the school; • the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school • the student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

*Refer to departmental procedure *Safe, Supportive and Disciplined School Environment* for further details.

The following table outlines examples of minor and major behaviour incidents*

OneSchool Behaviour Module - Behaviour Incidents Examples

Category	Minor Incidents	Major Incidents/ Buddy class
BULLY/HARASSMENT (Incident may also be referred to a School based Nurse or Guidance Officer)	One of incidents of the following • Teasing/name calling	***Ongoing*** incidents of the following: • Fighting – power imbalance. • Intimidation/bullying behaviours (threats, teasing pushing and shoving) • Defamation of character. • Cyber bullying – Social media, Facebook, etc... • Use of electronic equipment that infringes on the privacy of others – taking photos/videos of others on mobile phone.
DEFIANT/THREAT TO ADULTS	• One off failure to follow staff direction out of class	• Continuous failure to follow staff direction out of class • Verbal/physical threat to adults. • Major disruption to class • Blatant disrespect • Major defiance
DISRUPTIVE	• One off disruption of the learning of other students/classes	Continuous disruption of the learning of other students/classes • Disrupting during special activities (assembly, guest speaker, official ceremonies) • Disrupting an exam.
DRESS CODE	• Not following school uniform policy (one off) • Wearing facial piercing/excessive jewellery	• Repeated failure to follow School uniform Policy. • Failure to attend Dress Code detentions. • Refusal to remove facial piercing
IT MISCONDUCT	• Accessing inappropriate Internet/Web sites (minor) • Inappropriate emails/language in emails • Altering equipment and physical environment. • Using another's password. • Inappropriate gaming. • Misuse of technology eg: graphics calculators.	• Damage to technology. • Interfering with another's files. • Password fraud. • Downloading, possessing inappropriate files. Constant and continuing inappropriate network use. • Repeated use of inappropriate emails/language in emails.
LATE	• Being late without a valid reason	• On-going lateness without a valid reason.
LYING/CHEATING		• Copying, cheating.
MISCONDUCT INVOLVING OBJECT	• Throwing things in class and around school • Stealing eg: taking a pen	• Possession of an object that could be considered as a weapon – no intent eg: pocket knife • Stealing - eg: taking money • Throwing things aggressively.
NON COMPLIANT WITH ROUTINE	• One off failure to follow classroom routines eg: seating plans • Failure to follow school organisational procedures. eg: lesson times, student movement, Out-of-Bounds areas. • Failure to follow teacher direction (non-confrontational)	• Use of mobile phone, MP3s and other electronic devices during scheduled lesson time. • Refusal to hand over/hand-in (Office) mobile phone or electronic devices. • Ongoing failure to follow classroom routines eg: seating plans. • Non-submission of draft on or before due date. • Non-submission of assessment on or before due date. • Refusal to sit exam. • Failure to follow directions given by teacher during class time (confrontational)
OTHER CONDUCT PREJUDICIAL TO THE GOOD ORDER AND MANAGEMENT OF SCHOOL		• Serious slander, graffiti, inappropriate imaging of staff/students. • Inappropriate representation by use of Social Media outlets (including Facebook, Instagram..etc. • Outbursts of uncontrollable anger, disruptive to other students, classes and teachers. • Aggressive and physical actions deemed dangerous to others. • Refusal to follow direction of Administration.

Category	Minor Incidents	Major Incidents
PHYSICAL MISCONDUCT Incidence will also be referred to a School Based Nurse/School Based Police Officer or Guidance Officer	• Spitting on ground. • Pushing and shoving – non-aggressive. • Play fighting. • One-off inappropriate touching (kissing, hugging, slapping, tripping, hair pulling etc.)	• Spitting on others. • Pushing/Shoving aggressively. • Inappropriate sexual acts • Ongoing inappropriate touching • Physical violence that results in a significant injury to a staff member. • Fighting with intent to cause serious harm and/or injury to another student/s. • Sexual assault. • Fighting (punching, hitting, kicking, sacking, biting)
POSSESSION PROHIBITED ITEMS Incidence will also be referred to the School Based Police Officer.	• Having possession of school-banned substances eg: spray deodorant • Permanent markers • Rubber bands • Water balloons • Chewing gum • Energy drinks	• Possession of prohibited substance, illicit substances/drugs/alcohol. • Dealing/supplying drugs/alcohol. • Bringing a dangerous weapon to school (e.g.: knives, lighters, any such devices determined to be dangerous to self or others...etc.) • Cigarettes, etc
PROPERTY MISCONDUCT Incidence will also be referred to the School Based Police Officer.	• Damaging school property eg: graffiti (minor – writing on desks) • Damaging/defacing own property	• Damaging school property eg: offensive graffiti, spray painting • Damaging/defacing other people's property
REFUSAL TO PARTICIPATE IN PROGRAM OF INSTRUCTION	• Off task behaviour. • One off failure to follow directions given by teacher in classroom. • One-off non-completion of class work. • Not bringing equipment to school/class. • Non-compliance with homework	• Continuous failure to follow directions given by teacher in classroom • Continuous non-completion of class work. • Failure to provide adequate or appropriate response to classwork/assignment/homework.
SUBSTANCE MISCONDUCT INVOLVING ILLICIT SUBSTANCE Incidence will also be referred to a School Based Nurse/School Based Police Officer or Guidance Officer		• Taking drugs. • Using or supporting the use, by association with or in company with others in the use of illegal substances. • Using drugs/alcohol at school or school events.
SUBSTANCE MISCONDUCT INVOLVING TOBACCO AND OTHER LEGAL SUBSTANCES Incidence will also be referred to a School Based Nurse/School Based Police Officer or Guidance Officer		• Smoking cigarettes or other substances. • Possession of a lighter (considered intent to use) • Consuming alcohol. • Being intoxicated (alcohol/drugs). • Misuse of prescription medication. • Sniffing glue, aerosol, petrol, paint...etc.
THREAT/S TO OTHERS		• Verbal threat to school age people. • Verbal threats to staff. • By use of Social media (Facebook...etc)
TRUANT/SKIP CLASS Incidence may also be referred to a School Based Nurse/School Based Police Officer or Guidance Officer		• On-going truancy or wagging. • Hiding in toilets. • 'cat and mouse' (running away, hiding around the grounds)
VERBAL MISCONDUCT	• General swearing, inappropriate language over-heard by a staff member.	• Swearing not directed at a staff member or student, but aggressive. • Obscene language directed aggressively at another person or persons. • Swearing at a teacher. • Verbal threats towards students or staff. • Yelling at another person aggressively. • Use of discriminatory language-racist/sexist.
Referrals	• If a student is sent out of a classroom there MUST be a report on OneSchool. Reported • Any/all behaviours that requires consequences are to be documented on One School.	

| | • All inappropriate behaviours follow the designated 'flow-chart' and Parental Contact recorded. |

Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the 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 an inappropriate or unacceptable 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 inappropriate or unacceptable behaviour

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

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or;
- after consideration has been given to all other responses.

6. Emergency situation 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies
- *Avoid escalating the unacceptable 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 situation or incident, 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.

Reinforcement and Correction Strategies
- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies
- Restore normal school operations as soon as possible.

- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual 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.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention
Staff may make legitimate the use of physical intervention/physical restraint 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/restraint may be used to ensure that William Ross State High School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention/restraint is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention/restraint 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 physical restraint.

Record Keeping
Each instance involving the use of physical interventionrestraint must be formally documented. The following records must be maintained:
- School Incident Report through OneSchool or the use of
- Internal Behaviour Referral Form and Improvement Behaviour Plan (Appendix 5)
- Student Incident Report (as per process for Natural Justice) (Appendix 6)
- Evidence Statement from Interview and Witness Statement (Appendix 7)
- Letters to parents regarding behaviour concerns – MSB
- Physical restraint Report. (Appendix 8)

Training and Awareness
All teachers receive training in the all policies and procedures of the Responsible Behaviour Plan for Students as part of their formal Induction into William Ross State High School. Each year this is accompanied by formal Professional Development sessions conducted in Behaviour Management and pedagogical practice, reflecting both reactive and responsive approaches.

All students receive induction into all processes and procedures related to Responsible Behaviour Plan for Students, including expectations and behaviour. Presentations are conducted within the initial orientation procedures at the start of each year and reinforced at Year Level Assemblies each week.

7. Network of student support

Students at William Ross State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Support Staff
- Heads of Department
- Administration Staff
- Guidance Officer
- Behaviour Support Teacher
- School Based Youth Health Nurse
- Senior Guidance Officer
- School Chaplain
- Youth Support Coordinator
- Community Education Counsellor

Whilst particular staff (see below) are assigned specific responsibilities, all staff are expected to act and refer on students in a manner that is in the best interests of students.

MENTORING GROUP TEACHERS are expected to:
- be involved in Year level parades;
- monitor students' dress and conduct;
- assist students to achieve appropriate goal setting;
- mark rolls and ensure absentee notes are submitted to the office;
- read and explain morning notices;
- actively support the Student Leaders in raising issues of concern;
- encourage students to become involved with extra-curricular activities;
- get to know students in their MG group;
- issue and check Report Cards as required;
- communicate concerns re students to Year Co-ordinators, Head of Special Education or Case Manager, Student Support Services Team or Administration.

YEAR CO-ORDINATORS
The role of the Co-ordinator is to oversee the welfare of the students in their year level. This involves personal, social and academic development.

The Year co-ordinator is expected to:
- co-ordinate activities for the year level;
- arrange and co-ordinate Year Activities (e.g.) Parades, Camps;
- use positive reinforcement e.g. certificates, letters home, personal achievers etc.
- give student advice and referral to support networks;
- assist students to achieve appropriate goal setting;
- contact parents re positive matters as well as welfare concerns;
- monitor student attendance, dress etc;
- keep appropriate records;
- liaise with staff on welfare issues.

HEADS OF DEPARTMENTS
The role of the Head of Department in the school is to lead and manage the implementation of the curriculum. In doing this the HOD is expected to:
- support staff by encouraging the development of a positive and caring learning environment in the classroom;
- ensure staff accept responsibility for student behaviour management;
- be a facilitator in negotiation between staff and students;
- take responsibility for student Behaviour Management when teacher strategies are exhausted;
- visit classes on a formal and informal basis;
- follow-up and assist staff who are experiencing difficulties with Behaviour Management.

DEPUTY PRINCIPAL/PRINCIPAL

The role of the Principal and Deputy Principals in the school is to lead and manage the instructional process within the school. They are expected to:

- be a facilitator in negotiations between student, parents and teachers;
- deal directly with major breaches of the code of conduct, policies and procedures;
- be visible around the school;
- be available and interactive to students, staff and parents for management/ behaviour discussion or guidance;
- support staff by encouraging the use of strategies which establish a positive and caring learning environment in the classroom;
- visit classes on a formal and informal basis;
- keep appropriate records.

GUIDANCE OFFICER

The role of the Guidance Officer in the school is to support staff and students with advice relating to both career and personal issues. He/she is expected to:

- act as support person to students, teachers, administration and parents;
- be available for counselling students by appointment and at request of staff;
- assist parents by being available to negotiate in conflict situations and being supportive of their attempts at student management at home;
- be involved in programs for students e.g. assertiveness, esteem building, study skills, effective communication, conflict resolution skills.
- Liaise with Senior Schooling HOD to deliver a Senior QCE program of activities for appropriate pathways.

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.

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

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

9. Related legislation

- *Commonwealth Disability Discrimination Act 1992*
- *Commonwealth Disability Standards for Education 2005*
- *Education (General Provisions) Act 2006*
- *Education (General Provisions) Regulation 2006*
- *Criminal Code Act 1899*
- *Anti-Discrimination Act 1991*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Judicial Review Act 1991*
- *Weapons Act 1990*
- *Work Health and Safety Act 2011*
- *Work Health and Safety Regulation 2011*
- *Right to Information Act 2009*
- *Information Privacy (IP) Act 2009*

10. Related 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

- *Schoolwide Positive Behaviour Support*
- *Code of Conduct for School Students Travelling on Buses*
- *National Safe Schools Framework*
- *National Safe Schools Framework Resource Manual*
- *Working Together resources for schools*
- *Cybersafety and schools resources*
- *Bullying. No way!*
- *Take a Stand Together*

12. Endorsement

Principal   **P&C President**   **Assistant Regional Director**

Effective Date: December 2014 to 31st December 2016

WILLIAM ROSS
STATE HIGH SCHOOL

THE USE OF PERSONAL TECHNOLOGY DEVICES

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like mobile phones, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent. Deliberate and/or consistent breaches of this policy will result in disciplinary consequences.
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.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight whilst the student is on school grounds or involved in a school event outside of school eg: swimming carnival, excursion.

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 **William Ross State High School** Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.
Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).
Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student 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 or the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1], including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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 proposal/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 the Queensland Police Service.

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 administration.

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

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management within the school.

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.

WILLIAM ROSS STATE HIGH SCHOOL

PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING (including CYBERBULLYING)

PURPOSE

1. **William Ross State High School** strives to create positive, predictable environments for all students at all times of the day. 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.

2. There is no place for bullying in **William Ross State High School.** 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 behaviours that will not be tolerated at **William Ross State High School** include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. 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.

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

RATIONALE

6. 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.

7. The anti-bullying procedures at **William Ross State High School** 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

8. 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 universal behaviour support practices will be maintained at all times. This will ensure that:

   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the School Values and have been taught the expected behaviours attached to the School Values 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.

9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

   - Not to respond to messages but keep them to report to parents and/or teachers immediately
   - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

   William Ross State High School will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

11. **William Ross State High School** will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this. A presentation will also be given on parade to all students.

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

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

WILLIAM ROSS STATE HIGH SCHOOL
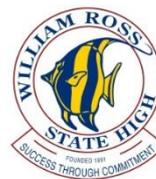
COMPUTER ACCESS POLICY

INTRODUCTION

William Ross State High School provides computer facilities to allow students and staff to access and use information sources available on a range of electronic communication networks. All students have permission by default as part of the school enrolment agreement and access is conditional on users complying with existing school policies as set down in the following document.

CONDITIONS FOR USE

To remain eligible as a user, student accessing the school's computer facilities must be in support of and consistent with the educational objectives of the Department of Education's Computers in Learning Policy.

Transmission of any material in violation of any school/Department policy or Federal/State regulation is prohibited. This includes but is not limited to copyrighting material and threatening or obscene material.

The use of the computer networks, including the Internet, is a privilege and not a right. Inappropriate use, including any violation of these conditions may result in cancellation of the privilege and/or removal from the relevant subject.

MONITORING

William Ross State High School reserves the right to review any material stored on computer files in order to make determinations on whether specific uses of the networks are inappropriate. In reviewing and monitoring the user files the school shall respect the privacy of these accounts.

NETWORK ETIQUETTE

All users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to the following:
- Be polite. Do not become aggressive or abusive in your messages to others.
- Use appropriate language. Do not engage in activities which are prohibited under state or federal law.
- Do not reveal your personal address, phone number or those of your friends or colleagues.
- Remember that ELECTRONIC MAIL (e-mail) is not guaranteed to be private. The operators of the system do have access and any messages relating to or in support of illegal activities will be reported to the authorities.

NO WARRANTIES

Education Queensland makes no warranties of any kind for the service it is providing and will not be responsible for any damages a user suffers. Use of information obtained via the Internet is at the users own risk as the accuracy and quality cannot be guaranteed.

SECURITY

Security on a computer network is a high priority. Any breaches can cause great inconvenience to all users. If you believe you have identified a security problem you must notify the system administrator or your teacher.
- Do not demonstrate the problem to others.
- Do not access another users files.
- Any attempt to log on or access the supervisor files will result in withdrawal of privileges.
- Do not reveal your password to others.

Any user identified as a security risk or having a history of problems may be denied access to the school computer network.

VANDALISM

Any form of vandalism of user files, software or equipment will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm, modify and/or destroy data of any computer user or any software or hardware of the total computer network. This includes the uploading or creating of computer viruses. Any form of harassment, including sending of unwanted mail, persistent annoying of another user or the interference with another user's work will not be tolerated and will result in significant action.

CONTROVERSIAL MATERIAL

Users may encounter material which is controversial and which other users, parents, teachers or administrators may consider inappropriate or offensive.   As it is impossible to screen or filter all information on the global network it is the user's responsibility not to initiate access to such material or to distribute such material by copying, storing or printing. The system administrator undertakes regular monitoring in order to identify inappropriate and/or controversial material that has been accessed from or is stored on the network.

Access to the school's computer network and other electronic resources is provided as a means to enhance the teaching/learning process. All users, including students, must access the system in a manner that is consistent with the objectives of the Department of Education's Computers in Learning Policy.

Computer Licence/Internet Access Agreement

William Ross State High School provides access to the school Network and the Internet for educational use and communication. The Internet is to be accessed only for a specific educational purpose.

As a student of William Ross State High School:
- I will behave responsibly in my network use and at all times respect the rights of others (including privacy and security).
- I understand that I am responsible for anything done using my username and password.
- I will use only my own and not give my password to any other person or use anyone else's password.
- I will engage in activities for which I do have permission from a staff member.
- I understand that the Internet can connect me to useful information stored on computers around the world.

While I have access to the Internet:
- I will use it **only for educational purposes**.
- The **only** e-mail system I will access is the Education Queensland approved site – MIS.
- I will search for, or send, legal, safe and non-offensive material.
- If I accidentally come across something that is illegal, dangerous or offensive, I will immediately inform my teacher.
- I will not reveal my home address or phone number.
- I will copy only materials that may be legally copied and with teacher approval.

I understand if the school decides that I have broken these rules, appropriate action will be taken. This may include loss of my internet access or computer access for some time. I understand also that I will be charged for Internet Access above the allocated quota.

Student Name: _____Year Level: _____

………………………..…….   ……………………..…….….   …………….…………………..
Student Signature   Parent/Carer Signature   Principal/Deputy Principal
                                                                               William Ross SHS

WILLIAM ROSS
STATE HIGH SCHOOL

ENROLMENT AGREEMENT POLICY

Enrolment Agreement

This enrolment agreement sets out the responsibilities of the student, parents or carers and the school staff about the education of students enrolled at William Ross State High School.

Responsibility of student to:
- attend school regularly, on time, ready to learn and take part in school activities;
- act at all times with respect and show tolerance towards other students and staff;
- work hard and comply with requests or directions from the teacher and principal;
- wear school's uniform as described in the school's *Dress Code*;
- respect the school environment;
- meet the school's standards of expected behaviour as described in the William Ross State High School *"Expectations Matrix";*
- abide by the William Ross State High School's Computer Licence and Internet Access Agreement.

Responsibility of parents to:
- attend open evenings for parents;
- let the school know if there are any problems that may affect my child's ability to learn;
- inform school of reason for any absence;
- treat school staff with respect and tolerance;
- support the authority and discipline of the school enabling my child to achieve maturity, self-discipline and self-control;
- abide by school's policy regarding access to school grounds before, during and after school hours;
- ensure that my child abides by the William Ross State High School's Computer Licence and Internet Access

Responsibility of school to:
- develop each individual student's talent as fully as possible;
- inform parents and carers regularly about how their children are progressing;
- inform students, parents and carers about what the teachers aim to teach the students each term;
- teach effectively and to set the highest standards in work and behaviour;
- take reasonable steps to ensure the safety, happiness and self-confidence of all students;
- be open and welcoming at all reasonable times and offer opportunities for parents and carers to become involved in the school community;
- clearly articulate the school's expectations regarding the responsible behaviour plan for students and the school's dress code policy;
- ensure that the parent is aware of the school's record-keeping policy including the transfer note should the student enrol at another school;
- set, mark and monitor homework regularly in keeping with the school's homework policy;
- contact parents and carers as soon as possible if the school is concerned about the child's school work, behaviour, attendance or punctuality;
- deal with complaints in an open, fair and transparent manner;
- consult parents on any major issues affecting students;
- treat students and parents with respect and tolerance.

I accept the rules and regulations of William Ross State high School as stated in the school policies that have been provided to me as follows:
o Responsible Behaviour Plan for Students
o Student Dress Code
o Homework Policy
o School charges and voluntary contributions
o Student usage of Internet and Intranet
o Absences

- School Excursions
- Complaints Management
- The school's "No-Mobile Phone or other Electronic Equipment" Policy by Students.

I acknowledge that information about the school's current programs and services has been explained to me.

....	....	....
Student Signature	Parent/Carer Signature	Principal / Deputy Principal
		William Ross State High School

William Ross State High School
STUDENT REFERRAL SHEET

Student: _____ **Teacher:** _____ **Subject:** _____ **Location:** _____

Date:_____ . **Year Level:** 8, 9, 10, 11, 12 **Session:** 1 2 3 4

Please return student to me at: _____

EXPECTATION IMPEDED		
Be Engaged	**Be Safe**	**Be Respectful**

WORK TO COMPLETE:

_____

_____

PLEASE INDICATE WITH A TICK THE BEHAVIOUR INCIDENT CATEGORY

	DEFIANT		NON-COMPLIANT
	DISRUPTIVE		PHYSICAL MISCONDUCT
	HARASSMENT		THREATS
	MISCONDUCT INVOLVING OBJECT		VERBAL MISCONDUCT
	OTHER (please state)		

Referred to: (Please complete one of the options)

REFERRED TO		
Buddy Class (Teacher & Room)	**HOD**	**ADMIN**

☐ Recorded in OneSchool   ☐ Parent Contact

Time Student Arrived: _____Buddy Teacher Signature: _____

Buddy Teacher Comment:

_____

_____

FORM TO BE RETURNED TO INITIAL REFERRING TEACHER

WILLIAM ROSS STATE HIGH SCHOOL
INDIVIDUAL BEHAVIOUR PLAN

Student Name: _____ Class: _____

1. What happened today to cause you to be sent out of your regular class?

_____

_____

_____

_____

_____

List the actions – in detail – that you can take in order to return to your class:

1. _____

2. _____

3. _____

4. _____

This plan will mean that I have to take this is to my teacher and discuss it with my teacher <u>before I return to my class</u>. This will happen TODAY or as soon as possible.

I will see my teacher _____ in Staffroom 1 / 2 / 3 / 4

Before school / morning tea / lunch / after school TODAY or if not possible

On _____ (day) _____ (date)

I understand that if my plan is not suitable my teacher will send me to a BUDDY CLASS next lesson and DETAIN ME DURING MY BREAK to re-do it.

If I am not able to work out a suitable plan, my parents / carers will be contacted.

I understand that if my behaviour becomes a pattern I will be referred to the HOD and possibly the Back on Track Room.

_____   _____
STUDENT SIGNATURE   *DATE*

_____   _____ *TEACHER*
SIGNATURE   *HOD SIGNATURE*   *DATE*

William Ross State High School

INCIDENT REPORT

(to be completed by student/staff involved in an incident)

Name: _____

Year Level: _____   Date of Incident: _____

TYPE OF INCIDENT:

☐ Theft / Loss   ☐ Bullying (mild)   ☐ Smoking
☐ Fighting   ☐ Bullying (moderate)   ☐ Classroom incident
☐ Damage to property   ☐ Bullying (severe)   ☐ Other

MAIN PERSON/S INVOLVED:

_____

_____

_____

TIME: _____

PLACE: _____

NAMES OF OTHER WITNESSES:

_____

_____

_____

DESCRIPTION OF INCIDENT:

_____

_____

_____

_____

PTO

ARE YOU AWARE OF ANY REASON/S WHY THIS MAY HAVE HAPPENED:

_____

_____

_____

WHAT DO YOU THINK SHOULD HAPPEN NOW?

_____

_____

_____

_____

HOW ARE YOU FEELING NOW?

_____

_____

_____

_____

Signature: _____   Date: _____

William Ross State High School

EVIDENCE STATEMENT

(to be completed by witnesses to an incident)

Name: _____

Year Level: _____   Date of Incident: _____

TYPE OF INCIDENT:

☐ Theft / Loss   ☐ Bullying (mild)   ☐ Smoking
☐ Fighting   ☐ Bullying (moderate)   ☐ Classroom incident
☐ Damage to property   ☐ Bullying (severe)   ☐ Other

MAIN PERSON/S INVOLVED:

_____

_____

_____

TIME: _____

PLACE: _____

NAMES OF OTHER WITNESSES:

_____

_____

_____

DESCRIPTION OF INCIDENT:

_____

_____

_____

_____

PTO

ARE YOU AWARE OF ANY REASON/S WHY THIS MAY HAVE HAPPENED:

_____

_____

_____

WHAT DO YOU THINK SHOULD HAPPEN NOW?

_____

_____

_____

_____

HOW ARE YOU FEELING NOW?

_____

_____

_____

_____

Signature: _____   **Date: _____**

PHYSICAL RESTRAINT INCIDENT AND DEBRIEF REPORT

YOUR NAME:		YEAR LEVEL:
DATE OF INCIDENT:		TIME OF INCIDENT:
LOCATION OF INCIDENT:		

Who was the student involved in the incident?
Who was working with the student when the incident occurred?
Where was the student when the incident occurred?
Where were staff when the incident occurred?
Who was next to the student when the incident occurred?
Who else was in the immediate area when the incident occurred?
What occurred **immediately** before the incident? Describe the activity, task, event.
Describe what the person/s did during the incident.
Describe the level of severity of the incident. (e.g. damage, injury to self/others)

Describe who or what the incident was directed at.

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

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

SIGNATURE: DATE:

DEBRIEFING SECTION

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 discussion that occurs during the debriefing are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (eg. 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?

DEBRIEFING SUMMARY REPORT

DATE:	TIME:
PERSON/S IN ATTENDANCE:	
OUTCOMES:	