RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

To Inspire Learning

Respect
Responsibility
Honesty / Integrity
Excellence
Safety
Equity / Fairness

2017 - 2020

SAFE, CALM and DISCIPLINED
1. Purpose

James Nash State High School has developed this Responsible Behaviour Plan for Students as the basis for, and in demonstration of the commitment to, the provision of a **safe, calm and disciplined** learning environment in a supportive setting. It sets out the implemented procedures for a whole-school approach to instilling responsible behaviour in a supportive school environment. The plan reflects the shared values and high expectations of Education Queensland, The Gympie Alliance of State Schools and James Nash S.H.S.

The plan includes:

- a clearly articulated and agreed code of behaviour based on the values of Respect, Responsibility, Honesty/Integrity, Excellence, Safety, and Equity/Fairness for all members of the school community.

- procedures for upholding the code, and for the applying of fair and non-violent consequences for infringement of the code, ranging from the least intrusive sanctions to the most stringent step of exclusion (considered only when all other approaches have been exhausted or rejected)

- the roles, rights and responsibilities of all school community members

- procedures for documenting and managing instances of truancy, harassment, violence, and drug related matters, in compliance with relevant legislation and departmental policies.

This plan is available to all members of the school community.

2. Consultation and data review

James Nash SHS has a consultative process that involves a number of levels of feedback and consultation involving the whole of the school community. Attendance data, suspensions and exclusions, and unexplained absences are all reviewed at Administration meetings, HOD meetings, Staff meetings and Reference Group meetings on a quarterly basis at minimum and data from 2012-2016 also informed the development process. Behaviour incidents are discussed at Student Support Group meetings (fortnightly), including responses to high level incidents.

The Plan was endorsed by the Principal and the President of the P&C/Chair of the School Council and will be reviewed annually as part of the Student Support Services Key Strategic Plan review processes and in response to policy changes or when new technologies emerge that present a new level of risk.
3. Learning and behaviour statement

James Nash State High School’s core purpose is “To Inspire Learning”.

Our recognised goal is to be a “To be a Hub of Educational Excellence for All Learners”.

James Nash State High School is committed to providing all students with access to quality secondary education in a safe, calm and disciplined environment through:

- Appropriate respected curriculum
- Quality student outcomes as a result of excellence in teaching and learning
- Responsible school management incorporating productive partnerships
- Fair and equitable practices.

James Nash State High School values:

1. Respect
   - We show respect for ourselves, for others and for the school’s values and rules in relation to learning and our environment.
   - Respectful relationships will be demonstrated through appropriate language, communication and actions.

2. Responsibility
   - We take responsibility for our behaviour.
   - Responsible behaviour will be demonstrated by accepting accountability for our own behaviour and learning.

3. Honesty / Integrity
   - We are sincere, seek the truth and act in accordance with the principles of moral and ethical conduct / behaviour.
   - We demonstrate integrity through consistency between what we say and what we do.

4. Excellence
   - We pursue the highest levels of personal achievement in our actions and thoughts.
   - Excellence will be recognised when we strive for quality in all that we do.

5. Safety
   - We work in an environment where our physical, emotional and spiritual well-being allows / fosters a passion for learning.
   - People feel safe when their rights are respected.

6. Equity / Fairness
   - We value and embrace diversity and promote fairness.
   - Equity is achieved when each situation is addressed on its individual merits.
James Nash State High Schools values are closely aligned to the National Safe Schools Framework and National Framework for Values Education in Australian Schools.

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

The structure of the school's Responsible Behaviour Plan is captured in Figure 1.

Figure 1

In constructing this plan, James Nash State High School endeavours to: Maximise educational opportunities and outcomes; Model and foster socially responsible behaviours; and Employ fair and just practices which comply with relevant legislation including The Education (General Provisions) Act (2006).

- Universal behaviour support

All members of the school are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

The philosophy of a supportive school environment is embedded within our school culture, embodying a safe, calm and disciplined approach to learning. It is also reflected in a code of behaviour based on a set of values that are understood, accepted and practised by all members of the Gympie State Schools Alliance "Code of Behaviour".

In keeping with a Supportive School Policy, the Code of Behaviour is developed around six Values.

- Respect
- Responsibility
- Honesty/Integrity
- Excellence
- Safety
- Equity/Fairness

James Nash SHS is committed to providing a supportive school environment where all members of our school feel safe and are valued.
Expectations and Rights of Community Members

Students are expected to:
- Participate actively in the school’s education programs
- Take responsibility for their behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Cooperate with staff and others in authority.

Students have the right to:
- Be given a fair go
- Learn in a safe, supportive and clean environment
- Enjoy the privileges of a student with access to all the school’s resources.

Parents/carers are expected to:
- Show an active interest in their child’s schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support James Nash State High School staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with staff regarding their child’s learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child.

Parents/carers have a right to:
- Know their child is receiving quality education in a safe and supportive environment
- Fair and natural justice for their child/student
- Request and obtain information regarding their child’s schooling, behaviour, progress and achievements.

James Nash is expected to:
- Plan to provide safe and supportive learning environments
- Plan to provide inclusive, engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self-management.

James Nash State High School Staff are expected to:
- Demonstrate integrity in everything they do
- Model active citizenship
- Display care, compassion, understanding, tolerance, inclusion and respect for others
- Provide a stimulating learning environment
- Be honest and trustworthy
- ‘Tinker’ with pedagogy (Richmond Model, 2005).
James Nash State High School Principal is expected to:
- Play a strong leadership role in implementing and communicating the Code in their school community
- Ensure consistency and fairness in implementing the school's Responsible Behaviour Plan for Students
- Communicate high expectations for individual achievement and behaviour
- Review and monitor the effectiveness of school practices and their impact on student learning
- Support staff in ensuring compliance with the Code and facilitate professional development to improve the skills of staff to promote responsible behaviour.

James Nash State High School Staff have the right to:
- Be given a fair go
- Work in a safe, supportive and clean environment
- Be treated as professionals and to teach in a safe, calm and disciplined classroom environment
- Teach their approved curriculum free of disruptive student behaviour
- Have freedom to enjoy citizenship free from unnecessary interference or harassment
- Respect from parents, students and staff.

Maintaining the supportive culture within the schools is the responsibility of all members of the James Nash State High School community with structures already in place that support this including:
- student leaders' groups
- management structures (Admin, HOSES, HODS, HOC, BST and HOY)
- curriculum teams
- support staff
- the Student Support Services team including the School Based Youth Health Nurse, the BST, Guidance Officer, Youth Support Coordinator, the School Chaplain,
- Alternative Programs for At-Risk students
- Partnerships with external agencies for example; Youth Connections and CYMHS, Child Safety, Youth Justice, Police
- Structured Learning and Literacy and Numeracy Learning Support/Literacy and Numeracy Coaches
- "James Nash Gold" – positive support recognition program
- Learning and Well-being Program

These structures allow for the development of acceptable standards of behaviour.
4.1 DEVELOPING ACCEPTABLE STANDARDS OF BEHAVIOUR
In keeping with the school’s commitment to provide a safe, calm and disciplined learning environment, there are a range of strategies that are employed to create consistency across the school:

- Rules, expectations and values are discussed at enrolment to ensure that the schools expectations are compatible with the prospective students, in care classes on whole school parade and on year level parade
- Policies and procedures are published to all students and parents in the student diary and are available on-line through the school website and on the Student Intranet Home Page
- Reminder of policy and procedures are communicated to students and the wider school community through features on the school website, in the school newsletter and via student notices
- Explicit teaching of acceptable behaviour is embedded in the school’s Learning and Well-being Program
- Bullying and cyber-bullying programs are both embedded within the curriculum and explicitly taught to those students who demonstrate a lack of understanding of the behaviours and their impacts
- The peer skills network throughout the school reinforces the positive approach to dealing with anti-social behaviours
- New staff are provided with both an induction program and a mentoring system to engage in the schools behavioural expectations.

4.2 REINFORCING EXPECTED SCHOOL BEHAVIOUR
At James Nash 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 - “James Nash Gold”. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. Administrative staff members and Head of Year are trained to give consistent and appropriate acknowledgement and rewards.

James Nash State High School “James Nash Gold”
Staff members hand “James Nash Gold” slips out to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs throughout the week. When they ‘catch’ a student following the rules they can choose to give them a “James Nash Gold” slip. When students are given a “James Nash Gold” slip they take it home to be signed by their parents and return it, dropping the card in the designated collection points at the school Student Services Centre.

Each Tuesday, the principal draws one of the returned “James Nash Gold” slips on parade. The drawn student is issued with a voucher that can be redeemed at the tuckshop.

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. 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.
4.3 Strategies for Managing the Classroom Environment

Each teacher needs to build a repertoire of strategies to manage the classroom environment where there are a range of individual needs and social competencies. The following are a few strategies that can be used on a daily basis. Other strategies can be learnt from colleagues, Head of Year, HODs, the BST and professional development opportunities as outlined in teachers' Individual Development Plans or by observing other teachers in action. Teachers can access the Critical Friend process, including classroom behaviour profiling to reflect on teaching practice and develop professionally.

4.3.1 PROACTIVE STRATEGIES

- Prepare meaningful, innovative and motivating lessons – *incorporating technology as applicable and as available*
- Utilise the school guidelines for Learning Goals and Lesson Planning
- Set and maintain clear and consistent expectations
- Utilise effective time management
- Actively teach rights, responsibilities, rules and routines – *including online behaviours*
- Define the goal behaviour
- Use the language of *choice* by providing for negotiation in the work you set for the class to complete
- Prepare and cater for individual learning styles and needs
- Employ Visual Organisation
- Organise the physical environment: *consider arrangement of desks and chairs*
- Prepare a seating plan
- *Tinker* with teaching practice
- Actively build trust and rapport
- Be on time and greet your class warmly
- Ensure you have all the material you require for the lesson [This would include an isolation area]
- Have an anticipatory set (list of what you intend to cover in the lesson) on the whiteboard, screen or on OHT. Alternatively, you could state the objective for the activity or lesson [consider writing on the whiteboard, *by the end of the lesson you will....*]
- Ensure the lesson is broken into bite size pieces (10mins) with a variety of stimulus (*including mobile devices*) to cater for different learning styles and multiple intelligences
- Have alternative tasks available e.g. work sheets to cater for students who have finished tasks or need to be sent to a buddy class
- Have spare paper, pens and equipment on hand in case students’ forget or lose their own equipment
- Set a goal for the students’ learning and provide opportunity for success for all
- Be flexible with digital technologies and students use of them.
4.3.2 ACCESS TO LEARNING SUPPORT

In the case of students that may present with learning difficulties, parents may pre-identify issues at the enrolment stage or as concerns arise. Teachers may also query the capacity of students to engage with the curriculum. James Nash State High Schools system of differentiated curriculum provides for support to be provided according to need.

The learning support staff may utilise standardised testing to assess the relative ability of the student and place them in suitable classes on a relative needs basis.

For those students who are identified as having support needs in particular areas beyond the differentiated curriculum, some literacy and numeracy support may be provided depending on capacity. Learning Support is also available through the School’s Monitoring Room (CO.10 or CO.05) where students can access individualised support with assessment items and through small group lunchtime tutorial sessions.
## 4.4 Behaviour and Effort Matrix

<table>
<thead>
<tr>
<th>Behaviour and Attitude</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interaction with peers</strong></td>
<td>Positive relationships and interactions with others. Well-liked and respected by peers. Exemplary role model for others.</td>
<td>Consistently positive interaction with a range of fellow students. Supportive of others.</td>
<td>Interacts well within his/her peer group. Generally displays appropriate social behaviour and supports others.</td>
<td>Some negative behaviours shown. Minor intervention needed but student has shown evidence of self-correcting.</td>
<td>Has exhibited negative and antisocial behaviours such as harassment, bullying.</td>
</tr>
</tbody>
</table>

### Effort

<table>
<thead>
<tr>
<th>Effort</th>
<th>A (Independently)</th>
<th>B (Consistently)</th>
<th>C (Usually)</th>
<th>D (Sometimes)</th>
<th>E (Rarely)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Rarely misses a class.</td>
<td>Occasional absences only.</td>
<td>Some absences.</td>
<td>Many absences, spasmodic attendance.</td>
<td>Rarely attends.</td>
</tr>
<tr>
<td>Punctuality</td>
<td>Consistently arrives at class on time.</td>
<td>Nearly always arrives to class on time.</td>
<td>Generally arrives to class on time.</td>
<td>Often late to class, tardy.</td>
<td>Rarely gets to class on time.</td>
</tr>
<tr>
<td>Preparedness for work</td>
<td>Consistently brings correct materials.</td>
<td>Nearly always brings correct materials.</td>
<td>Usually prepared.</td>
<td>Often does not bring correct materials to class.</td>
<td>Rarely brings correct equipment to class.</td>
</tr>
<tr>
<td>Homework, assignments - work ethic outside of class.</td>
<td>Always completed to a very high standard. Seeks and uses teacher feedback/assistance with homework. Completes all set tasks.</td>
<td>Usually completed to a high standard.</td>
<td>Homework sometimes neglected but assignment work generally OK.</td>
<td>Homework often not completed. Assignments not completed by due date.</td>
<td>Homework and assignments rarely completed.</td>
</tr>
<tr>
<td>Progress</td>
<td>Excellent. Working to or above ability level.</td>
<td>Good. Working to general ability level.</td>
<td>Satisfactory progress, but not extending him/herself.</td>
<td>Disappointing effort, below ability level.</td>
<td>Very disappointing, well below ability level.</td>
</tr>
</tbody>
</table>
4.5 SCHOOL DRESS CODE
The James Nash State High School student dress code consists of an agreed standard of clothing which constitutes the school uniform. Guidelines for the application of the School Dress Code are available on Enrolment, in Student Planners and on the school's Website.

4.6 MOBILE DEVICE GUIDELINES
Mobile phones, music players, tablets, etc. are a part of modern society and the school accepts that many students will possess them. They are a useful tool, especially mobile phones where the issue of safety is concerned. However, teachers and students have a right to teach and learn in a classroom environment free from interruptions.
Mobile devices in schools present a number of challenges. These include:
- Mobile devices interrupting lessons and disrupting the learning of others.
- Security of devices.
- Mobile phones, technologically advanced music players tablets and other mobile devices being used to contact outsiders for non-approved purposes.
- Mobile phones, tablets, cameras, technologically advanced music players and other mobile devices being used inappropriately.

Guideline
We prefer students not to have mobile phones or music players at school. However we realise that students may have legitimate reasons to carry such devices, therefore, the school has adopted guidelines for the use of mobile devices (Appendix 1):

Targeted behaviour support
The aim of targeted behaviour support is for students to develop self-management skills to the level where within the classroom, independent and/or group work can take place without undue disruption and with acceptable levels of academic on task engagement – a safe, calm and disciplined environment.
These students are identified primarily by the classroom teacher as having higher behavioural needs and targeted by support personnel through the OneSchool referral process through a 5 stage approach to management.

4.7 STAGE 1 – IN THE CLASSROOM
This stage involves the deliberate altering of the nature of classroom interactions involving both student and teacher and manages the student in the classroom setting through micro-skills.

4.7.1 CORRECTIVE ACTION
- Planned/Tactical Ignoring
- Provide simple and clear directions
- Increase non-verbal directions
- Use positive directions – Reframing of language
- Provide clear and consistent consequences
- Follow through with consequences
- Use take-up time
- Use minimalist non-verbal/verbal/physical directions
- Use consistent and empowering language When...Then
- Use double what questions: What are you doing? What should you be doing?
- Use powerful agreement frames Maybe...and....
- Actively model/teach the goal behaviour or preferred outcome
- Use acknowledgement strategies: use minimalist non-verbal/verbal/physical directions
- Design constructive and positive modes of correction: low key, private
- ‘Give Them A Way Back’: model and implement conflict resolution/restitution
4.7.2 **SUPPORTIVE ACTION**
- ‘Catch Them Being Good’
- Say ‘Thanks’
- Actively re-build trust and rapport
- Separate the (inappropriate) behaviour from the student
- Keep the focus on the behaviour of concern rather than personal argument
- Be proactive and optimistic with repairing and restoring relationships
- Liaise with parents, colleagues, support staff and administration
- Utilise the behaviour management intervention referral and support processes

4.8 **STAGE 2 – INDIVIDUAL DISCUSSION, MONITORING, CONTRACTING**

In the event that the above strategies fail, this stage focuses on assisting the student to become acutely aware of the behaviours that are considered as unwanted and to focus on those behaviours which need developing and increasing – to develop a means of self-discipline. For many students, becoming more aware of the nature of their behaviours can bring about positive behaviour change.

- Student sent for a walk with a Student Planner to see support person or for a drink with a note in Student Planner
  - used for cool-down, time out with re-entry condition
- Withdrawal from class to alternate classroom
  - Must be pre-arranged with fellow teacher
  - ‘sent-from-class card’, Buddy class slip
  - send student with class work
- Private discussion – at end of lesson or nearest break
  - clarification of problem and target behaviours
  - discussion of issues and goal setting
- One School incident report
- Return to classroom for monitored trial
  - HOD/teacher/BST monitoring
  - single class monitoring card / Yellow card monitoring/self-monitoring
- Link to contingencies
  - school and home linked reward programs.

**Intensive behaviour support**

Stage 3, 4 and 5 of James Nash State High School’s 5 stage approach to behaviour support are executed under Intensive Behaviour Support. Students are identified through:

- The OneSchool referral process
- The use of behavioural data maintained on students identified through previous levels, accessed from OneSchool reports, monitoring cards, etc.
- Functional Behaviour Assessment.

These students demonstrate chronic behaviour issues.

4.9 **STAGE 3 – DISCIPLINE IMPROVEMENT PLAN (DIP)**


This stage is a retraining and contingency management approach which provide specific techniques and intervention approaches for students who lack the capacity for self-management. The process of developing self-management skills relies on a tightly structured program of self-monitoring, contingency management and on task training linked to a clear identification of target behaviours.

- Withdrawal from all or specified classes
- On-task training
  - focus on core subject academic tasks
- Self-recording and self-monitoring of progress
- Contingency management
school and home based reinforcement programs.

4.10 STAGE 4 - BUDDY-CLASS PLACEMENT
Students who fail to respond to the retraining approach and therefore do not achieve an effective level of self-management and on-task behaviour are withdrawn from class and placed in a same subject but different year level class. The withdrawal from class and placement in a non-peer class environment is designed to encourage the student to value his/her class and relieve the class and teacher from the negative influences of the student’s disruptive behaviour.

- Withdrawal from specified or all classes
- Student is provided with set tasks to be completed in an independent learning setting within the buddy class
- Period of placement in buddy-class to be a minimum of one week
- Behaviour is monitored using the blue card system
- Buddy class self-monitoring blue card may also be used
- After designated period of placement, student’s IMP is reviewed
- Return to class is monitored using single class green card or individual Yellow card monitoring

4.11 WITHDRAWAL FROM ALL CLASSES, SUSPENSION
This strategy invokes the reactive measures of the school management plan for students who continue to exhibit disruptive off task behaviour. Students who do not respond to proactive interventions have failed to appreciate the educational opportunities available to them. Having these educational opportunities withdrawn for a period time can serve to jolt the student’s awareness of the negative effects of their behaviour and the need for behavioural change.

The On the Right Track Program (OTRT) is a 4 week program designed to cater for the needs of students who have difficulty accepting the social norms for behaviour expected in the school environment. The program is staffed by a coordinator and operates from an alternate classroom. Students nominated for the program are withdrawn from regular class activities to work intensively one on one or in small groups on social and behavioural skills, gradually reintegrated back into classrooms, with support, to put learned behaviours into place.

The Alternative Programs for At-Risk students in OTRT are individualised for every student and are flexible enough to be moulded and designed for each individual case. An Individual Intervention Program is developed for each student where the needs of the student are identified by administrative staff, Head of Year and general teaching staff and consultation with the family is undertaken in the planning. This is maintained throughout the duration of the program.

Students may be re-entered to the program at the completion of 4 weeks.

4.11.1 WITHDRAWAL FROM ALL CLASSES
Where students have been approved to enter OTRT and have completed the interview entry process the following procedures are implemented:

- student to report to OTRT on arrival at school
- student to follow set work program with OTRT staff assistance
- student to be allocated off line lunch breaks
- non-cooperation results in parent notification and withdrawal from school
- prior to a return to classes, student must commit to successfully completing a revised DIP (Stage 3)
- red behaviour card/yellow behaviour card/blue behaviour card for monitoring behaviour.
4.11.2 SUSPENSION
In the event that student behaviours as outlined in this RBP4S warrant a
suspension of services provided to students, school disciplinary absences may
be applied after all other responses have been considered.
- the student and parents to be provided with prior warning of the
  likelihood of suspension if warranted
- student and parents provided with a written notice of suspension
  which summarises students behaviour and intervention procedures
  employed
- prior to a return to school, the student, with parental support, must
  commit to successfully completing a return from suspension interview.
- a new DIP to be formulated
- red/yellow behaviour monitoring card.

Physical Restraints: (Individual Plan)
Physical Restraint, involving the manual restriction of a student’s movement for
reasons of safety may be used in cases where a student is behaving in a manner
that is potentially injurious to themselves or others, or to prevent serious property
damage.
When provision is made for the use of physical restraint in a student’s individual
plan as an ongoing response strategy due to frequency of behaviour risk/patterns
(including prevention of self-harming behaviours), plans will:
- be approved by the principal with a copy provided to the principal’s
  supervisor
- include strategies to reduce the frequency and severity of
  inappropriate behaviours and increase socially appropriate and
  positive behaviours
- not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant
  staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical
  restraint.
- in preventing self-harming behaviours, strategies may include:
  o restoring safety in other practicable ways such as removing
    harmful objects;
  o employing responses such as increased monitoring and support
    within classrooms and /or referral to appropriately trained staff; and
  o use of movement limiting and / or protective devices at times of
    high risk.
- complete documentation according to Student Protection
  requirements

Where physical restraints are included as part of a student’s individual plan
deemed necessary due to frequency of behaviour risk/patterns (including
prevention of self-harming behaviours), staff will:
- be provided with physical restraint training and professional
  development that is documented
- complete the required documentation following a physical restraint
- employ responses to support all staff and students involved in,
  including witnesses to, an incident of self-harm
- establish a regular review process to monitor effectiveness of planned
  strategies and procedures.
5.0 Emergency responses or critical incidents

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

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

5.1 Basic defusing strategies

Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student's space – stand side on at least one leg length away, avoid touching or grabbing the student – limit intimidation, avoid sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language – keep calm, remain the adult in the situation).

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

Approach the student in a non-threatening manner
(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish natural eye contact – not challenging, be brief, stay with the agenda – do not engage in secondary behaviours, 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. Seek help as necessary).

Debrief (when situation is over and student is calm)
(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).
5.2 Physical Intervention

Appropriate physical interventions and restraints may be used to ensure that James Nash State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical restraints (manual restriction of a student’s movement for reasons of safety) is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Staff may make legitimate use of physical restraints if all non-physical (including defusing strategies) and more moderate physical interventions have been exhausted and a student is:

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

Staff will:

- give clear verbal instruction before physical restraints are used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student’s parent of the incident detailing:
  - the behaviour that preceded the use of physical restraint
  - the type and duration of restraint used
  - staff members and other witnesses present during the period of the restraint
  - student’s physical condition before and after the period of physical restraint
  - planned future action to prevent further incidents of the behaviour

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:

- school disruption
- verbal threats
- refusal to comply
- property destruction (unless serious)
- 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.

Debriefing

Following each instance involving the use of physical restraint:

- debriefing to be provided for the student and any other students after a
  suitable interval of time has elapsed
- a debriefing meeting with the relevant staff members to be held
- an individual plan to be developed if physical restraint is deemed
  necessary as an ongoing strategy

5.3 Record keeping

Each instance involving the use of physical restraint must be formally
documented. The processes can be found at
http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-
Recording,-Notification-and-Management.aspx

Physical restraint incidents in a school setting that result in serious injury, to any
party involved in the incident, need to be reported as per the WH&S guidelines.
The incident and resulting injury will need to be uploaded to the MyHR Workplace
Health and Safety reporting system.

Following each instance involving the use of physical restraint, the following
records are to be maintained:

- Physical Intervention Incident Report (Appendix 5)
- Debriefing Report (Appendix 6)

All Incident reports of physical restraint need to be attached/noted within the
student's OneSchool profile.
Consequences for unacceptable behaviour
James Nash State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When behaviour occurs that is not in line with the school values of Respect, Responsibility, Honesty, Excellence, Safety and Fairness, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. OneSchool is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

6.1 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
  - Mid-Level problem behaviour is handled by staff member or leadership team
  - 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.

Mid-level behaviours are those that:
  - are repeated minor behaviours
  - demonstrate a pattern of minor behaviours
  - violate the rights of others in a minor way
  - cause some minor harm to others /self
  - require the involvement of the leadership team.

Mid-level behaviours may result in the following consequences:
  - A referral to a Head of Department/BST to review student expectations
  - A 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.
  - Placement on a contract for behaviour
  - Placement on a monitoring card (red, yellow or blue)
  - The development of an Individual Student Behaviour Plan
  - Short term suspension.
Major behaviours are those that:
- significantly violate the rights of others
- put others/self at risk of harm
- require the involvement of school administration or leadership team.

Major behaviours result in an immediate referral to administration/leadership team 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 organises for an escort for the student to administration/leadership team and completes OneSchool behaviour report as soon as is practical.

6.2 Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

TIMEOUT

Time Out: Temporary removal to another class / removal from the playground for major behaviours or cumulative recordings of minor behaviour.

Time Out procedures may be used:
- as one of a range of options for students to manage their own behaviour
- in order to assist a student in the calming down process
- as a strategy to reduce the frequency of a particular behaviour

All staff, students and parents are made aware of the appropriate use of, and procedures for, Time Out. These include:
- giving the student opportunity to re-join class at intervals of no more than 10 minutes
- provide the student with opportunities to complete assessments to fulfil educational requirements
- ensure when using Time Out as a management technique that it is consistent with:
  - developmental stage of the student
  - any special needs that the student may have
  - ensuring the student is safe and under supervision at all times
  - ensuring emergency procedures are in place for students ‘out of class’
  - the regular review of time out procedures, frequency of use with particular students, and effectiveness measured using data
DETENTIONS – *(Detention Policy Appendix 9)*

Detentions may be used to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion. Detention is a consequence that schools may use to address inappropriate student behaviour. Detentions can be applied during school hours or out-of-school. Principals make a decision about what happens in their school in consultation with their school community.

**Class Teacher Detentions** - Detentions may be issued by teachers or Heads of Department for breaches of the Responsible Behaviour Plan for Students. These detentions may be imposed at a break such as morning tea or lunch (20 minutes). The person giving the detention is directly responsible for the supervision of the student during the detention period. Students will complete set tasks and discuss appropriate strategies they will use to prevent a reoccurrence of the poor behaviour.

**CO10 Detentions** - CO10 detentions may be issued by Year Level Coordinators, Heads of Department, Deputy Principal and Principal for breaches of the Responsible Behaviour Plan for Students. These detentions are given under the formalised detention system of James Nash State High School and are imposed as lunch break detentions supervised in the CO10 Room. These detentions are 20 minutes in duration. This supervision is shared between the Head of Years (HOY)

**Buddy Class Detentions** - Students who fail to respond to the retraining approach and therefore do not achieve an effective level of self-management and on-task behaviour are withdrawn from class and placed in a same subject but different year level class. The withdrawal from class and placement in a non-peer class environment is designed to encourage the student to value his/her class and relieve the class and teacher from the negative influences of the student’s disruptive behaviour.

**‘On The Right Track’ Detentions** – This strategy invokes the reactive measures of the school management plan for students who continue to exhibit disruptive off task behaviour. Students who do not respond to proactive interventions have failed to appreciate the educational opportunities available to them. Having these educational opportunities withdrawn for a period time can serve to jolt the student’s awareness of the negative effects of their behaviour and the need for behavioural change. Detentions of a longer nature are deemed appropriate to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion.

**After School Detentions** - Detentions after-school hours will be issued on a week day for a maximum of 30 minutes duration from 3.15-3.45pm. During the detention, students will be fully supervised and will be required to complete set tasks. In exceptional circumstances, a parent may negotiate with a Deputy Principal for these detentions to be completed at lunch time.

The completion of afterschool detentions is taken very seriously at James Nash State High School. Once given they are expected to be completed in a safe, calm and disciplined fashion. Failure to follow through the full detention process, from...
notification to completion, will result in this behaviour management strategy becoming ineffective and an escalation in consequences imposed.

STUDENTS WITH DISABILITIES

- All students are expected to follow the Responsible Behaviour Plan.
- Students who are sent out for cooling off will attend their agreed cool-off point if applicable. Otherwise, the 5 stage approach to student behaviour is to be followed.
- Where students exhibit high level/behaviours dangerous to self or others, the SEP is to be contacted to enact the Critical Response Plan (Section 5.0).
- Students who are identified as having high behaviour support needs due to their disability have a ‘Risk Management and Positive Behaviour Support Plan’ which is available to all staff - (copies are available in individual student’s Support Provision (OneSchool) and a copy is kept in the SEP).
- Staff are regularly updated through the Effective Teaching and Learning Chronicle’s Knowledge of Learner Profiles (class data published each term) on which students receive support from the SEP and expected to review Support Provisions and to seek guidance and advice from the student’s HOSES or SEP Behaviour Support Teacher when working through behavioural issues with these students.
### 6.3 A SELECTION OF PROACTIVE, REACTIVE AND SUPPORTIVE RESPONSES.

Responses will be logically tied to the behaviours and are to be determined as a result of investigation depending on:

1) Number and severity of offences;
2) Impact on others – personal and property;
3) Social Justice issues;
4) Investigation findings.

<table>
<thead>
<tr>
<th>Disobedient Behaviours</th>
<th>Antisocial Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low level</strong> (suggested responsibility - classroom teacher, PGD staff member)</td>
<td><strong>There are no low level instances of this behaviour</strong></td>
</tr>
<tr>
<td><strong>Mid level/repeated low level</strong> (suggested responsibility - Head of Department, Assistant Principal, Deputy Principal)</td>
<td><strong>Interview/Counselling</strong>: personal statement, mediation, conflict resolution, green cards, litter duty, community service, detention.</td>
</tr>
<tr>
<td><strong>High Level</strong> (suggested responsibility - Assistant Principal, Deputy Principal, Principal)</td>
<td><strong>In addition to low level responses</strong>: Consultation/Contact: Parent/caregiver Referral: GO, BST Consequences: detention, class withdrawal, ISBP's, yellow/red card, suspension/cancellation warning, suspension.</td>
</tr>
</tbody>
</table>

**Low level (minor)** – behaviour has some impact on one or more members of school / community

**Mid level (multiple minor)** – behaviour has significant impact on one or more members of school / community

**High level (major)** – behaviour has major impact on one or more members of school / community
<table>
<thead>
<tr>
<th>Antisocial Behaviours</th>
<th>There are no low level instances of this behaviour</th>
<th>Interview/Counselling: personal statement, mediation, moral issues Consultation/Contact: parent/caregiver Referral: GO, BST, Chaplain, School Based Youth Health Nurse (SBYHN) Consequences: restitution, apology, detention, yellow/red card, suspension, warning, suspension.</th>
<th>In addition to mid level responses: cancellation/suspension warning, suspension, re-entry program, cancellation, proposal to exclude, recommendation to exclude.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Behaviours</td>
<td>Interview/Counselling: personal statement, mediation, conflict resolution. Consequences: restitution, apology, detentions, community service,</td>
<td>In addition to low level responses: Consultation/Contact: parent/caregiver Referral: GO, BST, Chaplain Consequences: restitution, apology, detentions, community service, yellow/red card, suspension warning, suspension.</td>
<td>Interview/Counselling: personal statement, mediation, conflict resolution. Consultation/Contact: parent/caregiver Referral: GO, BST, Chaplain Consequences: restitution, apology, yellow/red card, suspension warning, suspension, re-entry program, cancellation, proposal to exclude, recommendation to exclude.</td>
</tr>
<tr>
<td><strong>Physical Behaviours</strong></td>
<td><strong>Interview/Counselling:</strong> personal statement, mediation, litter duty, community service, detention.</td>
<td><strong>In addition to low level responses:</strong> Consultation/Contact: Parent/caregiver Referral: GO, BST, SBYHN Consequences: detention, class withdrawal, yellow/red card, suspension warning, suspension.</td>
<td><strong>Interview/Counselling:</strong> personal statement, Consultation/Contact: Parent/caregiver Referral: GO, BST, SBYHN Consequences: mediation, class withdrawal, ISBP’s, yellow/red card, suspension/cancellation warning, suspension, re-entry program cancellation, proposal to exclude, recommendation to exclude.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Physical violence – sexual assault</strong></td>
<td><strong>There are no low level instances of this behaviour</strong></td>
<td><strong>Consultation/Contact:</strong> Parent/caregiver Referral: GO, BST, SBYHN Consequences: detention, class withdrawal, yellow/red card, suspension warning, suspension.</td>
<td><strong>Interview/Counselling:</strong> personal statement, mediation, conflict resolution Consultation/Contact: parent/caregiver Referral: GO, BST, Chaplain, SBYHN, Psych Consequences: yellow/red card, suspension, proposal to exclude, recommendation to exclude, Police notification.</td>
</tr>
<tr>
<td><strong>Attempted rape, rape</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Online Behaviours (Right to Privacy and Reputation Management)** | **Interview/Counselling:** personal statement, mediation, conflict resolution. Consequences: restitution, apology, detentions, community service. | **Consultation/Contact:** Parent/caregiver Referral: GO, BST, Chaplain Consequences: restitution, apology, detentions, community service, yellow/red card, suspension warning, suspension. | **Interview/Counselling:** personal statement, mediation, conflict resolution. Consultation/Contact: parent/caregiver Referral: GO, BST, Chaplain Consequences: restitution, apology, yellow/red card, suspension warning, suspension, re-entry program, cancellation, proposal to exclude, recommendation to exclude. |
| Secretly filming/recording (video or voice) others students, staff or guest speaker. Publishing, uploading, sharing this material with the intent to damage the reputation of other students, staff, or the school. |  |  |  |

| **Online Behaviours (cyber bullying)** | **There are no low level instances of this behaviour** | **Consultation/Contact:** Parent/caregiver Referral: GO, BST, Chaplain Consequences: restitution, apology, detentions, community service, yellow/red card, suspension warning, suspension. | **Interview/Counselling:** personal statement, mediation, conflict resolution. Consultation/Contact: parent/caregiver Referral: GO, BST, Chaplain Consequences: restitution, apology, yellow/red card, suspension warning, suspension, re-entry program, cancellation, proposal to exclude, recommendation to exclude. |
| Abuse; intimidation; bullying; harassment; use of obscene language; spreading pornographic, offensive dangerous or illegal material; trolling; inciting others to behave in a negative manner; filming/recording others (video or voice) in a negative manner with intent to publish; alteration of images with intent to publish. |  |  |  |
| Online Behaviours (defamation)                   | There are no low level instances of this behaviour | Consultation/Contact: parent/caregiver | Interview/Counselling: personal statement, mediation, conflict resolution.  
Consultation/Contact: parent/caregiver  
Referral: GO, BST, Chaplain, school police representative  
Consequences: restitution, apology, detentions, community service, yellow/red card, suspension warning, suspension. | Interview/Counselling: personal statement, mediation, conflict resolution.  
Consultation/Contact: parent/caregiver  
Referral: GO, BST, Chaplain, school police representative  
Consequences: restitution, apology, yellow/red card, suspension warning, suspension, re-entry program, cancellation, proposal to exclude, recommendation to exclude. |
|------------------------------------------------|--------------------------------------------------|----------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| **Property Behaviours**                         | **Interview/Counselling:** personal statement, mediation, conflict resolution | **In addition to low level responses:**  
**Referral:** GO, BST  
**Consequences:** restitution, apology, detentions, community service | **Interview/Counselling:** personal statement, mediation, conflict resolution  
**Consultation/Contact:** parent/caregiver  
**Referral:** GO, BST  
**Consequences:** restitution, apology, yellow/red card, suspension/cancellation warning, suspension, proposal to exclude, recommendation to exclude. Police notification. |
| **Dangerous behaviour** — involving motor vehicles, bombs, weapons etc. | | | | |
| **Unlawful behaviour** (theft, robbery, break and enter, hoax call) | | | | |
| Wilful damage | | | | |
| **Property Behaviours**                         | **Interview/Counselling:** personal statement, mediation, conflict resolution | **In addition to low level responses:**  
**Referral:** GO, BST  
**Consequences:** restitution, apology, detentions, community service | **Interview/Counselling:** personal statement, mediation, conflict resolution  
**Consultation/Contact:** parent/caregiver  
**Referral:** GO, BST  
**Consequences:** restitution, apology, yellow/red card, suspension/cancellation warning, suspension, re-entry program, cancellation, proposal to exclude, recommendation to exclude. Police notification. |
<p>| <strong>Interference with computer hardware and software programs</strong> | | | | |</p>
<table>
<thead>
<tr>
<th>Property Behaviours Possession of weapons including knives of any type and all cutting implements. (Appendix 3)</th>
<th>There are no low level instances of this behaviour</th>
<th>Interview/Counselling: personal statement, mediation, moral issues Consultation/Contact: parent/caregiver Referral: GO, BST, Chaplain, SBYHN Consequences: confiscation, restitution, apology, detention, yellow/red card, suspension warning, suspension.</th>
<th>In addition to mid level responses: cancellation/suspension warning, suspension, re-entry program, cancellation, proposal to exclude, recommendation to exclude, Police notification.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substance Use Behaviours Cigarettes – (at school or bus stops, on buses, or in uniform in public) use and/or possession, possession of implements, evidence of use, handling) (Appendix 4) Cigarettes with another/others (Appendix 4)</td>
<td>Interview/Counselling: personal statement, alternative behaviours Consultation/Contact: parent/caregiver Referral: GO, BST, SBYHN, HOY Consequences: Quit booklet/program, detention, playground withdrawal</td>
<td>In addition to low level responses: Consultation/Contact: parent/caregiver Referral: GO, BST, SBYHN, HOY Consequences: playground withdrawal, restricted area/activity, yellow/red card, suspension/cancellation warning</td>
<td>Interview/Counselling: personal statement, alternative behaviours Consultation/Contact: parent/caregiver Referral: GO, BST, SBYHN, HOD, Police Consequences: Quit booklet/program, playground withdrawal, restricted area/activity, suspension/cancellation warning, yellow/red card, suspension, re-entry program, cancellation, proposal to exclude, recommendation to exclude.</td>
</tr>
<tr>
<td>Illegal drug use, selling illegal drugs, supply of illegal drugs and/or possession, possession of implements, evidence of use, handling of drugs</td>
<td>There are no low level instances of this behaviour</td>
<td>Referral: GO, BST, SBYHN, HOY Consequences: playground withdrawal, restricted area/activity, yellow/red card, suspension/cancellation warning</td>
<td></td>
</tr>
</tbody>
</table>

Any and all of the above behaviours occurring outside of the school that affects the good order and management of the school will be subject to the above consequences. School Disciplinary Absences will be used after the unique circumstances of the situation and all other responses have been considered.
HARASSMENT AND BULLYING

All staff at James Nash State High School are firmly committed to putting an end to acts of bullying, teasing or harassment. Victims of bullying will be supported. No one deserves to be bullied. All staff have the right to teach and all students have the right to learn in a safe, calm, disciplined and supportive environment, free from fear, discrimination, violence and harassment. In school Cyber-bullying responses are incorporated within our bullying guidelines.

Definition of Bullying:
"Bullying is a systematic and repeated abuse of power. In general bullying may be defined as:

- dominating or hurting someone
- unfair action by the perpetrator(s) and an imbalance of power
- a lack of adequate defence by the target and feelings of oppression and humiliation."

(Rigby, 2010)

Whole School proactive strategies are in place and these include:
- Informing the student body of what constitutes bullying behaviour in a range of contexts such as:
  - Whole school parade
  - Year level parade
  - Newsletters
  - Student notices
  - External agencies conducting performances that inform and educate
- BullyOff program (years 8,9 and 10)
- In class educational units (School certified cybersafety course as part of introduction to all Business subjects from year 8-12)
- Rock and Water (years 8, 9 and 10, selected students)
- PeerSkills training (selected students, years 8-11)
- Putting Youth in the Picture (year 12)
- Learning and Wellbeing Program.

Procedures that are in place in the event that students report they are being bullied or harassed, either physically or in a digital environment can be seen in Appendix 2.
Ensuring consistent responses to problem behaviour

At James Nash State High School, staff members authorised to issue consequences for problem behaviour are provided with appropriate induction, professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. Students who receive consequences for their actions are monitored to ensure the effectiveness of the consequence using OneSchool, the red/yellow/blue card system and teacher reports as necessary. Staff are reminded of behavioural expectation focus areas through the school’s daily announcements.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member redirects their behaviour or consequences are applied for problem behaviour. Training is provided through the school’s Enrolment Interview processes, Induction, Learning and Well-Being Program, through Care Class Programs and through direct instruction in classes and on assemblies.

6. Network of student support

James Nash State High School, utilises a team approach to behaviour support including the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies. To assist students and staff to meet the expectations of this plan the following personnel contribute to the welfare of the school community in the following ways:

<table>
<thead>
<tr>
<th>PERSONNEL</th>
<th>HOW THIS PERSON CAN SUPPORT STUDENTS</th>
<th>HOW THIS PERSON CAN SUPPORT TEACHERS</th>
</tr>
</thead>
</table>
| The PRINCIPAL provides leadership and direction that encourages a caring atmosphere within the school, recognising the welfare needs of students and supports school staff. | • Be available to respond to student concerns  
• Liaise with Deputies to ensure teaching programs are responsive to student needs  
• Apply strategies designed to develop student self-management skills  
• Liaise with parents  
• Liaise with student support team  
• Ensure that teachers follow student support policy and implementation guidelines. | • Be available and respond to teachers’, students’ and parent concerns  
• Assist in the development of teachers’ student management skills  
• Liaise with parents  
• Encourage the operation of collaborative teams  
• Assist teachers with the implementation of the student support policy and guidelines. |

Queensland Government
Education Queensland

RBP4S 2017 v1.1 G:\Coredata\Admin\Planning\Leadership Planning\Strategic Planning\SIAF
2017\RBP4S 2017 v1.1.doc
Page 28
<table>
<thead>
<tr>
<th>PERSONNEL</th>
<th>HOW THIS PERSON CAN SUPPORT STUDENTS</th>
<th>HOW THIS PERSON CAN SUPPORT TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The DEPUTY PRINCIPALS oversee the general efficient functioning and the environmental safety of the school for the benefits of students and staff. This, in turn, promotes a positive tone and encourages high morale.</td>
<td>• Be available to respond to student concerns&lt;br&gt;• Apply strategies designed to develop student self-management skills&lt;br&gt;• Liaise with parents&lt;br&gt;• Liaise with student support team&lt;br&gt;• Ensure that teachers follow student support policy and implementation guidelines.</td>
<td>• Be available and respond to teachers', students' and parents' concerns&lt;br&gt;• Assist in the development of teachers' student management skills&lt;br&gt;• Ensure access to relevant professional development is provided&lt;br&gt;• Liaise with parents&lt;br&gt;• Assist teachers with the implementation of the student support policy and guidelines.</td>
</tr>
<tr>
<td>The HEADS OF DEPARTMENT support staff and students within their curriculum area. They ensure the smooth implementation of teaching programs as well as appropriate assessment and reporting procedures. The HODs work to foster a positive school tone and a caring school environment.</td>
<td>• Ensure aims and objectives of teaching programs are clear and sensitive to student needs&lt;br&gt;• Apply strategies designed to develop student self-management skills&lt;br&gt;• Be available to respond to student concerns&lt;br&gt;• Ensure teachers follow the student support policy and guidelines.</td>
<td>• Be available and respond to teachers', student and parent concerns&lt;br&gt;• Liaise with Administration and the student support team&lt;br&gt;• Liaise with parents&lt;br&gt;• Assist in the development of teachers classroom management skills&lt;br&gt;• Assist teachers in the implementation of the student support policy and guidelines.</td>
</tr>
<tr>
<td>The HEAD OF YEAR support staff and students in a particular year level. They ensure the smooth implementation of Care programs and work to foster a positive school tone and caring environment.</td>
<td>• Counsel students about attendance and uniform issues&lt;br&gt;• Maintain communication with parents re attendance&lt;br&gt;• Counsel students about issues that may interfere with their learning development.</td>
<td>• Be available and respond to teachers', student and parent concerns&lt;br&gt;• Liaise with Administration and the student support team&lt;br&gt;• Liaise with parents&lt;br&gt;• Assist in the development of teachers classroom management skills&lt;br&gt;• Assist teachers in the implementation of the student support policy and guidelines.</td>
</tr>
<tr>
<td>CARE TEACHERS provide a first point of contact for students to discuss issues that relate to their schooling.</td>
<td>• Provide personal support&lt;br&gt;• Assist in mediating, students/student, student/teacher&lt;br&gt;• Advocate for students&lt;br&gt;• Identify issues of concern to relevant personnel.</td>
<td>• Assist in mediating, students/student, student/teacher.</td>
</tr>
<tr>
<td>The CLASSROOM TEACHER contributes to the academic, social and emotional development of students by structuring learning experiences to suit the needs of individual students.</td>
<td>• Making early contact with parents regarding issues of concern&lt;br&gt;• Adapting modifying curriculum to suit the needs of students&lt;br&gt;• Provide personal support&lt;br&gt;• Refer students to the appropriate member of the student support team&lt;br&gt;• Mediate in potential conflict situations&lt;br&gt;• Actively listen to students.</td>
<td>• Collaborative team planning and teaching&lt;br&gt;• Support network&lt;br&gt;• Consistently applying student support policy guidelines&lt;br&gt;• Participating in the buddy system.</td>
</tr>
<tr>
<td>PARENTS work with students</td>
<td>• Provide personal support</td>
<td>• Meet with teachers and work</td>
</tr>
<tr>
<td>PERSONNEL</td>
<td>HOW THIS PERSON CAN SUPPORT STUDENTS</td>
<td>HOW THIS PERSON CAN SUPPORT TEACHERS</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>and staff to create an educational partnership.</td>
<td>• Assist with homework</td>
<td>together to reach best outcomes for student.</td>
</tr>
<tr>
<td>The LEARNING SUPPORT STAFF work with teachers and students in mainstream classes to help with assessment, class work, literacy and numeracy development.</td>
<td>• Identify students in need of learning support</td>
<td>• Coordinate teacher aide time support for classroom teachers</td>
</tr>
<tr>
<td></td>
<td>• Arrange support timetables for students with needs</td>
<td>• Assist teachers in modifying programs and assessment tasks to suit the needs of students</td>
</tr>
<tr>
<td></td>
<td>• Write programs for individual students</td>
<td>• Offer in class support.</td>
</tr>
<tr>
<td></td>
<td>• Work with individual students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Maintain contact with parents</td>
<td></td>
</tr>
<tr>
<td>The SUPPORT STAFF provide and maintain resources for staff and students. They contribute to effective communication networks.</td>
<td>• Work collaboratively with teachers to support student learning in and out of the classroom</td>
<td>• Preparation of resources</td>
</tr>
<tr>
<td></td>
<td>• Mentor students.</td>
<td>• Provide clear communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In class support.</td>
</tr>
<tr>
<td>BUDDY TEACHER provides a safe and supportive environment for students.</td>
<td>• Provide a time out space.</td>
<td>• Provide a time out space</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Suggest strategies to assist teacher with classroom management.</td>
</tr>
<tr>
<td>The BEHAVIOUR SUPPORT TEACHER works with students and staff to promote positive behaviour throughout the school.</td>
<td>• Be available and respond to student needs</td>
<td>• Work with students who are referred by teachers and administration</td>
</tr>
<tr>
<td></td>
<td>• Apply strategies designed to develop student self-management skills</td>
<td>• Liaise with parents</td>
</tr>
<tr>
<td></td>
<td>• Advocate for students</td>
<td>• Gather and disseminate pertinent information</td>
</tr>
<tr>
<td></td>
<td>• Assist in mediating, students/student, student/teacher</td>
<td>• Assist teachers in developing classroom management skills</td>
</tr>
<tr>
<td></td>
<td>• Liaise with parents</td>
<td>• Assist in mediating, students/student, student/teacher</td>
</tr>
<tr>
<td></td>
<td>• Liaise with staff</td>
<td>• Follow up particular school based incidents</td>
</tr>
<tr>
<td></td>
<td>• Liaise with other members of the student support team</td>
<td></td>
</tr>
<tr>
<td>The GUIDANCE OFFICER is available for interviews five days per week and is able to assist with personal, educational and career concerns. The GO is a vital part of the Student Support Team.</td>
<td>• Be available and respond to student needs</td>
<td>• Work with students who are referred by teachers</td>
</tr>
<tr>
<td></td>
<td>• Apply strategies designed to develop student self-management skills</td>
<td>• Liaise with parents</td>
</tr>
<tr>
<td></td>
<td>• Advocate for students</td>
<td>• Gather and disseminate pertinent information</td>
</tr>
<tr>
<td></td>
<td>• Assist in mediating, students/student, student/teacher</td>
<td>• Consult with outside agencies</td>
</tr>
<tr>
<td></td>
<td>• Liaise with parents</td>
<td>• Assist teachers in developing classroom management skills</td>
</tr>
<tr>
<td></td>
<td>• Liaise with staff</td>
<td>• Follow up particular school based incidents</td>
</tr>
<tr>
<td></td>
<td>• Provide study and career advice</td>
<td>• Assist in mediating, students/student, student/teacher</td>
</tr>
<tr>
<td></td>
<td>• Liaise with other members of the student support team</td>
<td>• Offer in-class support</td>
</tr>
<tr>
<td></td>
<td>• Liaise with outside agencies</td>
<td>• Coordinate individual and small group programs</td>
</tr>
<tr>
<td>The SCHOOL CHAPLAIN works with students and staff to cater for their spiritual, social and emotional development.</td>
<td>• Provide quality spiritual and social development programs</td>
<td>• Liaise with parents</td>
</tr>
<tr>
<td></td>
<td>• Counsel students</td>
<td>• Support staff with personal issues (inside and outside school).</td>
</tr>
<tr>
<td></td>
<td>• Work in consultation with Year Coordinators.</td>
<td></td>
</tr>
<tr>
<td>PERSONNEL</td>
<td>HOW THIS PERSON CAN SUPPORT STUDENTS</td>
<td>HOW THIS PERSON CAN SUPPORT TEACHERS</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------</td>
<td>--------------------------------------</td>
</tr>
</tbody>
</table>
| The SCHOOL BASED YOUTH HEALTH NURSE has a role to provide primary (preventative) health care for students | • Meet and support individual students  
• Present workshops on specific health related topics for individual students or groups  
• Liaise with parents  
• Liaise with other members of the student support team. | • Work with students referred by teachers (voluntary)  
• Liaise with parents  
• Gather and disseminate pertinent information  
• Liaise with outside agencies  
• Work with teachers to deliver curriculum programs. |
| The ADOPT-A-COP has a role to provide information on law and police detail and conduct invited investigation of offences reported. | • Meet and support individual students  
• Present workshops on specific legal topics for individual students or groups  
• Liaise with parents  
• Liaise with other members of the student support team. | • Work with students referred by teachers  
• Liaise with parents  
• Gather and disseminate pertinent information  
• Liaise with outside agencies  
• Work with teachers to deliver curriculum programs. |
| The YOUTH SUPPORT COORDINATOR is available 5 days a week and conducts home visits to assist with personal and educational concerns. | • Be available and respond to student needs  
• Apply strategies designed to develop student self-management skills  
• Advocate for students  
• Liaise with parents  
• Assist parents in developing student management skills  
• Liaise with staff  
• Liaise with outside agencies. | • Work with students who are referred by teachers  
• Liaise with parents  
• Gather and disseminate pertinent information  
• Consult with outside agencies  
• Assist parents in developing student management skills. |
| Various OUTSIDE AGENCIES exist that can help us meet the needs of students. Students are referred to these agencies by a member of admin or student support team. | • Provide counselling  
• Housing  
• Financial assistance  
• Family counselling  
• Courses/programs to assist with personal development  
• Medical/health services. | • Provide resources for curriculum development  
• Guest speakers. |
| The ON THE RIGHT TRACK COORDINATOR provides an alternative program for students at risk of not completing their studies. | • Individualise programs  
• Alternative learning environment  
• Specialised support  
• Creative response to individual needs. | • Prepare students to return to the main stream classroom.  
• Improve student skills in working with teachers. |
| The COMPUTER TECHNICIANS provide support to staff and students for computer related issues. | • Technology support  
• Network maintenance  
• Computer maintenance. | • Technology support  
• Network maintenance  
• Computer maintenance  
• Offer in class support. |
| The ICT COORDINATOR provides support and information on technology issues, including identifying innovative programs for learning. | • Implements computer policy  
• Provides information and resources on cyber safety. | • Provides and coordinates internal ICT PD opportunities  
• Gathers and disseminates pertinent information  
• Identifies innovative ICT programs for learning. |
7. Consideration of individual circumstances

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

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

7.1 Natural Justice

Students who are faced with the possibility of suspension, exclusion or cancellation of enrolment have the right to natural justice. This includes being advised why such action is being taken and being given the opportunity to present their view of the matter prior to the decision being made.

The opportunity for the student to put their case must be given in relation to all the relevant adverse evidence.

Two fundamental rules of natural justice are outlined below:

a. the hearing rule requires that persons must be allowed an adequate opportunity to present their case where certain interests and rights may be adversely affected by a decision-maker

b. the rule against bias requires that the decision-maker must be unbiased when conducting the hearing or making the decision.

As with many decisions made by the principal, any decision made under the Education (General Provisions) Act 2006 must be in accordance with the law and must be fair and reasonable. Decision-making by departmental officers may be open to review before the Supreme Court of Queensland (refer to LGS-PR-006).

7.2 Investigation Procedure

To decide on the most appropriate consequence for alleged inappropriate behaviour:

1. Thoroughly investigate the incident, interviewing the main people involved – both students and staff. When doing this make diary notes of your own as well as obtaining signed statements from the people you interview. This is particularly important for serious incidents where conflicting information is provided by people that you interview. If necessary, interview other potential witnesses.
2. Consider the following:
   - Are there any extenuating circumstances?
   - Have there been previous incidents involving the same people?
   - Has someone been working specifically with this student in relation to similar circumstances? Has there been positive progress even though the desired outcome has not yet been obtained? Will the consequence undo some progress that has been made?
   - What are the student's personal circumstances?
   - In general, a suspension should only be proposed once a variety of other consequences have been tried. Not all instances of inappropriate behaviour need to be dealt with punitively. Of course, in some circumstances, suspension is necessary.

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.

8. 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 Regulation 1997
   - Right to Information Act 2009
   - Information Privacy (IP) Act 2009

9. Related policies
   - Statement of expectations for a disciplined school environment policy
   - Safe, Supportive and Disciplined School Environment
   - Inclusive Education
   - Enrolment in State Primary, Secondary and Special Schools
   - Student Dress Code
   - Student Protection
   - Hostile People on School Premises, Wilful Disturbance and Trespass
   - Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
   - Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
   - Managing Electronic Identities and Identity Management
   - Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
   - Temporary Removal of Student Property by School Staff
10. Some related resources

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

Endorsement

Principal ........................................
P&C President or Chair, School Council
Regional Executive Director or Executive Director (Schools)

Date effective:

from ............................................. to .............................................
Appendix 1
MOBILE DEVICE GUIDELINES

Guideline

We prefer students not to have mobile phones or music players at school. However we realise that students may have legitimate reasons to carry such devices, therefore, the school has adopted the following guidelines:

1. Mobile phones and music players must be switched off and out of sight for the duration of the day. Phones and music players can be turned on again when students leave the school in the afternoon. Silent or discreet settings are not acceptable.

2. If students need to contact their parents/guardians during the school day they can access the phone in Student Services during break times. If parents need to contact their son/daughter during the school day, in emergency circumstances, they can ring the office and a message will be relayed as soon as possible.

3. Mobile devices, cameras and music players are not to be used anywhere unless instructed by staff to capture images/play music/access networks/engage in learning for curriculum purposes.

4. Mobile devices, cameras and voice recorder are not to be used to make secret recordings of other students, staff or guest speaker.

5. Appropriate action will be taken against those who are using mobile devices inappropriately or who are photographing or filming without consent.

6. Harassing or threatening messages are an offence.

7. The policy applies to students during all school activities including excursions and camps.

8. Disciplinary action will be taken against any student failing to comply with this policy. Such actions include temporary removal of devices or for more serious breaches, removal of the privilege to have such a device at school.

9. The school accepts no responsibility for mobile devices that are brought to school and undertakes no responsibility to investigate their misplacement, loss or theft unless it can be established that the misplacement, loss or theft resulted from the school’s negligence.
**Appendix 2**
**HARASSMENT AND BULLYING**

**What happens when a child reports they are being bullied/harassed?**

The staff member checks to see if the student has used any strategies to stop the bullying themselves such as:

<table>
<thead>
<tr>
<th>Face to face harassment</th>
<th>Online Harassment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Stand up straight.</strong> Bullies tend to target those who look vulnerable.</td>
<td><strong>1. Be aware of your online presence.</strong> Bullies tend to target those who make extreme statements (including photos)</td>
</tr>
<tr>
<td><strong>2. Change your thinking.</strong> Stay positive, visualise a wall around you that their words can bounce off</td>
<td><strong>2. Change your thinking.</strong> Stay positive, visualise a firewall around you that their words can bounce off</td>
</tr>
<tr>
<td><strong>3. Hang around other people and avoid the bully.</strong></td>
<td><strong>3. Change your status.</strong> Block those people who are harassing you.</td>
</tr>
<tr>
<td><strong>4. Be assertive.</strong> Tell the bully to “Cut it out” or “Leave me alone”.</td>
<td><strong>4. Be assertive.</strong> Tell the bully to “Cut it out” or “Leave me alone”.</td>
</tr>
<tr>
<td><strong>5. Act indifferent.</strong> Appear as if they have no effect on you. Say “If you think so” or “I’m busy now, I’ll talk later”.</td>
<td><strong>5. Act indifferent.</strong> Appear as if they have no effect on you. Say “If you think so” or “I’m busy now, I’ll talk later”.</td>
</tr>
<tr>
<td><strong>6. Keep a private journal.</strong> This is a good way for students and teachers to keep track of bullying over a period of time. Include: time, details, where it happened, who it was/theys were, what they did etc.</td>
<td><strong>11. Keep a copy and do not respond.</strong> This is a good way for students, teachers and the police to keep track of bullying over a period of time.</td>
</tr>
</tbody>
</table>

If the student has tried to stop the bullying/harassment but it has not worked, then the staff member will use the approach as follows:

**Level One – Proactive Strategies and warning dealt with by all teachers**

- Victim counselled by teacher and statement written
- Key bully/bullies are identified and interviewed/counselling to investigate the allegation
- If confirmed, bully writes statement in response to victim allegations
- No blame approach for the bully and victim
- Parent contact may occur at this stage.

Bully is on first level of anti-bullying program. This is entered on the database (OneSchool) and report submitted.
What happens if a second offence occurs?

Level Two – Intervention (Counselling) and Restitution dealt with by HOD / HOY / GO
- If the bully harasses or bullies another student a second time, consequences will be five lunchtime detentions
- Bullying action will be put onto the Students Management database (OneSchool)
- Intervention counselling for bully and victim
- Parents contacted and notified of the consequences of the next level.

What happens if a third offence occurs?

Level Three – School Disciplinary Consequences dealt with by Deputy Principals
- Students are recommended for suspension (1-10 days)
- Parents are contacted and notified of the consequences of next level
- Recommended to see the Guidance Officer on return from suspension.

In cases of continued offences
- Students are recommended for suspension (10-20 days)
- Parents are contacted and notified of the consequences of next level
- Recommended to see Guidance Officer on return from suspension.

Harassment involving personal devices (e.g. texting, app share, Facebook etc) where it impacts on the good order and management of the school, is incorporated into the above consequences. Students have the capacity to anonymously report harassment, both face-to-face and online, via email to StudentSupport@jamesnashshs.eq.edu.au for investigation by the school.


Parents of students who have agreed to BYOd network access may also view the BYOd Charter - https://jamesnashshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/BYOD/jnshs-student-byox-charter%20student%20print%20version.pdf
APPENDIX 3

KNIVES

WORKING TOGETHER TO KEEP JAMES NASH STATE HIGH SCHOOL SAFE

We can work together to keep knives out of school. At James Nash State High School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences through the court system, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistc knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take tough action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences ranging from confiscation and detention through to recommendation for exclusion and police notification depending on the severity of the offence and the circumstances, as outlined in section 6.3 of the James Nash State High School Responsible Behaviour Plan for Students.
- School representatives can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- Student property may be searched if the principal or the principal's representatives suspect that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal or the principal's representatives and given to the police.

How can parents help to keep James Nash State High School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact a member of the behavior support team on 5480 6333.
APPENDIX 4

SMOKING

Queensland legislation prohibits smoking within the grounds by all people. Cigarettes, tobacco, matches and lighters must not be brought to school. Students are not permitted to smoke while travelling to and from school or while engaged on any school organised and/or teacher supervised activities outside school, including sport, excursions and any other school organised function.

Behaviour Management Guidelines are as follows: If a teacher finds a student smoking, or in the company of smokers and/or have the implements for smoking tobacco (filters / lighters / matches / etc), these students are in breach of the smoking guidelines of James Nash State High School. This also includes students outside school whilst under the schools’ duty of care. The teacher is to discuss the matter with the student and inform them that the matter will be referred onto their Head of Year or administration, via One School with all details.

First Offence – Head of Year to interview student

- Letter to parent with suspension warning
- Student completes Quit booklet and Second Offence Worksheet 1 and 2 during lunchtime Admin detentions – minimum of 5
- HOY refers student to the Youth Health Nurse
- OneSchool entry.

Second Offence

- Head of Year to refer to Head of Department Student Services after the Second Offence.
- Removal of lunchtime privileges/access and or Suspension

Further Offences

- For Post-compulsory Phase students – Show cause why cancellation or exclusion should not occur on grounds of persistent refusal to comply with school rules and policies.

For Compulsory Phase students – Suspension, Removal of lunchtime privileges/access and/or referral to OTRT Alternative Program.
## APPENDIX 5

**PHYSICAL RESTRAINT OR REMOVAL RECORD**

<table>
<thead>
<tr>
<th>Initial Report Compiled by</th>
<th>Date &amp; Time Report completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DETAILS OF STUDENT**

<table>
<thead>
<tr>
<th>Name</th>
<th>Unit</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DETAILS OF STAFF INVOLVED IN RESTRAINT**

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**REASON FOR RESTRAINT**

- To avert an immediate danger of personal injury to the pupil [ ]
- To avert an immediate danger of injury to another pupil or adult [ ]
- To avoid serious damage [ ]
- To prevent conduct that is prejudicial to the good order of the group [ ]

**DETAILS OF INCIDENT**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Initial Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Initial Staff involved [ ]
- Restraint Location [ ]
- Duration of Restraint [ ]
- Student removed to [ ]

**DE-ESCALATION TECHNIQUES USED PRIOR TO RESTRAINT**

- Distraction [ ]
- Change of face, place, activity [ ]
- Offer choices [ ]
- Cool down time, place [ ]
- Offer to talk [ ]
- Reassurance [ ]

**RESTRAINT / REMOVAL TECHNIQUES USED**

- Friendly hold [ ]
- T-Wrap [ ]
- Single Elbow [ ]
- Figure 4 [ ]
- Single person double elbow [ ]
- Clothing, bite, hair [ ]
- T-Wrap to ground [ ]
- T-Wrap to chairs [ ]
- Guide Away [ ]
- Escort to chairs [ ]
- Arm response [ ]

**4. DETAILS OF ANY INJURY**

- Injury to Student [ ]
  - yes [ ]
  - No [ ]
- Incident Report completed [ ]
  - yes [ ]
  - No [ ]

**Details of injury**

**DETAILS OF DAMAGE**

**DETAILS OF TRAUMA**

---

Queensland Government

Education Queensland

RBP4S 2017 v1.1 G:\Coredata\Admin\Planning\Leadership Planning\Strategic Planning\SIAF 2017\RBP4S 2017 v1.1.doc

Page | 40
# Follow Up Report – to be completed by Form Recipient

## 1. FOLLOW UP CALL

<table>
<thead>
<tr>
<th>Made by</th>
<th>Made to</th>
</tr>
</thead>
</table>

## 2. POST INVESTIGATION

- [ ] Necessary
- [ ] Not

<table>
<thead>
<tr>
<th>Completed by</th>
<th>Recorded in</th>
</tr>
</thead>
</table>

## 3. DAMAGE REPAIR

- [ ] Necessary
- [ ] Not

<table>
<thead>
<tr>
<th>Organised by</th>
<th></th>
</tr>
</thead>
</table>

## 4. ENTERED ON MYHR - WPHS

- [ ] Necessary
- [ ] Not

<table>
<thead>
<tr>
<th>Completed by</th>
<th></th>
</tr>
</thead>
</table>

## 5. ENTERED ON ONE SCHOOL

- [ ] Necessary
- [ ] Not

<table>
<thead>
<tr>
<th>Completed by</th>
<th>On Student Profile of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 5.1 As Contact

- [ ] Completed by

### 5.2 As single student incident

- [ ] Completed by

### 5.3 As Multiple student incident

- [ ] Completed by

<table>
<thead>
<tr>
<th>On Student Profile of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

## 6. OTHER FORMS COMPLETED

- [ ] 5W
- [ ] Physical restraint or removal record
- [ ] Individual Positive Handling Plan

Signed |    |
APPENDIX 6 – DEBRIEFING REPORT

Formal debriefing

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

• reverse or minimise the negative effects of physical intervention;
• prevent the future use of physical intervention; and/or
• address organisational problems and make appropriate changes.

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

Debriefing should provide information on:
• who was involved;
• what happened;
• where it happened;
• why it happened; and
• what we learned.

The specific questions we want to answer through the debriefing process are:
• FACTS: what do we know happened?
• FEELINGS: how do you feel about the event that happened?
• PLANNING: what can/should we do next?

Questions for staff
• What were the first signs?
• What de-escalation techniques were used?
• What worked and what did not?
• What would you do differently next time?
• How can physical intervention be avoided in this situation in the future?
• What emotional impact does using physical intervention have on you?
• What was your emotional state at the time of the escalation?

Questions for student
• What was it that you needed?
• What upset you most?
• What did we do that was helpful?
• What did we do that got it that way?
• What can we do better next time?
• Would you do something differently next time?
• What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).
APPENDIX 7 - Appropriate use of Social Media

James Nash State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

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

No student of James Nash State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within James Nash State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of James Nash State School, whether those behaviours occur during or outside school hours. This policy reflects the importance of students at James Nash State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
• Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

• Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

Appropriate use of social media
Students of James Nash State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

If inappropriate online behaviour impacts on the good order and management of James Nash State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

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

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

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

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

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

There are significant penalties for these offences.

James Nash State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, James Nash State School expects its students to engage in positive online behaviours.
APPENDIX 8 – Good Standing Policy

The major focus at school is on student learning.

We focus on developing positive relationships around learning. To this extent, students access to privileges is aligned to our “Good Standing” policy.

To be of ‘Good Standing’ student must:
- Attend each school day for the whole day unless absent due to a medical or other reasonable circumstance verified by a parent or medical practitioner and approved by the Principal
- Maintain an attendance rate of 90% or greater
- participate in the learning process
- show self respect for students and teachers by not disrupting the learning of others
- have fulfilled their Student Resource Hire Scheme agreement requirements

Employers want young workers who display:
- a positive work ethic
- punctuality
- commitment

Maintaining ‘Good Standing’ requires:
- satisfactory attendance
- punctuality
- attendance at classes and participation in learning
- completion of all tests and assessment, as per policy in school diary
- satisfactory standard of behaviour and cooperation
- compliance with school procedures and policies
- attaining satisfactory “Working at Learning Audit” scores

‘Good Standing’ is lost when:
- attendance is irregular and absences are unexplained
- punctuality is poor
- students fail to attend classes and to participate in learning
- tests and assignments are not completed
- behaviour and cooperation are unsatisfactory
- there is noncompliance with school procedures and policies
- Student Resource Hire Scheme agreements are not being met
- “Working at Learning Audit” scores are unsatisfactory

Positive outcomes of ‘Good Standing’ include:
- recognition of success with student awards
- academic success
- a school reference
- access to privileges
- school formal (year 12 only)

Loss of ‘Good Standing’ could result in:
- removal of access to privileges
- formal warning
- parental notification and/or interviews
- suspension
- cancellation of enrolment
APPENDIX 9 – James Nash SHS Detention Policy

At James Nash State High school we require a safe, calm and disciplined learning environment that allows student to reach their potential. Along with rewarding student for good behaviour there are a range of punitive measures aimed at holding students to account for and deterring undesirable behaviours.

The Principal has the flexibility and autonomy to apply detention as a meaningful consequence for inappropriate student behaviour and as an alternative to suspension or exclusion.

At James Nash SHS detentions can be applied:
- during school hours
- after-school hours on a school day

The purpose of this document is to clearly outline the after-school detention policy so students and staff will know how it is applied at James Nash State High School.

LEGISLATION
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006

RELEVANT POLICY
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- 2016-2019 James Nash State High School Responsible Behaviour Plan for Students

Class Teacher Detentions - **Issued and supervised by the teacher giving the detention**

Detentions may be issued by teachers or Heads of Department for breaches of the Responsible Behaviour Plan for Students. These detentions may be imposed at a break such as morning tea or lunch (20 minutes). The person giving the detention is directly responsible for the supervision of the student during the detention period. Students will complete set tasks and discuss appropriate strategies they will use to prevent a reoccurrence of the poor behaviour.

CO10 Detentions – **Issued by YLC, HODs and Administration**

CO10 detentions may be issued by Year Level Coordinators, Heads of Department, Deputy Principal and Principal for breaches of the Responsible Behaviour Plan for Students. These detentions are given under the formalised detention system of James Nash State High School and are imposed as lunch break detentions supervised in the CO10 Room. These detentions are 20 minutes in duration. This supervision is shared between the Head of Years (HOY)

**The process that is followed for the issuing of a CO10 detention is:**
- YLC, HOC, HOD, DP or Principal enter the student in the detention log of ID attend for the following school day.
- The student is given a copy of the Detention Slip on the day of the detention via in the students Care class folder.
- Parents may be notified by Txt message regarding the reasons for the issuing of the detention/s. Parents will also be contacted by Txt message when a student fails to attend a CO 10 detention.
- Students who have had opportunity to complete detentions through the above outlined system and have failed to do so will be issued with a suspension.

**Buddy Class Detentions - Issued and supervised by the teacher giving the detention**

Students who fail to respond to the retraining approach and therefore do not achieve an effective level of self-management and on-task behaviour are withdrawn from class and placed in a same subject but different year level class. The withdrawal from class and placement in a non-peer class environment is designed to encourage the student to value his/her class and relieve the class and teacher from the negative influences of the student’s disruptive behaviour.

- Withdrawal from specified class
- Parents to be notified as soon as practicable and OneSchool incident completed and referred to the relevant HOD
- Student is provided with set tasks to be completed in an independent learning setting within the buddy class
- Period of placement in buddy-class to be a minimum of one week
- Behaviour is monitored using the Buddy class Behaviour card
- Buddy class self-monitoring blue card may also be used
- After designated period of placement, student’s DIP is reviewed
- Return to class is monitored using single class green card or individual Yellow card monitoring

**‘On The Right Track’ Detentions – Issued by HOD Student Services and Administration**

This strategy invokes the reactive measures of the school management plan for students who continue to exhibit disruptive off task behaviour. Students who do not respond to proactive interventions have failed to appreciate the educational opportunities available to them. Having these educational opportunities withdrawn for a period time can serve to jolt the student’s awareness of the negative effects of their behaviour and the need for behavioural change.

The On the Right Track Program (OTRT) is a 4 week program designed to cater for the needs of students who have difficulty accepting the social norms for behaviour expected in the school environment. The program is staffed by a coordinator and operates from an alternate classroom. Students nominated for the program are withdrawn from regular class activities to work intensively one on one or in small groups on social and behavioural skills, gradually reintegrated back into classrooms, with support, to put learned behaviours into place.
The Alternative Programs for At-Risk students in OTRT are individualised for every student and are flexible enough to be moulded and designed for each individual case. An Individual Intervention Plan is developed for each student where the needs of the student are identified by administrative staff, Head of Year and general teaching staff and consultation with the family is undertaken in the planning. This is maintained throughout the duration of the program.

Where students have been approved to enter OTRT and have completed the interview entry process the following procedures are implemented:

- student to report to OTRT on arrival at school
- student to follow set work program with OTRT staff assistance
- student to be allocated off line lunch breaks
- non-cooperation results in parent notification and withdrawal from school
- prior to a return to classes, student must commit to successfully completing a revised DIP (Stage 3).

**After School Detentions - Issued by HODs and Administration**

Detentions after-school hours will be issued on a week day for a maximum of 30 minutes duration from 3.15- 3.45pm. During the detention, students will be fully supervised and will be required to complete set tasks. In exceptional circumstances, a parent may negotiate with a Deputy Principal for these detentions to be completed at lunch time.

The completion of afterschool detentions is taken very seriously at James Nash State High School. Once given they are expected to be completed in a safe, calm and disciplined fashion. Failure to follow through the full detention process, from notification to completion, will result in this behaviour management strategy becoming ineffective and an escalation in consequences imposed.

**Protocols for After-hours**

If the detention is to be undertaken outside of school hours the following procedures will apply:

- a risk assessment will be completed and a risk management plan developed
- parents will be notified of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent
- Parents will be consulted about suitable times for the detention to be completed within the parameters set by James Nash SHS
- Parents will be informed of:
  - location, times and duration of the detention
- their responsibility to arrange travel/ supervision to and from the detention, where appropriate

After- hours and Saturday morning detentions will be recorded in OneSchool (keeping records in OneSchool enables them to be used as evidence in the future)