Calamvale Community College

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

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Calamvale Community College is committed to achieving the best educational outcomes for students. As a community, we are committed to building success for all learners through our futures oriented curriculum, Learning Today for Tomorrow.

The values that drive and influence all our decisions are:

- Learning
- Teamwork
- Respect
- Environment

At Calamvale Community College, we believe that every member of our school community has a right to develop socially, emotionally and intellectually in a safe and supportive school environment. We believe in:

- Maximising everyone’s potential
- Developing positive partnerships
- Creating a sense of safety and belonging and
- Celebrating our achievements

2. Consultation and data review

The values and beliefs are embedded in the curriculum and expressed through our learning outcomes. All are inter-related and without all four in place, the College would not function effectively. It is expected that all members of our school community will consistently display our values and beliefs in all actions. The values and beliefs are the foundation of the Responsible Behaviour Plan for Students. This Plan has been developed in consultation with the school community (through parent and teacher surveys and a review of school data including attendance, SDAs, SOS, parent and community consultations and endorsements). This plan applies to students when at school; representing the school (including when wearing school uniform in public); travelling to and from school; or conducting themselves at any time in a manner which threatens the good order and management of the school (as endorsed by the Education General Provisions Act).

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in November 2012, and will be reviewed in 2015 as required in legislation.
3. Learning and Behaviour Statement

The plan is intended to foster self-regulation of behaviours through the awareness of one's own actions.

Glasser's Control Theory underpins Calamvale Community College's student management policy. Glasser's belief is that all behaviour is purposeful and intended to satisfy the psychological needs of all of us:

- The need to belong;
- The need for power;
- The need for freedom; and
- The need to have fun.

In a supportive school environment, students can learn to manage and change their behaviours to meet their needs. Glasser asks us to take responsibility for all our actions and behaviours regardless of how we feel. Negotiation and compromise are important factors in effective discipline. Discipline involves the loss of either freedom or privileges until an agreed Code of Conduct is reached. The aim is to skill students in self-discipline through a non-blaming approach that creates choices, generates solutions and leaves the child with some control over the situation.

Our school's behaviour plan is based on a positive approach to behaviour and proactive programs including Pathways to Peace. The four elements of the behaviour management plan are Learning, Teamwork, Respect and Environment.

**Learning:** Calamvale Community College implements a learning approach based upon MAYOP where students move at their own pace. ISS (Integrated Support Service) is a critical part of MAYOP and students with additional needs are supported in the classroom rather than through a withdrawal model.

**Team Work:** Calamvale Community College recognises that effective interpersonal relationships between all members of the school community are essential. To facilitate the development of these relationships between all members of the community, social training and conflict resolution are integrated into everyday classroom practice. The development of a team approach to learning is promoted through the POD/HUB design, sub school design and the overall Learning Community ethos. School and class awards, praise and recognition reinforce students who make good choices in their learning and with behaviour. Class meetings allow students to share feelings and concerns and gain support.

Teams are formed around students to support them to meet the Code. The team initially involves teachers, parents and the student but gradually expands to include other people into the network if the student's behaviour escalates.

**Respect:** Respectful behaviours are expected by all members of the school community.

The Respect Guidelines are:

- Is what I am doing showing respect for learning?
- Is what I am doing showing respect for myself?
- Is what I am doing showing respect for the team?
- Is what I am doing showing respect for my environment?

**Environment:** The Physical Environment contains three subschools catering for students in Lower Junior (Prep-Year 3), Upper Junior (Years 4-6), Middle School (Years 7-9) and Senior School (Years 10-12).
Subschools have different starting, finishing and break times to minimise crowding in play areas and reducing the age range of students mixing together.

The philosophy of a supportive school environment is embedded within the school culture and is reflected in a code of behaviour based on a set of principles that are understood, accepted and practised by all members of the school community.
4. Processes for facilitating positive behaviour and responding to unacceptable behaviour

The Responsible Behaviour Plan is discussed with enrolling students and their parents who sign the document. The induction program for new students and staff includes the CCC Responsible Behaviour Plan for students. Positive behaviour standards are communicated to all students through direct teaching, assemblies, choice program, advisory classes and Student Alternative Program. This provides a framework for responding to unacceptable behaviour. Typically a school tends to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However about 10 to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

The College's whole of College behaviour support relies on:

**Identifying:** students' needs;

**Aligning:** students, families and staff members with the College community’s expectations;

**Educating:** students in acceptable behavioural practices for life; and

**Reinforcing:** these practices in a variety of means and settings.

<table>
<thead>
<tr>
<th>Whole-school behaviour support</th>
<th>Targeted behaviour support</th>
<th>Intensive behaviour support</th>
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<tbody>
<tr>
<td><strong>Identifying:</strong></td>
<td><strong>Identifying:</strong> Teacher/ HOC referrals</td>
<td><strong>Identifying:</strong> Special Needs Advisory Committee, Guidance assessment, Welfare committee (SS)</td>
</tr>
<tr>
<td>Move At Your Own Pace (MAYOP)</td>
<td><strong>Aligning:</strong> HOC structure, Parent/ student/ HOC meeting, Head of House (SS)</td>
<td><strong>Aligning:</strong> Parent/ student/ admin meeting, Case managers/ conferences, Counselling</td>
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<tr>
<td>Bully Continuum/ Surveys</td>
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<td>Zark Survey</td>
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<td>SET Plans</td>
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**Aligning:** Team Charters – allows staff to build relationships and develop rules with students;

- Relationships – Transition Program,
- Family Contact (meet and greet, Information evenings, spotlights on PODs), 3 years in sub-schoo.
- Organiser usage
- Parent Skills training
- Professional Development
- Specific policies to address;
  - use of personal technology devices (appendix 5)
  - Bullying and Cyber bullying (Appendix 6)
  - Forms of Communication – Newsletter, Assembly, POD meetings, House meetings, Student notices, Advisory Student Leadership structure
<table>
<thead>
<tr>
<th>Educating:</th>
<th>Educating:</th>
<th>Educating:</th>
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<tr>
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<td>Targeted programs - High 5 and Bystander High 5, social</td>
<td>Outside agencies - Child and</td>
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<td>Alternative Education Centre,</td>
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<td>Philosophy Circles</td>
<td>Chaplain</td>
<td>Tennyson, Barrett, The Spot,</td>
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<td>Alternative Senior Pathways</td>
<td>Advisory Visiting Teacher</td>
<td>Career Keys</td>
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<tr>
<td>Brain Gym</td>
<td>(Behaviour) - proactive and</td>
<td>Education Adjustment Programs</td>
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<td>Negotiated Curriculum</td>
<td>focus groups</td>
<td>Education Support Plans</td>
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<td>School-Based Youth Nurse</td>
<td>Behaviour Readjustment Program</td>
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<td>Youth Support Co-ordinators</td>
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<td>Career Keys</td>
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<td>Directions Program</td>
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<td>Chaplain</td>
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<td>ISS</td>
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<td></td>
<td>Work Experience</td>
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<tr>
<th>Reinforcing:</th>
<th>Reinforcing:</th>
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<tr>
<td>Behaviour level- ladder of choice</td>
<td>BAR/Reflection Room</td>
<td>Behaviour Cards</td>
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<tr>
<td>(Appendix 1)</td>
<td>Buddy rooms</td>
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<tr>
<td>POD Action Plans</td>
<td>Playground pass</td>
<td>Graduated immersion program</td>
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<tr>
<td>Awards - There are weekly/monthly</td>
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<td>awards given out in the sub-schools;</td>
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<td>College Principal's Awards presented</td>
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<td>each term at a Whole College Assembly;</td>
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<tr>
<td>and an annual awards ceremony.</td>
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<td>Rewards - There are different strategies</td>
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<td>for different age groups although in</td>
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<td>sub-schools there are several rewards</td>
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<td>systems in place.</td>
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<td>Camps</td>
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5. Consequences for inappropriate and unacceptable behaviour

Behaviour Support Flowchart

We aim to develop students who are responsible citizens for the future. We focus on relationship building, engaging learning experiences and pro-active behaviour strategies.

- Student behaviour
  - Recognition and reward from teachers and school. Choice ladder level review.
  - Student chooses appropriate behaviour
  - Student chooses misbehaviour

- Minor Misbehaviour
  - Teacher/ISS Program Coordinator
    - Classroom Management Plan: (Choice Theory)
      - Warning
      - Timeout chair/reflection
      - Refer to Buddy teacher
      - Parent Contact
      - Referral

- Persistent Misbehaviour
  - HOC / HOH / DP / Principal
    - Range of possible consequences including:
      - Behaviour Adjustment/Choices Room
      - Parent Contact
      - Complete plan
      - Individual Management Program
      - Choice ladder level review
      - Suspension

- Serious Misbehaviour
  - Sub-School DP / Principal
    - Range of possible consequences including:
      - Withdrawal from class (BAR / Choices room)
      - Suspension
      - Behaviour Improvement Condition
      - Exclusion
      - Cancellation of enrolment
      - Parent Interviews
      - Behaviour Card
      - Parent Contact
      - Police referral

Guidance Counselling
Parent Interview
ISS
SEBBSS
Outside Agencies
Re-entry Plan
Behaviour Card
**Minor Misbehaviour**

Examples:
- Calling out
- Late for class
- Homework not complete
- Failure to bring equipment, student organiser
- Inattention
- Rudeness to others
- Undue noise
- Wearing incorrect uniform, jewellery etc.

Minor misbehaviours are those that:
- Are minor breaches of the school rules
- Do not seriously harm others or cause suspicion that the student will 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 the involvement of specialist support staff or Admin

Note: teachers should make records of this level of behaviour.

**Persistent or Wilful Misbehaviour**

Examples:
- Repeated ‘Minor Misbehaviours’
- Inappropriate language
- Lack of classwork
- Destruction of property
- Aggressive behaviour to others
- Spitting

Note: information will be recorded on the student database

**Serious Misbehaviour**

Examples:
- Verbally/physically/electronically threatens/abuses/transmits personal details or images contacts a teacher/other student
- Serious vandalism
- Possession of contraband substances or weapons
- Outright refusal to follow adult directions
- Illegal/inmoral behaviour

Serious misbehaviours are those that:
- Significantly violate the rights of others
- Put others/self at risk of harm
- Require the involvement of the school Admin

Note: information will be recorded on the student database

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**Recognition and reward**

<table>
<thead>
<tr>
<th>Junior</th>
<th>Middle</th>
<th>Senior</th>
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<tbody>
<tr>
<td>Positive verbal recognition</td>
<td>Positive verbal recognition</td>
<td>Positive verbal recognition</td>
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<tr>
<td>Stickers</td>
<td>Stickers</td>
<td>Recognition</td>
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<tr>
<td>Awards on Parade</td>
<td>POD Student of the Week award</td>
<td>Leadership opportunities</td>
</tr>
<tr>
<td>Student of the Month</td>
<td>MS Student of the Week</td>
<td>Awards on parade</td>
</tr>
<tr>
<td>Leadership opportunities</td>
<td>Peace Code Awards</td>
<td>College Principal’s award</td>
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<tr>
<td>Peace Code Awards</td>
<td>POD certificates</td>
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<tr>
<td>POD certificates</td>
<td>Morning tea with the Principal</td>
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<tr>
<td>Morning tea with the Principal</td>
<td>College Principal’s award</td>
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<tr>
<td>College Principal’s award</td>
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Refer to Appendix 2, 3 and 4 for sub-school process and consequences for misbehaviours.

**Definition of consequences**

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Time out</strong></td>
<td>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</td>
</tr>
<tr>
<td><strong>Detention</strong></td>
<td>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</td>
</tr>
<tr>
<td><strong>Temporary Removal of Property</strong></td>
<td>A principal or staff member of (insert School name) has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.</td>
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**School Disciplinary Absences (SDA)**

<table>
<thead>
<tr>
<th>Absence Type</th>
<th>Description</th>
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| **Suspension**     | A principal may suspend a student from school under the following circumstances:  
  • disobedience by the student  
  • misconduct by the student  
  • other conduct that is prejudicial to the good order and management of the school. |
| **Behaviour Improvement Condition** | A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.  
  A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:  
  • reasonably appropriate to the challenging behaviour  
  • conducted by an appropriately qualified person  
  • designed to help the student not to re-engage in the challenging behaviour  
  • no longer than three months. |
| **Proposed exclusion or recommended exclusion** | A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:  
  • disobedience  
  • misconduct  
  • other conduct that is prejudicial to the good order and management of the school, or  
  • breach of Behaviour Improvement Conditions. |
| **Cancellation of enrolment** | The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school. |

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.*
6. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

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

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Calamvale Community College’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherdng 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.

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

Record keeping
Each instance involving the use of physical intervention must be formally documented.
The following records must be maintained:
- incident report
- Health and Safety incident record

7. The network of student support
Support services available to students includes:

8. Consideration of individual circumstances
To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of the college community members are considered at all times.
Calamvale Community College considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of students
- Establishing procedures for applying fair, equitable and non-violar 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 an appropriate time
  - Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socioeconomic situation, and
  - Receive adjustments appropriate to their learning and/or impairment needs
The Principal will consider the range of alternatives and balance the needs of the individual with the needs of the College community when determining if suspension or exclusion is warranted.

9. Related legislation

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

10. Related policies

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

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

12. Endorsement

[Signatures]

Principal  P&C President  Assistant Regional Director

Effective Date: ................................ to ................................

APPENDIX:
1. Ladder of Choice
2. Sample Junior School POD Plan
3. MS Plan
4. SS Plan
5. Use of Personal Technology Devices policy
6. Bullying policy (including Cyberbullying)
# Appendix 1: Ladder Of Choice

<table>
<thead>
<tr>
<th>Behaviour Rating (level)</th>
<th>Description</th>
<th>SS Action</th>
<th>MS Action</th>
<th>JS Action</th>
</tr>
</thead>
</table>
| A Exemplary Behaviour   | • Excellent behaviour in class and playground.  
• Self-motivation and excellent classroom preparation and participation.  
• Significant involvement in extracurricular activities will also be considered. | • Semester Excellence Award (Meets requirements of Citizenship Award and has received excellence nominations in at least half of the subjects studied)  
• Consideration for College Principal Award | • End of term Excellence awards  
• End of term Student Choice awards  
• Consideration for College Principal Award | • POD awards  
• Note in Organiser  
• Leadership opportunities  
• Student of the Month Awards  
• End of term Excellence Awards  
• Consideration for College Principal Award |
| B Good Behaviour         | • Good behaviour in class and playground.  
• Self-motivation and good classroom preparation and participation. | • Semester Citizenship Award (Nomination by majority of subjects studied) | • End of term Encouragement awards | • End of term Encouragement certificate in Organiser  
• POD awards |
| C Satisfactory Behaviour | • Generally complies with Statement of Rights and Responsibilities  
• Only occasionally needs low level rule reminders | • Statement of Rights and Responsibilities adhered to. | • Student of the Week awards  
• POD awards  
• Peace Code draw | • POD awards  
• Notes in organiser |
| D Entry Level            | | • Interview and counselling with HOC/year coordinator  
• Reminder of rights and responsibilities  
• Student behaviour profile discussed  
• Parents contacted  
**Students who have received a D behaviour on 2 occasions during a semester**  
• Withdrawal from school representative activities  
• Withdrawal from school functions | • Behaviour plan  
• Interview with HOC  
• Parent contact | • Time out  
• Chores room  
• Interview with HOC  
• Parent contact  
• Behaviour plan |
| E Consistent Inappropriate Behaviour | • Consistently makes inappropriate behavioural choices or conducts a serious breach of behaviour | • Interview and counselling with HOC/YSC  
• Formal letter to parents  
• Withdrawal from school representative activities  
• Withdrawal from school functions  
• Withdrawal from formal occasions  
• Loss of CCC senior privileges  
• Loss of Senior School leadership positions  
• Individual behaviour plan developed (Behaviour Card) | • Interview with HOC  
• Letter to guardian  
• Withdrawal from extracurricular school activities/functions  
• Negotiated entry to formal occasions  
• Loss of Middle School leadership position  
• Individual Behaviour Plan | • Internal suspension  
• Withdrawal from extracurricular school activities  
• Behaviour plan |
Appendix 2: Junior School Behaviour

Behaviour is everyone's responsibility

RECOGNITION AND REWARDS

Positive verbal recognition
Stickers
Awards on Parade
Student of the Month
Leadership opportunities
Dynamic Decision Makers
'A' level behaviour letters

POD certificates
Raffle tickets
Positive notes in organiser / phone calls home
Free time/computer time
Visits to the Principal
College Principal awards (1 for Term 1,2,3)

Minor Misbehaviour
Examples:
- Calling out
- Late for class
- Homework not complete
- Failure to bring equipment; student organiser
- Inattention
- Rudeness to others
- Undue noise
- Wearing incorrect uniform, jewellery etc.

Persistent or Wilful Misbehaviour
Examples:
- Repeated 'Minor Misbehaviours'
- Inappropriate language
- Lack of class work
- Destruction of property
- Aggressive behaviour to others (verbal or physical)
- Spitting

Serious Misbehaviour
Examples:
- Verbally / physically/electronically threatens/abuses/transmits personal details or images contacts a teacher/other student
- Serious vandalism
- Possession of contraband substances or weapons
- Outright refusal to follow adult directions
- Illegal/immoral behaviour

REFLECTION ROOM
- Open during lunch breaks only
- Teacher must contact a HOC to refer a student
- Student to come to Reflection Room with Buddy Class and HOC referral form completed
- Students can be referred to the Reflection Room for persistent or wilful misbehaviour

OFFICE REFERRAL
- Any serious misbehaviour should be immediately referred to the Principal or Deputy Principal
- Students will also be required to complete schoolwork while sitting in the office.
Appendix 3

Middle School Behaviour Support Flowchart

We aim to develop students who are responsible citizens for the future. We focus on relationship building, engaging learning experiences and proactive behaviour strategies.

Student behaviour

Recognition and reward from teacher and school.

Student chooses appropriate behaviour

Student chooses misbehaviour

1. Minor Misbehaviour
   - Teacher/HOD/ISS
   - Classroom Management Plan: (Choice Theory)
     * Parent contact
     * Warning
     * Timeout chair/reflection
     * Refer to Buddy teacher

2. Persistent Misbehaviour
   - Behaviour Adjustment Room
     * Parent Contact
     * Complete plan
     * Parent contact

3. Serious Misbehaviour
   - Sub-School DP/(Principal)
   - Range of possible consequences including:
     * Parent Contact
     * Withdrawal from class
     * Suspension
     * Exclusion
     * Parent Interviews
     * Behaviour Card

Guidance Counselling BHM AVT
Parent interview
Re-entry Plan Behaviour Card
This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

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

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

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

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

We uphold the value of trust and the right to privacy at Calamvale Community College. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.
Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording
Breaches of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion).

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

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

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

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

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

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

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

* Personal Technology Devices include, but are not limited to the following devices: portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.
Appendix 6

Procedures for Preventing and Responding to Incidents of Bullying
(Including Cyberbullying)

Purpose

1. Calamvale Community College strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Calamvale Community College. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Calamvale Community College include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

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

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future.
Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Calamvale Community College are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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

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

Calamvale Community College will then investigate and respond to any incident of cyberbullying.
10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

11. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

13. Calamvale Community College will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Calamvale Community College takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

15. Calamvale Community College uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
WORKING TOGETHER TO KEEP CALAMVALE COMMUNITY COLLEGE SAFE

We can work together to keep knives out of school. At Calamvale Community college:

- 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 a school, they can expect serious consequences, 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, ballistic 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 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.
- Police 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.
- School property such as desks or lockers may be searched if the principal suspects 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 and given to the police.

How can parents help to keep Calamvale Community College 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 the relevant sub-school Principal.