TAGAI STATE COLLEGE – Thursday Island Secondary

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.

Tagai State College is an amalgamation of 18 individual campuses across 16 island communities. The collaboration between these communities acknowledges an expressed commitment to work together to deliver quality educational outcomes within a safe, respectful, supportive and disciplined environment, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Responsible Behaviour Plan (RBP) for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our College is effective and students can participate positively within community. Learning is maximised when students work and play in a safe and supportive environment that actively focuses on the development and reinforcement of positive pro-social behaviours. This plan sets out the behavioural expectations we have for all students and the processes that are used to maintain a safe, supportive and disciplined school environment.

This plan applies to all students while they are attending or engaged in campus-related activities, excursions or camps.

2. Consultation and data review

- SWPBS implementation has been widely communicated to students, staff and parents in all Tagai communities.
- The revised Responsible Behaviour Plan for Students 2013-15 has been informed by the implementation of the Tagai Schoolwide Positive Behaviour Support (SWPBS) process.

3. Learning and behaviour statement

The staff at Tagai State College believe that productive learning and positive behaviour are thoroughly linked. Effective learning takes place when all members of the school community – students, staff, parents and visitors - acknowledge and abide by a set of fundamental expectations.

Tagai State College endorses a whole school approach to promote, encourage and support appropriate behaviours in all students.

Tagai State College Behaviour Expectations

At Tagai State College we are

PROUD LEARNERS who are RESPECTFUL, RESPONSIBLE and SAFE.
To facilitate this approach, the College has implemented the School-wide Positive Behaviour Support (SWPBS) framework. An essential component of the SWPBS framework is the belief that positive behaviour needs to be explicitly taught. The rollout of School-wide Positive Behaviour Support processes is coordinated/guided by the Tagai SWPBS Leadership Team.

Tagai State College’s Behaviour Expectations are aligned with the values, principles and expected standards outlined in Education Queensland’s “The Code of School Behaviour”. Acknowledging students for meeting our expectations is also a crucial factor in reinforcing their use of positive and pro-social behaviours.

Some students however, require extra support in both teaching and reinforcing such behaviour. Therefore teaching and support interventions are Universal (for all students), Targeted (for those requiring extra support) and Intensive (for a smaller number of students with more challenging or persistent inappropriate behaviour). These levels are described in more detail in the following section.

Beliefs about a Safe, Supportive, Disciplined School Environment
The Tagai State College community adheres to “The Code of School Behaviour” and believes a safe, supportive, disciplined school environment is one where:

- all members of the College community feel safe and valued, are able to fully achieve their potential and students have the right to learn in a co-operative environment free from disruption.
- all individuals want and deserve respect.
- all members of the College community are responsible for their own behaviour. Behaviour is learned and is the most needs satisfying choice at the time. Poor behaviour choices provide an opportunity for teaching and learning.
- positive and proactive school practices develop students to be self-managed and responsible citizens.
- social and academic learning outcomes are maximised for all students through quality practices in curriculum including explicit instruction, through quality interpersonal relationships and through school organisation.
- restorative practices are employed where relevant.
- tolerant, non-judgemental attitudes are maintained.
- mutual respect, co-operation and fair treatment helps to build relationships and promote positive mental health and well being for all students. See Appendix 2 Tagai State College Building Relationships Model.
- consistent, non-violent, non-coercive and non-discriminatory language and practices are defined, modelled and reinforced by all members of the school community.
- school practices involve a planned continuum of support.
- consequences are supportive, fair, logical, consistent and aim to restore and strengthen students’ relationships with the school community.
- the strengths of all members of the College community need to be built on rather than operating on a deficit model.
- parents/carers have a right to expect their children will be educated in an environment of care, courtesy and respect for the rights of others.
- parents/carers have a responsibility to support the College in its efforts to maintain a positive learning environment.
Beliefs about Teaching and Learning
All areas of Tagai State College are learning and teaching environments. We believe the teaching of behaviour, social and emotional skills are essential to maximising every student’s potential in their academic success and participation in the wider community.

Tagai State College has a unified commitment and vision across the campuses. The practical application in each campus will vary to reflect the campus context.

- Universal behaviour support

In order to promote our shared vision of a supportive school environment, Tagai State College implements a range of strategies to develop, support and recognise appropriate behaviours in all students. Through SWPBS a range of proactive and preventative strategies is implemented to create and maintain supportive learning environments. The Tagai State College Behaviour Expectations Matrix (Appendix 1) outlines the expected behaviours and social skills needed in the learning environment. Induction in the Tagai Responsible Behaviour Plan for Students is delivered to new students as well as new and relief staff.

The College recognises the need to identify key positive, preventative and responsive actions to respond to three (3) broad categories of student behaviour:

<table>
<thead>
<tr>
<th>Intensive</th>
<th>Targeted</th>
<th>Universal</th>
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</thead>
<tbody>
<tr>
<td>Intensive support and/or flexible learning options to assist students in their learning (2-5%).</td>
<td>Targeted additional support and timely intervention on some occasions (10-15%).</td>
<td>Universal whole College approach for students with little or no behaviour-related difficulties (80-90%).</td>
</tr>
</tbody>
</table>

1. The systematic teaching of Behavioural Expectations

At Tagai State College we emphasise the importance of explicitly teaching and modelling expected behaviours. These expectations are taught and communicated to students through:

- use of the explicit teaching and learning cycle to teach social and emotional skills including You Can Do It (YCDI) Education.
- focussed lessons and activities as determined by analysis of data.
- re-inforcement of pro-social skills by all staff.
• teaching differentiated behaviour routines and skills as required by data and case management processes, enabling the necessary supports for students across classroom and non-classroom settings.
• use of positive language, Mina Pawa, Debe Tonar. (Appendix 3)
• building positive relationships.
• promoting and using restorative practises. (Appendix 4)

2. Whole school acknowledgement systems that recognise and reinforce positive behaviours
A crucial component of our Responsible Behaviour Plan is the acknowledgment and recognition of students’ positive behaviours, either on an individual or on a group level and a continuum of positive consequences to encourage and maintain appropriate behaviours. The form this will take will vary from classroom to classroom and campus to campus, although all staff will ensure that such recognition is age appropriate and is achievable for all students. See Appendix 5 for examples used in Tagai State College campuses.

Acknowledgement systems are
Free and Frequent - used every day eg praise, smiles, non-verbals, stickers, tokens etc given often when a student displays appropriate behaviour in any campus setting. Free and Frequent Acknowledgements have the purpose of reinforcing expected behaviours, building a positive and respectful relationships and creating a happy environment in which to work. Examples at Tagai State College include Gotchas, Essential Skills in Classroom Management use of praise.
Short term - have the purpose of building positive relationships, motivation and shaping behaviour. Often involve extrinsic rewards with a known criteria base. Examples at Tagai State College include Student of the Week Awards/Certificates.
Long and Strong - has the purpose of building intrinsic motivation and self-regulation. Students are able to set goals and work towards achieving these goals which may be month, term or semester long goals eg end of term party for class with the highest attendance.

3. Whole Campus Managing Student Behaviour System
Approaches to unacceptable behaviour used in the campuses of Tagai State College include
• Restorative conversations and practices,
• Responsible Thinking Process questions,
• Choice Theory questions
• Behaviour Level Systems

Our preferred way of re-directing minor problem behaviour is to have the students involved participate in a restorative practise eg Restorative Chat.

Teachers may also ask the student to think of how they might be able to act more respectfully, more responsibility, more safely or are they acting in a way they are proud of? 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 expectation of our College/campus community.
One method that staff members might use to achieve this is to have students:
• say what is the relevant expected school behaviour.
• explain how their behaviour differs from expected school behaviour.
• describe the likely consequences if the problem behaviour continues.
• 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.

Levels of Behaviour are a regular way in which campuses and classroom teachers encourage and support appropriate student behaviour. Levels of behaviour may be linked to other campus or classroom processes including determining which student are eligible for leadership positions, excursions and representing the school etc. Where levels are a system within the campus, descriptors of the level and regular discussions with the student and skilling of students will be implemented to develop behaviours and routines to enable success and improvement.

- **Targeted behaviour support**

Targeted behaviour support occurs around a specific setting, issue, student or group of students. Development and intervention of targeted support is team based, designed to prevent or minimise the occurrence of inappropriate behaviour and to support the student’s learning of skills and strategies to enable more appropriate behaviour choices. The development of an individualised plan of support is a collaborative process. The support plan outlines a shared commitment to changes, behaviour objectives and support strategies.

**Support implemented by Teachers**

If students require extra support in developing effective work habits and relevant social skills, the teacher’s initial actions can include
• relationship building through one-to-one discussion / exploration of the problem and individual goal-setting.
• differentiation of curriculum tasks, or one-to-one curriculum support with either the teacher or teacher-aide.
• encouraging and reinforcing on-task behaviour by acknowledging the student when they use appropriate actions (e.g. a “catch them good” approach).
• use of a classroom recognition/incentive program to encourage appropriate actions.
• working closely with parents/carers if the problems persist.
• use of restorative chat or other restorative practises.

Teachers may keep an **anecdotal record** of both the student’s behaviour and the support offered in order to gauge when more extended support is required through the Campus Educationally At Risk Student’s (CEARS) process. The teacher will record specific behavioural incidents using the Minor Problem Behaviour Monitoring Form (Appendix 12). Major behaviour incidents are to be recorded on One School for record keeping and data collection purposes.
documentation also serves to facilitate the referral process for extended support. See Appendix 6 Managing Student Behaviour Flowchart.

The CEARS group can include relevant members such as:
- Classroom teacher/s
- Guidance Officer
- Advisory Visiting Teacher/s
- Peer Skills Facilitators
- Youth Health Nurse
- Elders
- School Community
- You Can Do It Champions
- Campus Management Team
- HOSES
- Transition Support Officers
- Family Liaison Officers or similar
- Community Police, Adopt-a-Cop
- External Agency Partners
- Visiting therapists

Extended Support
When a student’s minor problem behaviours continue to disrupt the learning of others or begins to challenge the safe and respectful tone of the classroom or playground environment, more extended support will be put into place.

Campus staff will refer the student to Head of Campus or delegate and/or make a formal referral to the CEARS group for case management. Supporting documentation including anecdotal notes, behaviour records, academic data will assist in developing support plans for the student. Parent/Carer involvement and consultation may be necessary in the developing and providing this support. Parents are to be informed of the support being offered including what support is offered, the goals of the support and on-going progress.

Teachers will receive formal feedback on the outcome of this initial referral. The support plan will be lodged on Specific Educational Requirements tab on One School.

The student would be participating in general class routines, but would be receiving additional support, which may include, but are not limited to one or more of the following interventions:

<table>
<thead>
<tr>
<th>Classroom Environment</th>
<th>Work with Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Modification to classroom practices (including curriculum and group social skilling)</td>
<td>• Formal assessment</td>
</tr>
<tr>
<td>• Support to the teacher to implement modified/revised behaviour management strategies</td>
<td>• Counselling support</td>
</tr>
<tr>
<td></td>
<td>• Individualised social-skilling</td>
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<td></td>
<td>• Preventative group programs</td>
</tr>
<tr>
<td></td>
<td>• Progress meetings with Mentor, HOC, Elder or case manager.</td>
</tr>
<tr>
<td></td>
<td>• Outreach services from NGO’s</td>
</tr>
<tr>
<td></td>
<td>• Work with mentor, peer mentor, Elder</td>
</tr>
</tbody>
</table>

Preventative group activities are designed to develop specific social and emotional skills, literacy and numeracy skills as required. These preventative programs are developed and delivered according to the needs and resources available in the particular campus community.
Examples of such programs include:
- cultural activities: dancing, singing, artefact making and men’s and women’s business activities.
- Drumbeat
- Peer Helpers.
- gardening projects
- blended learning (online learning, Distance Education programs blended with mainstream education)

• Intensive behaviour support

“At risk” students require more intensive behaviour support. The student is considered to be “at risk” of (a) significant educational underachievement and/or (b) significantly disrupting the educational outcomes of others.

Students are “at risk” if
1. after receiving targeted support, they are still at significant educational risk due to their persistent or escalating inappropriate behaviours
2. they are students whose personal, family, medical or emotional needs place them at significant educational risk.

These students are assisted in modifying their behaviours by accessing additional outside support agencies. This is intended to further refine the support already in place within the campus.

More serious behaviours which place students at risk include:
- consistent breaches of Tagai Behaviour Expectations despite support offered by the teacher and other school-based staff.
- serious acts of aggression towards peers and/or staff.
- serious and persistent bullying.
- use of drugs and other substances.
- bringing weapons including knives to campus grounds or activities.

At this stage, through collaboration with key stakeholders (including teachers, the student and family members), it is decided that additional support is now appropriate. The student is referred to the College-level, Tagai Educationally At Risk Students (TEARS) group, from which a case management team, involving specialist services, is identified. The case manager may be the HOC, HOD Student Services, Guidance Officer, a class teacher or other relevant staff member.

If a student has a verified disability and exhibits intensive behaviour support needs the SWD teacher or specialist will help the class teacher to develop the behaviour support which responds to the behaviour exhibited and teaches replacement behaviours.

Following data collection and interagency inputs, the following supports may be implemented through a revised Individual Behaviour and Support Plan, Transition Plan, Negotiated Education Plan or similar:
- guidance counselling.
- dual enrolment with Distance Education.
recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner.

- mentor.
- alternative programing.
- supported work placement.

The individual plans developed will be reviewed on a regular basis using a Case Management model.

Where required, students who are disengaged in outer island communities will be referred to Tagai’s Community Engagement Officer to case manage and develop a support plan for re-engagement in Tagai State College (or other educational institution) or transition to earning as per the Tagai’s Support for Disengaged Students system.

4. 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 keep students and staff 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.

See Appendix 7 for de-escalation procedures

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.

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

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

Any physical intervention made must:

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

**Record keeping**
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
• incident report (Appendix 8)
• **Health and Safety incident record** (link to be used in cases of injury or death)
• debriefing report (for student and staff) (Appendix 9).

### 5. Consequences for unacceptable behaviour

The Managing Student Behaviour Flowchart (Appendix 6) outlines responses to students who exhibit persistent minor problem behaviours or who require targeted or intensive support to meet expected behaviours of the College.

Effective consequences are those that are based on Restorative Principles and Practises. See Appendix 4. Behaviour which disregards the classroom and/or College Behaviour Expectations is an opportunity to
• work WITH the student to take responsibility for their actions and harm caused.
• reach solutions that finalise the problem.
• strengthen student-teacher, student-student, student-campus relationships.
• assist the student’s development of social learnings.

Consequences are an opportunity for teaching and learning and differ from punitive practises. Punishment does not teach new skills.

If consequences are imposed by staff in response to inappropriate behaviour then the consequences will be known, clear, fair, reasonable and logical consequences for the behaviour. Consideration will be given for individual student circumstances and the student’s ability to meet the consequence imposed.
Consequences follow student behaviour, and serve to either increase or decrease student behaviour. Effective consequences preserve the student's dignity, their motivation and increased their internal locus of control i.e., students see the link between what they do and what happens.

Consequences work best when they are: (1) clear and specific, (2) directly related to rules and procedures (3) arranged in a hierarchy and (4) natural and logical.

The corrective strategies frequently used by teaching and administration staff, as well as the types of consequences implemented for failing to meet behaviour expectations or engaging in behaviour that warrants immediate corrective measures is outlined in Appendix 10

There are 2 categories of behaviour that fails to meet expectations - minor and major.
Minor and major behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:
- are minor breaches of the school rules.
- do not seriously harm others or cause you to suspect that the student may be harmed.
- do not violate the rights of others in any other serious way.
- are not part of a pattern of problem behaviours.
- do not require involvement of specialist support staff or Administration.

Major behaviours are those that:
- significantly violate the rights of others.
- put others / self at risk of harm including bringing knives into the campus...
- require the involvement of school Administration.

The table Problem Behaviour Classification, Appendix 11 outlines examples of major and minor problem behaviours:

Parents are aware of the range of consequences that can be applied to minor and major breaches of expectations.

Generally, the campus Administration Team and/or CEARS group will be responsible for responding to students who exhibit persistent unacceptable minor behaviour or major behaviours.

This Responsible Behaviour Plan for Students also covers travel to and from school and when travelling for school activities on bus, train, ferry or plane. The Code of Conduct for School Students Travelling on Buses is available on Tagai State College website. Similar expectations of student behaviour and consequences will be applied for other modes of transport.

**Procedures for managing serious and/or persistent inappropriate behaviour utilising School Disciplinary Absences**

Some students may persist in using inappropriate behaviour and/or engage in a serious breach of the Responsible Behaviour Plan for Students despite the above support processes and responses to problem behaviour. In this event, the Head of Campus, Deputy or HOD Student Services determines School Disciplinary Absence - suspension or recommendation for exclusion.

This decision will take into consideration the College’s Responsible Behaviour Plan, any existing support plan already in place for the student, the Education Act, the relevant Department of Education Manual modules and school records. Examples of more serious breaches (both in and out of the classroom) include:
- consistent fighting with intent.
- consistent bullying.
persistent breaches of the Responsible Behaviour Plan for Students 2013-2015 despite provision of intensive behaviour support.

School Disciplinary Absences can be:
1 – 5 day suspension
6 – 20 day suspension

Recommendation for exclusion as determined by Executive Principal, Tagai State College.

If a student is on a 6-20 day suspension, the HOC works closely with the relevant personnel to provide an alternative program.

Note: Use of suspension/exclusion may be considered immediately in cases of a serious breach of the Responsible Behaviour Plan for Students which endangers the safety/welfare of others.

Breaches that warrant this level of consequence include:
• use of weapons.
• arson.
• prohibited substances.
• physical aggression resulting in significant harm to another person.
• conduct which is detrimental to the good order and conduct of the school.

6. Network of student support

When behaviour is inappropriate, programs will be negotiated involving relevant personnel for support and guidance. Students will be supported in the YUMI way in their learning through the following school network. Each campus of Tagai State College will have differing internal and external support networks.

The following lists of internal and external networks are indicative of possible community resources, not prescriptive of each community.

Internal Networks include:
• Classroom Teachers
• School Administration
• Head of Department (HOD)
• Student Leaders
• Community Education Counsellor
• P&C Association
• Police Liaison Officer
• Elders
• Chaplain/Student Welfare Officer
• Teacher Aides
• Librarian
• Malu Os staff
• Guidance Officer
• School Based Youth Health Nurse
• Teacher Aides
• You Can Do It Champions
• Peer Skills Facilitators
• RATEP Teacher and students

Tagai State College is also able to access support to students through the following external networks. These government and community agencies work closely with the parents/caregivers, teacher/s and the support personnel from within the campus.

External Networks include:
• Department of Child Safety
• Department of Communities
• Police
• Queensland Health
7. Consideration of individual circumstances

Tagai State College endorses the need for an equitable approach in decision-making regarding consequences. Consequences for breaching Tagai State College’s Responsible Behaviour Plan may vary according to a number of factors including:

- age.
- severity of the incident.
- degree of provocation.
- perceived intent of the action.
- previous behaviour record.
- medical consideration.
- disability.
- emotional state.
- context in which situation occurred.
- amount of reliable evidence.

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 and the process of natural justice must be observed. For anyone who believes they have been unfairly treated there are procedures to be followed to resolve the matter. In the first instance, students should ask for a restorative meeting to explain their view to the teacher or staff member in a polite and respectful manner.

If the student still believes they have not received fair treatment, they should put their case to another adult (parent, other staff member such as the Guidance Officer or campus administrator) for further review with those involved. The final decision maker is the Head of Campus. In the case of an extended suspension or recommendation to exclude a student, an appeal process is available via the Executive Principal as per Education Queensland’s Complaints and Appeals process.

Campuses of Tagai State College consider 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.
- 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 socioeconomic situation, and receive adjustments appropriate to their learning and/or impairment needs.

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 Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

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

10. Some related resources

School Wide Positive Behaviour Support
http://www.pbis.org


Bullying.
Bullying. No way!
Working Together resources for schools
Cybersafety and schools resources
Take a Stand Together

National Centre Against Bullying http://www.ncab.org.au/

You Can Do It Education www.youcandoit.com.au


Code of Conduct for School Students Travelling on Buses

Restorative Practices
http://www.varj.asn.au/schools
# TAGAI STATE COLLEGE

## BEHAVIOUR EXPECTATIONS MATRIX

<table>
<thead>
<tr>
<th>SETTING</th>
<th>WE ARE PROUD LEARNERS</th>
<th>WE ARE RESPECTFUL</th>
<th>WE ARE SAFE</th>
<th>WE ARE RESPONSIBLE</th>
</tr>
</thead>
</table>
| **ALL SETTINGS**
  classrooms, undercover areas, oval, assembly, library, toilets, walkways, excursion/transport | • I am proud of who I am  
• I come prepared for school  
• I represent my school with pride  
• I make good choices  
• I always report any problems  
• I am resilient, setbacks are part of learning | • I use positive language  
• I am respectful and tolerant of others  
• I respect other peoples property | • I belong to a safe school  
• I follow instructions  
• I ask permission to leave any setting  
• I keep my hands and feet to myself  
• I will use equipment and materials safely  
• I wear the correct uniform  
• I always cooperate with others  
• I always walk safely | • I will take responsibility for my actions  
• I seek assistance when required  
• I care for the environment  
• I follow travel safety rules |
| **CLASSROOM** | • I try my best in every learning situation  
• I participate in all classroom activities | • I listen to the person who is talking  
• I raise my hand to speak  
• I always use inside voice | • I sit properly on my chair  
• I help keep my classroom organised | • I ask questions when needed  
• I use materials responsibly  
• I am a reliable member of my class |
| **HOLE SCHOOL PARADES** | • I listen to all speakers  
• I walk up and receive awards/certificates with confidence and pride | • I remove my hat  
• I applaud appropriately | • I walk to and from undercover area in an orderly manner | • I sit quietly in my class group |
| **PLAYGROUND / OVAL** | • I am a good team member  
• I always include others in activities  
• I always wear my hat | • I use the toilets appropriately  
• I keep the toilets clean and tidy by using the bins provided | • I stay in approved areas  
• I wash my hands after using the toilet | • I always report inappropriate behaviours to an adult  
• I think before I act |
| **TOILETS** | • I have a pass from my teacher if I go to the toilet during class time | • I will follow all instructions given to me | • I will move promptly and orderly | • I report any damage/graffiti/broken equipment /vandalism immediately  
• I report any inappropriate behaviour |
| **EMERGENCY PROCEDURES** | • I know and follow the emergency procedures | • I will follow all instructions given to me | • I will move promptly and orderly | • I will listen and follow directions |
| **UCA’s, TUCKSHOP & BREAK TIME** | • I always model appropriate behaviours  
• I make healthy choices | • I always place my rubbish in the bin  
• I always wait in line quietly | • I always play safely  
• I always sit down to eat my lunch | • I encourage others to behave correctly |
| **WALKWAYS** | • I move to class promptly and quietly | • I walk quietly so others can continue learning  
• I stand quietly until prompted to enter the room | • I stay to the left when walking | • I am always courteous to others when using walkways |
Appendix 2

TAGAI STATE COLLEGE

BUILDING RELATIONSHIPS MODEL

BACKGROUND

As we forge ahead to take on the challenges towards 2015, Tagai State College staff and students will invest in building relationships. Yumi principles form the contextual frame that guide the ways to communicate and work together. Positive relationships between students, teachers and parents is critical to raising the bar in our classrooms.

Tagai State College staff and students aim to build better relationships with each other by using the concept of The Bank Account system. This account is like a financial one in that you can make “deposits” – things that build trust in the relationship or “withdrawals” – things that decrease the level of trust. The balance in the account determines how well you can communicate and solve problems with others. Making regular deposits into each other’s bank account will yield dividends beyond those of the highest performing stock on the market – Tagai investments for the building of our professional learning community.

When your financial bank account is overdrawn, it is hard for you to give away money. Similarly, staff and students have bank accounts which must be sufficiently full for them to give time, personal responsibility, and reciprocate appropriate behaviours and actions. This system will help us practice these behaviours so they become habits in our college.

The banking system for building good relationships in our college is based on the 5 fundamental areas as designed by Stephen Covey.

- Understand the individual that you work with
- Keep commitments
- Clarify expectations
- Remember the little attention
- Show personal integrity
- Apologise with sincerity

PURPOSE

The purpose of this model is to recognize that positive relationships are the most important element to improving student outcomes.

EXPECTATIONS FOR PRACTISE

1. Tagai staff commit to building relationships between students, staff and parents.
2. Tagai leaders commit to monitoring the effectiveness of relationships and capacity building within professional learning communities in our college.
3. Tagai leaders commit to using restorative practices where possible, when problems or conflicts arise between any members of the campus community to
   - resolve differences or relationship break-downs for win-win situation,
   - to teach appropriate skills
   - to enable those responsible for the situation to heal the relationship.
<table>
<thead>
<tr>
<th>DEPOSITS</th>
<th>WITHDRAWALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking with respect and using gud pasin to others</td>
<td>Speaking disrespectfully and showing bad manners</td>
</tr>
<tr>
<td>Providing positive feedback to others</td>
<td>Putting people down</td>
</tr>
<tr>
<td>Walking your talk about respect</td>
<td>Acting and speaking in a rude way. Hypocritical behaviour by words and actions contradicting each other.</td>
</tr>
<tr>
<td>Apologise sincerely when you have breached trust</td>
<td>Not saying “sorry” or saying it insincerely</td>
</tr>
<tr>
<td>Listen actively when others speak to you</td>
<td>Giving advice when it is not asked for, telling people what they should do, dismissing their concerns as not valid, doing things for them without gaining their consent</td>
</tr>
<tr>
<td>Be loyal to those who are absent</td>
<td>Criticizing, complaining and talking about others in negative ways when they’re not present.</td>
</tr>
<tr>
<td>Recognise when a situation is escalating into a no-win situation and stop</td>
<td>Situation escalates and becomes about secondary behaviours and does not solve the original problem</td>
</tr>
<tr>
<td>Using reflective practices to recognise the need to change</td>
<td>Settling for doing the same and getting the same result and blaming others for it</td>
</tr>
<tr>
<td>Ensure all promises are kept with colleagues, students and families</td>
<td>Never making commitments or making them but rarely following through</td>
</tr>
<tr>
<td>Give truthful feedback when/where appropriate</td>
<td>Being quick to take offence and trusting that colleagues are attempting to be supportive</td>
</tr>
<tr>
<td>Separate the issues from the person</td>
<td>Holding grudges, blaming others and taking no responsibility for your own actions, personal attacks on other.</td>
</tr>
<tr>
<td>Spend time getting to know others, their strengths and weaknesses.</td>
<td>Throwing people’s past mistakes up to them. Using people’s mistakes as a weapon</td>
</tr>
<tr>
<td>Giving others specific and honest compliments</td>
<td>Nurturing grievances</td>
</tr>
<tr>
<td>Carrying out random acts of kindness</td>
<td>Having a negative attitude towards ideas for no reason</td>
</tr>
<tr>
<td>Giving personalised messages of thanks, appreciation and congratulations.</td>
<td>Noticing the negatives of people and being critical and judgemental of them</td>
</tr>
<tr>
<td>Support other people’s worthy ideas. Respect other’s ideas and contribution</td>
<td>Making a claim by using statements that are the same as the other person’s original claim</td>
</tr>
<tr>
<td>Motivates others to learn</td>
<td>Evading the issue by changing the topic</td>
</tr>
<tr>
<td>Listen to understand what’s important to staff, their aspirations, what make them work to the best of their ability.</td>
<td>Unwilling to consider other’s views which are contrary to own opinion.</td>
</tr>
<tr>
<td>Being visible and observant. Walk around the school, touch base with people, try to get the temperature, encourage, make small personal connection, laugh!</td>
<td>Being an absent leader and not connecting with your staff, students and parents</td>
</tr>
<tr>
<td>Taking emotion out and discussing just the issue</td>
<td>Arguing against the person, not the issue</td>
</tr>
<tr>
<td>Ensure that expectations and roles are clear.</td>
<td>Low Expectations. Roles confusing / duplicated.</td>
</tr>
<tr>
<td>Recognise that some people need general direction and some need greater detail. Be able to cater for differences in learning</td>
<td>Not catering for different learners</td>
</tr>
<tr>
<td>Talk honestly and provide quality feedback</td>
<td>Rude and aggressive behaviour.</td>
</tr>
</tbody>
</table>
## MINA TONAR

### Features

- **Kozan** (sharing),
- **Mam** (show kindness and love to people),
- **Kurispoegay** (always listen to parents, people older than you, learn from them),
- **Gudapathuray** (always ask before doing things or going somewhere, seek permission),
- **Koeralasi** (willingness to do things, cooperation with others for the good of the whole family group),
- **Ibupuydhay** (being helpful on your own initiative).

## SWPBS – Mina Pawa/Debe Tonar Language Instructions

Complementing the implementation of School Wide Positive Behaviour Support (SWPBS) is the inclusion of Mina Pawa language (positive language) in the teaching of behaviour expectations across Tagai State College.

The Language and Culture team are progressing Mina Pawa/Debe Tonar language that is cognisant of Torres Strait languages and culture.

Consistent with Tagai’s practice of colour coding the various languages in classroom resources, Mina Pawa/Debe Tonar language resources will also be colour coded so each language can be distinguished from the other in its communication.

### Mina Pawa; Debe Tonar; Positive Language Instructions

- **With the exception of greetings**, staff members whose first language is Standard Australian English (SAE) should speak and model **positive language** in SAE.

- **Indigenous** staff members who identify with Kala Lagaw Ya (KLY) and its dialects should speak and model **Mina Pawa** language.
• Indigenous staff members who identify with Meriam Mir (MM) and its dialects should speak and model Debe Tonar language.

• It is expected that the, Mina Pawa, Debe Tonar and Positive language are displayed on flashcards or posters in all learning areas and all settings ie eating area, office foyer, tuckshop.

• Students are encouraged to practice speaking the positive language in KLY and MM to build their confidence and proficiency.
RESTORATIVE PRACTISES

In schools Restorative Practice is an evolving area and multifaceted in nature. It is more than an intervention to deal with inappropriate behaviour and promotes building respectful relationships as a foundation for teaching and learning. There are a range of activities in Restorative Practices from having a restorative chat with an individual or small group of students, to a whole class “no blame” conference or whole year community conference.

When problems and conflict are worked through restoratively the focus is not on punishment or a blaming of others. Restorative Practices focuses on healing. It is about people taking responsibility for their actions, hearing and understanding how these actions make others feel and begin to put things right. This is a way to find fair solutions to problems rather than create more problems and hurt.

Restorative Practices is a more effective and long lasting method of dealing with poor behaviour choices and assisting in skill development and personal growth to become responsible, self-managed people.

Restorative justice is a collaborative process involving those most directly affected by a conflict or problem, called the “primary stakeholders,” in determining how best to repair the harm caused.

The fundamental idea of restorative practices is simple. That human beings are happier, more co-operative and productive, and more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them or for them.

The restorative approach is based on the beliefs that
- the people directly involved in a conflict or problem are the best placed to resolve it.
- imposed solutions are less effective, less educative and possibly less likely to be honoured
- a restorative approach to conflict and challenging behaviour needs certain attitudes and skills and training can develop both restorative skills and attitudes.
- the ultimate aim is to build a strong, mutually respectful, safe and inclusive school community in which everyone feels valued and heard.

The Goals of Restorative Practices.
- Improve roles of all key members of the school community (teachers, students and parents).
- Enhance academic performance – improved learning outcomes emerge out of positive relationships.
- Respond to the needs of students in our schools who have extremely challenging behaviours in a manner that promotes inclusiveness.
- Develop skill in collaborative problem solving.

Core Concepts of Restorative Practices
- Facilitate a process so peace can be restored for the person harmed, the person who did the harm and the community.
The philosophy and practice of using restorative measures are to help promote resilience in both the one harmed and the one who causes harm. Resiliency described as caring and support, high expectations and opportunities to participate in meaningful activities.

**What are the Values of Restorative Practices?**
- Restoring Relationships
- Inclusiveness
- Mutual respect
- Empowerment
- Community Building

The following offer some examples of how restorative practice in schools may be conceptualised;

"At a whole school level Restorative Practice/approaches can be a catalyst for change as it helps educators to reflect upon and clarify existing practice particularly around beliefs and values".

Terry O'Connell, Lesley Oliver, Lyn Doppler 2007

"A restorative classroom setting is one that values dialogue through an inclusive approach where everyone expects to be heard, and through this participatory process students develop the capacity to learn in a practical way that emotions are an important and legitimate expression of healthy dialogue. This helps students to deal with conflict, tensions and difference in respectful ways that engenders trust, empathy, responsibility, and fosters healthy relationships.

Terry O'Connell, Lesley Oliver, Lyn Doppler 2007

Restorative Practice in schools provides a focus on developing positive relationships between all members of the school community, opportunities for people to take responsibility for their behaviour and learning. This requires that teachers actively create the space where students can experience situations that develop their emotional and social capacity in order to support and assist them in taking responsibility for their behaviour and learning.

**Restorative Practice is not a program but rather a way of being.** It requires teachers to be explicit about their pedagogy and practices and deal with the myriad of programs and expectations in a consistent way.

The triangle was developed as a means of illustrating the multifaceted nature of restorative practice in schools, ranging from responsive interventions, developing student capacity through classroom management, integration within the school curriculum and as a basis for school culture.
A relational foundation for school culture.

Restorative Conferencing

Restorative conversations & responding to incidents using restorative questioning along a continuum of intervention e.g.

Restorative conversations & responses

Restorative Practicing & capacity building

Working with students to provide opportunities for students to:
- Develop group work/classroom norms.
- Develop empathy and emotional connections.
- Experience fair process.
- Practice taking responsibility for self and others.
- Classroom management & student self management.

Fostering relationships that support teaching & learning

Self Awareness, social & emotional skills e.g.
- Program Achieve
- Brainwave Pack
- Mind Matters
- Drug initiatives
- Virtues Program
- Values Program
- Mindfulness
- Philosophy for kids
- Mindful Education
- Child Protection etc.

SACSA Curriculum
- Meaningful curriculum content, methodology & processes
- Constructivist learning & pedagogy
- Inquiry approach to learning
- Student negotiated curriculum & assessment
- Catering for all learning styles

Relational foundation for school culture.

Restorative Practices supported by a clear vision, explicit values, language, structures and processes.

Lesley Oliver
Student Inclusion & Wellbeing Coordinator
Wednesday 15th November 2006-7
## TAGAI STATE COLLEGE ACKNOWLEDGEMENT SYSTEMS

<table>
<thead>
<tr>
<th>FREE &amp; FREQUENT</th>
<th>SHORT TERM</th>
<th>LONG &amp; STRONG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Praise Smile Stickers Rubber Stamps</td>
<td>Phone calls Special Privileges Extra Computer</td>
<td>Field trips Special Projects Recognition to the</td>
</tr>
<tr>
<td>Thumbs up Home notes</td>
<td>Time Special Seat</td>
<td>Principal Student of the</td>
</tr>
<tr>
<td>ESCM</td>
<td>Attendance Certificates</td>
<td>Celebration and culminating activities</td>
</tr>
<tr>
<td>Kid dollars</td>
<td>Rocket in the room</td>
<td>Individual Class Reward</td>
</tr>
<tr>
<td>Behaviour chart/data wall</td>
<td>Go for Gold</td>
<td>parties</td>
</tr>
<tr>
<td>Hi-5</td>
<td>3 chances</td>
<td>fun days</td>
</tr>
<tr>
<td>Most organised class</td>
<td>Positive letters home</td>
<td>game</td>
</tr>
<tr>
<td>YCDI</td>
<td>Data walls</td>
<td>events, eg discos</td>
</tr>
<tr>
<td>Pointing out and acknowledging positive behaviours</td>
<td>Certificates on parade</td>
<td>On Time party</td>
</tr>
<tr>
<td>on an incidental basis - “Catching them good” eg WOW</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate encouragement and praise – individual</td>
<td>Weekly SWPBS tickets</td>
<td>100% Attendance Fun Day</td>
</tr>
<tr>
<td>and groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incidental Parent/Teacher feedback</td>
<td>Newsletter notification of success</td>
<td>WHOLE SCHOOL LEVEL SYSTEM</td>
</tr>
<tr>
<td>Stickers and Incentive Charts</td>
<td>Displays in classrooms, office foyer and library</td>
<td>Vouchers</td>
</tr>
<tr>
<td>areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clips on posters</td>
<td>Positive feedback given at school assemblies</td>
<td>Short term winner draw</td>
</tr>
<tr>
<td>SWPBS Tickets</td>
<td>Weekly certificates on parade- targeted</td>
<td></td>
</tr>
<tr>
<td>behaviours</td>
<td>targeted behaviours</td>
<td></td>
</tr>
<tr>
<td>Use of pegs</td>
<td>Awarding particular responsibilities to students</td>
<td>Attendance data walls</td>
</tr>
<tr>
<td></td>
<td>appointed class leader for the week</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Earning of free time / choice of activity eg</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of computer lab</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Funtastic Friday</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 5

STUDENT MANAGEMENT MODEL
One School Referral Processes

<table>
<thead>
<tr>
<th>Minor Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Minor problem behaviour is handled by staff members at the time it happens</td>
</tr>
<tr>
<td>Minor behaviours are those that:</td>
</tr>
<tr>
<td>• are minor breaches of the school rules.</td>
</tr>
<tr>
<td>• do not seriously harm others or cause you to suspect that the student may be harmed.</td>
</tr>
<tr>
<td>• do not violate the rights of others in any other serious way.</td>
</tr>
<tr>
<td>• are not part of a pattern of problem behaviours.</td>
</tr>
<tr>
<td>• do not require involvement of specialist support staff or Administration.</td>
</tr>
</tbody>
</table>

Referrals

• Before a student is referred to a HOD for persistent minor behaviour, teachers must work with the students towards making more positive behaviour choices.
• These steps must be documented on a Persistent Minor Behaviour Referral Form. Teachers are to record the strategies utilised so that HOD’s and Admin have a greater understanding of the problem behaviour.
• Once this form has been filled out a One School Referral is to be completed and referred to the relevant HOD. The paper copy of the referral form is also to be forwarded onto the HOD.
Referrals

- Major behaviour should be referred directly to the HOD Student Services, Deputy Principal or Head of Campus as outlined in Appendix 10.
- Teachers should only be referring a student to the Head of Department Student Services or Deputy Principal if there is a serious or critical incident such as those outlined above.

Major Behaviours

- Major problem behaviour is referred directly to the school Administration team

Major behaviours are those that:

- significantly violate the rights of others.
- put others / self at risk of harm including bringing knives into the campus.
- require the involvement of school Administration.
EMERGENCY OR CRITICAL INCIDENT RESPONSES

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

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

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

**Basic defusing strategies**

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

(Model the behaviour 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 Tagai State College’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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

- incident report (Appendix 8)
- Health and Safety incident record (link to use in the case of death or serious injury)
- debriefing report (for student and staff) (Appendix 9).
INCIDENT REPORT FOR PHYSICAL HANDLING OF STUDENT BY A STAFF MEMBER

Person who handled the student is to complete a report on the incident using the following guiding questions.

Forward a signed and dated copy of the report to your Head of Campus within 12 hours of the incident.

Name of person completing the report
Name of Staff members involved in incident:
Name of Student physically handled. Class.
Date of incident Time incident started Time incident ended
Where was the student when the incident occurred?
Who was working with the student when the incident occurred?
Where were staff when the incident occurred?
Who was next to the student when the incident occurred?
Who else was in the immediate area when the incident occurred?
What was the general atmosphere like at the time of the incident?
What was the student doing at the time of the incident?
What occurred immediately before the incident? Describe the activity, task, event.
Describe what the student did during the incident.
Describe the level of severity of the incident. (e.g. damage, injury to self/others)
Describe who or what the incident was directed at.
What action was taken to de-escalate or re-direct the problem?
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).
Appendix 8

PHYSICAL HANDLING OF STUDENT - DEBRIEFING REPORT

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

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

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.
### Appendix 9
### RESPONSES TO UNACCEPTABLE BEHAVIOUR

**PROUD LEARNER ISSUES.**

<table>
<thead>
<tr>
<th>Inappropriate behaviour</th>
<th>Initial Teacher Actions</th>
<th>Minor behaviours Suggested consequences</th>
<th>Major Behaviours Possible Administration Actions (comprising one or more of the following)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calling Out</td>
<td>Selective Attending / Tactical Ignoring Proximity Cueing other students (acknowledging their positive behaviour) Rule Reminder Giving Choice</td>
<td>Change seating – move away from peers 1:1 discussion, Restorative Chat Directed to time-out desk. Directed to Buddy class if repeated Parent Contact / follow-up</td>
<td>Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve: Administration time-out / discussion Restorative practice Follow-up parent contact Reflection with CT on current strategies Referral to CEARS</td>
</tr>
<tr>
<td>Talking out of turn (talking while the teacher is talking)</td>
<td>Proximity Pause in talk Call student’s name – non-verbal redirection Cueing others (acknowledging their positive behaviour) Rule Reminder Giving Choice</td>
<td>Change seating - movement away from peers Directed to time-out desk. Directed to Buddy class if repeated Parent Contact / follow-up Restorative Chat</td>
<td>Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve: Administration time-out / discussion Restorative practice Follow-up parent contact Reflection with CT on current strategies</td>
</tr>
<tr>
<td>Non-Compliance Work Refusal Not following instructions</td>
<td>Offer of assistance Repeat request allowing take-up time Selective attending if student is not overtly disrupting others Rule reminder Given choice</td>
<td>Follow-up individual discussion with student (i.e. at break time) Restorative practice Directed to time-out desk Use of own time to complete unfinished work. Contact with parent if recurring</td>
<td>Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve: Restorative practice Administration time-out</td>
</tr>
<tr>
<td>Behaviour</td>
<td>Action 1</td>
<td>Action 2</td>
<td>Follow-up Action/Referral</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------</td>
<td>----------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Late for class</td>
<td>Rule reminder (bell times) and / or 1:1 discussion &lt;br&gt;Direct student to task</td>
<td>Exploration of problem if persistent (follow-up individual discussion) &lt;br&gt;Restorative practice &lt;br&gt;Catch-up missed work in own time &lt;br&gt;Parent contact if recurring</td>
<td>Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve:&lt;br&gt;Restorative practice &lt;br&gt;Administration time-out &lt;br&gt;Reflection with CT on current strategies &lt;br&gt;Follow-up parent contact &lt;br&gt;Referral to CEARS group</td>
</tr>
<tr>
<td>Lying Cheating</td>
<td>Discussion with student. &lt;br&gt;Restorative chat</td>
<td>Exploration of problem if persistent (follow-up individual discussion) &lt;br&gt;Restorative practice</td>
<td>Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve:&lt;br&gt;Restorative practice &lt;br&gt;Administration time-out &lt;br&gt;Reflection with CT on current strategies &lt;br&gt;Follow-up parent contact &lt;br&gt;Referral to CEARS group</td>
</tr>
<tr>
<td>Minor Theft</td>
<td>Discussion with student &lt;br&gt;Restorative chat</td>
<td>Exploration of problem if persistent (follow-up individual discussion) &lt;br&gt;Restorative practice</td>
<td>Referral to GO if not developmentally appropriate behaviour.</td>
</tr>
</tbody>
</table>

**RESPECT ISSUES**

<table>
<thead>
<tr>
<th>Swearing – conversational</th>
<th>Rule Reminder about expected language in school</th>
<th>If recurring, 1:1 discussion with teacher regarding appropriate language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swearing – ‘sotto voce’ (ie. Student mumbles / utters inappropriate)</td>
<td>Tactical Ignoring / Selective Attending (treating the utterance as a ‘secondary’ behaviour)</td>
<td>1:1 follow-up discussion regarding appropriate language</td>
</tr>
<tr>
<td>Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve:&lt;br&gt;Restorative practice &lt;br&gt;Administration time-out &lt;br&gt;Reflection with CT on current strategies &lt;br&gt;Follow-up parent contact &lt;br&gt;Referral to CEARS group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referral to GO if not developmentally appropriate behaviour.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior &amp; Description</td>
<td>Rule Reminder about expected language in school and/or Indication made that their behaviour will be followed-up</td>
<td>Depending on circumstances, actions may involve:</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Low-tone after correction</td>
<td>Rule Reminder about expected language in school and/or Indication made that their behaviour will be followed-up</td>
<td>Direct apology / Restorative Practice 1:1 follow-up discussion with teacher regarding appropriate language</td>
</tr>
<tr>
<td>Swearing – directed at other students (eg verbal insults)</td>
<td>Rule Reminder re use of appropriate language. Rule Reminder about expected language in school and/or Indication made that their behaviour will be followed-up</td>
<td>Depending on circumstances, actions may involve:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Direct apology / Restorative Practice Directed to time-out area 1:1 follow-up discussion with teacher regarding appropriate language</td>
</tr>
<tr>
<td>Swearing – directed at staff</td>
<td>Clear statement regarding the unacceptability of language Indication made that their behaviour will be followed-up</td>
<td>Depending on circumstances, actions may involve:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Directed to time-out / buddy class area. Restorative Practice Apology made in follow-up discussion Parent Contact</td>
</tr>
<tr>
<td>Swearing at staff with intentional threat</td>
<td>Withdrawal from learning area: * directed to Time-Out / Buddy Class Withdrawal from play area: * directed to time-out / walk with duty teacher Restorative Practice Apology / Restitution</td>
<td>Follow-up investigation of incident Parent Contact Possible suspension based on circumstances Referral to Guidance Officer / School Police Officer Suspension</td>
</tr>
<tr>
<td></td>
<td>Direct to Administration</td>
<td></td>
</tr>
</tbody>
</table>
| **Stealing** | Rule Reminder | Restorative Practice  
Replace or return any items stolen  
Apology  
Parent Contact | For recurring stealing, referral to Head of  
Campus /Deputy  
Parent Contact  
Referral to Guidance Officer / School Police  
Officer  
Possible suspension based on circumstances |
|---|---|---|
| **Littering** | Rule Reminder  
Directed to pick up own litter | Litter duty in immediate vicinity if recurring  
Environmental duty. |
| **Threatens teacher** | Rule Reminder  
Direct to the Administration | Withdrawal from learning area:  
* directed to Time-Out / Buddy Class  
Withdrawal from play area:  
* directed to time-out / walk with duty teacher  
Restorative Practice  
Apology / Restitution |
| **Physically assaults a teacher** | Rule Reminder  
Direct to the Administration | Direct to the Administration  
Medical attention sought if necessary  
Parent Contact/immediate interview if possible  
Student taken home after interview  
Principal/DP investigation of incident  
Consultation with Executive Principal re involvement of Police  
Suspension  
Suspension with Proposal to Exclude |

**RESPONSIBILITY ISSUES**

| **Lacks required equipment** | Rule reminder.  
Provide student with equipment | Follow up individual discussion with student  
(i.e at break time to determine circumstances).  
Parent contact if persists.  
Skilling program in organisation and develop understanding of implications of actions |
| **Damaging resources/equipment** | Proximity  
Rule reminder | Restorative practise to repair damage or restitution.  
Administration follow-up if damage is serious/substantial. |
| Breach of uniform policy | Clean up damage | Possible suspension  
Referral to GO if underlying problem |
|--------------------------|-----------------|---------------------|
| Rule reminder            | Discussion with student to determine situation  
Send to Uniform Room to change  
YLCL to support  
Parent Contact | Exemption card (in negotiation with parents) for a period of time  
Detention  
Parental Meeting to determine reasons for non-compliance  
Removal from school activity where student is representing the school  
Removal from a school activity that is not an essential school program |
| Mobile phone  
Inappropriate texts | Rule reminder  
Follow campus procedures. | Removal of phone  
Contact Parents |
| Late for class | Tactically ignore if not interrupting instruction.  
Rule reminder | 1:1 discussion of issues/concerns of student  
Contact Parents  
Make up time lost |
| Truancy:  
*When a student does not attend any part of a lesson or school day - dealt with by Admin | Mark roll via One School  
1:1 discussion of issues/concerns of student  
Behaviour support staff to administer detention  
HODSS/Deputy to work with repeat offenders  
Contact Parents – attendance officer | Referral to GO and CEARS  
Develop Individual Support Plan  
Detention  
Possible suspension for repeated truancy |
| Non completion of work | Offer of assistance  
Selective attending if not overtly disrupting others  
Rule reminder | 1:1 discussion of issues/concerns of student  
Finish work in own time  
Contact parents |
| Inappropriate display of affection | Rule reminder | Referral to CEC, GO, Elder |

**SAFETY ISSUES**
<table>
<thead>
<tr>
<th>Striking another student</th>
<th>Separation of parties involved</th>
<th>Administration Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Withdrawal from learning area:</td>
<td></td>
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<tr>
<td></td>
<td>* directed to Time-Out / Buddy Class</td>
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<td></td>
<td>Withdrawal from play area:</td>
<td></td>
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<tr>
<td></td>
<td>* directed to time-out / walk with duty teacher</td>
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<td></td>
<td>Restorative Practice</td>
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<td></td>
<td>Apology / Restitution</td>
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<td></td>
<td>Medical attention sought if necessary</td>
<td></td>
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<td></td>
<td>Follow-up investigation of incident</td>
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<tr>
<td></td>
<td>Parent Contact</td>
<td></td>
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<td></td>
<td>Possible suspension based on circumstances</td>
<td></td>
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<tr>
<td></td>
<td>Referral to Guidance Officer / School Police Officer</td>
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<td></td>
<td>Suspension</td>
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<td></td>
<td>Suspension pending further action</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Playing inappropriate contact sports</th>
<th>Rule Reminder</th>
<th>Directed to Time-Out area</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Withdrawal from playground</td>
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<tr>
<td></td>
<td></td>
<td>* Walk with duty teacher</td>
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<td></td>
<td></td>
<td>* Supervised play</td>
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<td></td>
<td></td>
<td>* Environmental duty</td>
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<td></td>
<td></td>
<td>Possible follow-up depending on circumstances (ie. persistent infringements despite repeated intervention).</td>
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<tr>
<td></td>
<td></td>
<td>Parent Contact</td>
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<td></td>
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<td>Detention</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Possession of Weapons / Arson</th>
<th>Separation from other students</th>
</tr>
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<tbody>
<tr>
<td>Directed to hand over object / weapon / substance.</td>
<td></td>
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<tr>
<td>Referral to Head of Campus</td>
<td></td>
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<tr>
<td>Discussion of inappropriateness of possession of object / 'weapon including knives</td>
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<tr>
<td>Administration notified</td>
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<tr>
<td>Parent Contact</td>
<td></td>
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<tr>
<td>Consultation with Executive Principal regarding Police involvement etc.</td>
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<tr>
<td>Referral to School-based Police Officer</td>
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<tr>
<td>Suspension</td>
<td></td>
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<tr>
<td>Suspension pending further action</td>
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<thead>
<tr>
<th>Bullying Behaviours – physical actions</th>
<th>Tagai Anti-Bullying Policy and Procedures implemented including</th>
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<tbody>
<tr>
<td>Tagai Anti--Bullying Policy and Procedures implemented including</td>
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<tr>
<td>Directed to time-out / buddy class area</td>
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<tr>
<td>Exploration of the problem with the relevant parties</td>
<td></td>
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<tr>
<td>Parent contact</td>
<td></td>
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<tr>
<td>Apology / restitution</td>
<td></td>
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<tr>
<td>Tagai Anti-Bullying Policy and Procedures implemented including</td>
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<tr>
<td>Follow-up investigation of incident</td>
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<tr>
<td>Administration time-out</td>
<td></td>
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<tr>
<td>Parent Contact</td>
<td></td>
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<tr>
<td>Referral to Guidance Officer / support staff</td>
<td></td>
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<tr>
<td>Possible Police notification dependent on circumstances</td>
<td></td>
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<tr>
<td>Possible suspension based on circumstances</td>
<td></td>
</tr>
<tr>
<td>Bullying Behaviours – verbal – including teasing – racial harassment</td>
<td>Tagai Anti–Bullying Policy and Procedures implemented including Clear statement regarding the unacceptability of actions Indication made that their behaviour will be followed-up</td>
</tr>
<tr>
<td>Unsafe Playground Behaviour eg Throwing rocks, mangoes, coconuts etc Rough play</td>
<td>Rule Reminder 1:1 discussion Restorative practice</td>
</tr>
<tr>
<td>Out of Bounds eg: Running around buildings Playing in the gardens</td>
<td>Rule Reminder 1:1 Discussion</td>
</tr>
<tr>
<td>Leaving classroom or grounds without permission</td>
<td>Rule Reminder Administration contact if student leaves school grounds</td>
</tr>
<tr>
<td>Smoking in and around the school grounds; while on school organised activities outside of school</td>
<td>Rule Reminder 1:1 Discussion</td>
</tr>
<tr>
<td>Possession of cigarettes on school grounds; while on school organised activities outside of school</td>
<td>Rule Reminder 1:1 Discussion</td>
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<tr>
<td>Possession of alcohol, drugs or drug implements on school grounds; while on school organised activities outside of school</td>
<td>Rule Reminder 1:1 Discussion</td>
</tr>
<tr>
<td>Use of alcohol or drugs on school grounds; whilst on school organised activities outside of school</td>
<td>Rule Reminder 1:1 Discussion</td>
</tr>
</tbody>
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Appendix 10

Dress Code Policy

1. Tagai State College Thursday Island Secondary Campus’ school community supports the wearing of a school uniform and expects students to wear the uniform with pride.

   The uniform consists of:

   Polo shirt
   - Junior polo shirt (Year 8&9) Blue with Green stripe, or
   - Senior Polo shirt (Years 10 – 12) Blue front, Green back and Black sleeves
   - Plain black basketball shorts (no Logos or stripes)
   - Shoes
     - Joggers
     - Steel capped work boots (for TAFE practical subjects)
   - Hat (optional)

2. Students are expected to wear their full school uniform at all times. This will promote a positive school and allow for easy identification of strangers in the school grounds.

3. Students will not be permitted to go on school excursions unless they are wearing full school uniform. This allows for the easy identification of our students at outside venues.

4. Students who come to school out of uniform will be identified by their Session one teacher. This information will then be immediately placed on One Portal so other staff are aware. The student will then be sent to the uniform room and will be loaned a uniform for the day. Refer to Appendix 10.

5. If a student has been out of uniform for three consecutive days the student services/administration team will follow up with families.
6. Only students in full uniform are permitted in the official school class photographs and ID card photographs.

7. Shirts/shorts with writing/graffiti on them and/or ripped or torn are no longer considered to be a “uniform” shirt. Students will be given a green slip and advised they need to purchase a replacement shirt or shorts. Letter will be sent home to Parents/Guardians informing them.

8. A student who is not wearing shoes will not be permitted to complete practical subjects – science practicals, HPE, home economics, ITD etc. These students will be required to complete theory work whilst the rest of the class is involved in the normal lesson. The above mentioned processes apply.

9. Students will only be permitted to wear alternate shirts – senior shirts, florals, ILT shirts, school representative sport shirts.
Appendix 11
Jewellery Policy

Due to Work Place Health and Safety requirements, jewellery is to be limited to the following:

- Small sleepers or studs as earrings
- 1 wrist watch
- 1 necklace (pendant / cross). No visible chokers.
- Medic alert bracelets are not considered jewellery
- 1 dress ring

1. Teachers will direct students to remove jewellery if students are breaching the Jewellery Policy. (Responsibility of jewellery when removed rests with the student)

2. If student fails to follow a teachers’ direction the jewellery will be confiscated and students can then arrange to collect the jewellery from the teacher or administration at the end of the school day.

3. Failure to comply with teacher directions in this regard will result in the student being referred onto HOD Student Services.

4. Continued failure to follow a directive and the student will then be referred onto the appropriate Deputy Principal in charge of that year level.
Appendix 12

Electronic Equipment Policy

Tagai State College recommends to parents and students that students do not bring Mobile Phones and Electronic equipment to school. These are expensive items and Tagai State College takes no responsibility for their security or safety. Many students do own Mobile phones and electronic equipment and for those students who bring this equipment to school we have developed the following.

Scope

This policy covers all mobile/smart phones and pocket Notebooks, IPODs, MP3s, PSPs, and computers including laptops

Acceptable uses

- At all times students must display courtesy, consideration and respect for others whenever they are using mobile telephones/Electronic equipment,
- Mobile telephones/Electronic equipment should not be used in any manner or place that is disruptive to the normal routine of the school;
- Mobile phones/Electronic equipment should be switched off and kept out of sight during classroom lessons
- Students should only use their mobile telephones before or after school, or during lunch breaks;
- Students may utilise mobile phones on school trips but will need to hand in phones at the designated time as stated by the supervising teacher/s.
- Students wishing to use these devices in special circumstances should negotiate arrangements with relevant school/college staff.

Unacceptable Uses:

- Mobile Phones/Electronic equipment must not be used during class time or any other learning setting (i.e. During HPE on oval/Moving from one classroom to another)
- Mobile phones must not disrupt classroom lessons with ringtones or beeping.
- Using mobile phones to cyber bully and threaten other students and to “carry yarn” is unacceptable and will not be tolerated. In some cases it can constitute criminal behaviour
- It is forbidden for students to “gang up” on another student and use their mobile phones to take videos and pictures of acts to denigrate and humiliate that student and then send the pictures to other students or upload it to a website for public viewing. This also includes using mobile phones to photograph or film any student without their consent. It is a criminal offence to use a mobile phone to menace, harass or offend another person and almost all calls, text messages and emails can be traced.
- Cameras and In-phone cameras should not be used as it is against the law to take images of students without their parent’s permission; and
- Should there be repeated disruptions to lessons caused by a mobile phone/electronic equipment the responsible student may face disciplinary actions as sanctioned by the Principal.
Theft or Damage

The school accepts no responsibility for replacing lost, stolen or damaged mobile phones/electronic equipment.

- The school accepts no responsibility for students who lose or have their mobile phones/electronic equipment stolen while travelling to and from school.
- The school accepts no responsibility for students who lose or have their mobile phones/electronic equipment stolen while on school excursions or trips.
- Students should mark their mobile phone/electronic equipment clearly with their names.
- Students who bring a mobile phone/electronic equipment to school should leave it locked away in their bag when they arrive. To reduce the risk of theft during school hours, students who carry mobile phones are advised to keep them well concealed and not ‘advertise’ they have them.
- Mobile phones/electronic equipment that are found in the school and whose owner cannot be located should be handed to administration.
- It is strongly advised that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones (eg by other students, or if stolen). Students must keep their password/pin numbers confidential. Mobile phones and/or passwords may not be shared.

Consequences

- Students who use mobile phones/electronic equipment in class will be reminded of the expectations by the classroom teacher. If students continually use mobile phones (after 3 warnings) the mobile phone will be confiscated by Administration staff and the student will be placed on the banned list for the rest of the term. Parents will be notified.
- Students who use mobile phones to bully harass students may have consequences including detentions, parents contacted, suspension, recommendation for exclusion and police may be notified.
- Students who are found to have or be sharing inappropriate images, messages may have consequences including detentions, parents contacted, suspension, recommendation for exclusion and police may be notified.
- Students found recording inappropriate images for own use or sending them to other users or posting to websites may have consequences including detentions, parents contacted, suspension, recommendation for exclusion and police may be notified.
Appendix 13

Truancy Procedures

Teacher marks roll via One School.

The following day Attendance Officer runs roll marking summary report

Behaviour Support Teacher Aide follows up with students who are absent from a particular lesson – administers detention, adds to One Note.

Multiple offences referred to HOD Student Services/Deputies for support
Appendix 14

Late to school procedure

At Tagai State College Thursday Island Secondary Campus ‘late’ to school is defined as when a student arrives after 8:45am.

- If a student arrives to school after 8:45am they must sign in at the office.
- Upon signing in if students do not present a note from Family/Guardian they will be administered with a detention slip.
- Students are to complete a detention the following day
- Persistent cases to be managed by HOD Student Services or Deputy Principal.