MALANDA STATE HIGH SCHOOL

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

1. PURPOSE

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

1.1 Strategies for Effective Learning

For effective learning to occur at Malanda State High School, we must be successful in developing and using strategies that:

- Engage students in learning
- Foster a spirit of trust between teachers and students
- Build and strengthen a sense of responsibility in students for their own behaviour
- Increase a feeling of involvement in, and commitment to the school
- Produce a positive working environment.

1.2 Aim of Responsible Behaviour Plan Document

It is the aim of this document to provide a precise and readily accessible source of information that establishes the policies, procedures and strategies necessary to:

a) Direct teaching, modelling and reinforcement of desired behaviours
b) Promote a supportive environment so that all members of the school community can work together in developing acceptable standards of behaviour and create a caring productive and safe environment for learning
c) Promote positive strategies, activities and learning experiences
d) Promote an effective teaching and learning environment that encourages positive aspirations, relationships and values to develop
e) Foster mutual respect among all individuals in the school
f) Encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions
g) Ensure that the school's Responsible Behaviour Plan is implemented consistently and fairly
h) Ensure that the schools Responsible Behaviour Plan is appropriately monitored and reviewed.

1.3 Creating a Supportive School Environment at Malanda SHS

In defining a Supportive School environment at Malanda SHS the following characteristics are identified as critical:

- That all members of the school community (students, teaching staff, support staff and parents) work as a team to provide consistent, fair and reasonable Responsible Behaviour Plan which emphasises a range of support strategies from personal support and counselling through to direct intervention
- That learning outcomes, both curricular and co-curricular, are maximised for all students through quality practices in learning/teaching, school organisation and interpersonal relationships
- That these quality practices are implemented as a deliberately planned, whole of school continuum of action
- That non-violent, non-coercive and non-discriminatory language, behaviour and practices are defined, modelled, practised and reinforced

- That all members of the school community are supportive of, and supported in, developing the skills and attitudes necessary to firmly establish a Support School Environment with Malanda SHS.

2. Consultation and Data Review

Malanda SHS developed this plan in collaboration with our school community. Consultation was conducted with parents, staff and students through the P&C, School Council and Leadership and Management Team during Term 2, 2017. A review of school data related to behaviour was also undertaken.

The plan was endorsed by the principal and the school Council in January 2017 and will be reviewed again in 2019.

3. Learning and Behaviour Statement

3.1 School Purpose Statement

The Malanda SHS purpose is: "Within a supportive learning environment, to ensure all our students develop the literacy and numeracy skills in junior secondary that will enable them to successfully meet our Service Commitment within the senior secondary years".

3.2 Values and Beliefs

At Malanda State High School we VALUE:

- The uniqueness of each individual
- The pursuit of knowledge, the enjoyment of learning and the achievement of academic excellence
- Education programs which maximise the academic, physical, social and moral growth of our students
- The close support and cooperation of parents and the wider community
- The importance of teamwork in order to maximise our success as learners and as teachers
- The virtues of hard work, service, honesty, duty and loyalty
- Pride in our achievements and celebrating the success of others.

At Malanda State High School we BELIEVE that:

- All members of the school community should be responsible for, and accept the consequences of their actions
- We should promote an inclusive curriculum that is equitable, effective and responsive to individual and community needs
- We should promote a caring, safe and productive learning and teaching environment
- We should overcome barriers that hinder access to participation in the approved curriculum
- We should encourage the development of interpersonal relationships that are characterised by respect, trust and sensitivity
- We are entitled to non-discriminatory, non-violent and tolerant behaviour from all members of the school community.

3.3 Code of Conduct

The Code of Conduct is a series of statements which gives direction to all members of the school community as to how we should behave towards each other.

At Malanda State High School we have RESPONSIBILITIES to:

- Exercise common-sense and cooperation in all situations
- Be courteous to all members of the school community and to our visitors
- Be considerate of the needs and feelings of others
- Show respect for other people, their personal property, opinions and rights
- Take pride in ourselves, our achievements and our school
- Keep the school environment safe
- Actively support school activities
- Be aware of and use avenues for help
- Maintain a positive learning environment
- Always strive to success to the best of our ability

Responsible action in maintaining the Code of Conduct will entitle us to the following RIGHTS:

- To work to the best of our ability without being disrupted by others
- To work in a pleasant, safe and healthy environment
- To be treated as individuals with courtesy and respect
- To have our opinions, feelings and concerns heard and considered
- To feel proud of our school and our own achievements.

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

4.1 Aim of Responsible Behaviour Plan

The school's Responsible Behaviour Plan is designed to:

a) Reward those students whose effort and behaviour are positive and reflect the school's Code of Conduct

b) Encourage improved effort and behaviour from those students who have chosen to behave in ways which are in conflict with the school's Code of Conduct

4.2 A Model for Responsible Behaviour Plan

This Model is composed of three integrated stages:

Stage 1 – Universal Behaviour Support

Stage 2 – Targeted Behaviour Support

Stage 3 – Intensive Behaviour Support

The following diagram provides an overview of the role each stage plays in establishing and maintaining a supportive school environment. The aim of the diagram is to strongly emphasise the overall significance of the pro-active phase within a supportive school environment.

Stage 1 – *Universal Behaviour Support*

Role: To implement a positive teaching and learning environment. The formula for success within this proactive phase is best summarised as follows:

- To establish a school environment, which supports curricula and co-curricular programs that are well organised, fully resourced and which actively promote the values and beliefs of the school community;
- The programs are implemented by teachers and parents, who establish and expect high standards of personal achievement and behaviour;
- To teach the Universal Desired Behaviours to all students;
- To acknowledge positive behaviour.

Level: The Universal Phase aligns with all behaviour levels.

Stage 2: *Targeted Behaviour Support*

Role: To provide direct support to students who are repeatedly disrupting their own learning or the learning of others. The result of this direct support is that the students provide their own control to rectify the situation. The support may be provided by any Support Personnel.

Level: The Targeted Phase aligns with Behaviour Level "Amber", one below Entry level

Stage 3: *Intensive Behaviour Support*

Role: To provide specific external control for those students who are deliberately disrupting their own learning and/or the learning of others. These students are unable or unwilling to control themselves. Actions may be provided by staff in the form of detentions, buddying out, discipline improvement plans, student support plans until such times as the students prove by a change of attitude that they are willing to behave and work at their learning.

Level: The Intensive Phase aligns with Behaviour Level "Red", two below entry

DIRECT ACCESS TO HEADS OF STUDENT SUPPORT

4.3 Guidelines for the implementation of the Responsible Behaviour Plan

a) The plan is organised into six levels (refer to levels in Appendix 1)
b) Each level identifies a particular standard of student effort and behaviour and the response by the school, parents and community to that behaviour
c) "Gold" level identifies those students whose effort and behaviour are of the highest standard through to "Red" level (two below entry level) which identifies those students, who by their inappropriate behaviour and effort, have placed their learning at great risk.
d) All students are placed on "Entry" level on enrolment to school
e) Levels "Bronze, Silver and Gold" identify students who have made positive choices in terms of effort and behaviour.
f) Students are placed on "one below entry level" (Amber) and "two below entry level" (Red) as a consequence of a range of inappropriate behaviours across several classes
g) Students should always remember that the application of consequences as listed below occurs as a result of their own actions and choices. Each student has the capacity to reverse the process by positive changes in attitudes and actions. Consequences will be administered on a case by case basis, according to the student's pattern of effort and behaviour, as well as personal circumstances.

h) The levels of all students are reviewed prior to the issuing of Terms 1-4 Report Cards. Students can however, seek a review of their level during the term on application to their head of Student Support. Levels may change during a term due to a specific incident.

Universal Behaviour Support

Gold Level

Criteria for this level: A student who

- Promotes a positive image of the school
- Displays a commitment to own and other's education
- Works to maximise potential
- Is self-managing in terms of effort and behaviour
- Is a strong positive role model for other students
- Has exceptional commitment to his/her school and community in areas such as sport, service, cultural and academic pursuits
- Promotes the school's Code of Conduct
- Respects, helps and encourages all members of the school community
- Maintains Silver Level for a minimum of one term

What happens to students on this level?

A student

- Receives a Gold Certificate on whole school assembly
- Is presented as one of the Gold Level students at Presentation Evening
- Is acknowledged in the school's newsletter
- Has parents notified in writing
- Receives all Silver Level entitlements and other privileges as deemed appropriate by the Administration
- Is given access to the Hall of Honour and to specialist rooms on request
- Is eligible, if a Year 12 student, for election to any of the student leadership roles.
- Receives a gold level community discount card.
- Access to gold level lunch facilities.
- Final Applications for Gold Level must be received no later than Term 4, Week 4.

Silver Level

Criteria for this level: A student who

- Maintains a positive image of the school
- Displays a commitment to his/her education
- Works to the best of his/her ability
- Is a good role model for other students
- Participates in, or supports, the full range of school events
- Upholds the school's Code of Conduct
- Cooperates with, and supports, all members of the school community
- Has attained Bronze Level

What happens to students on this level?

A student

- Receives a Silver Certificate on whole school assembly
- Has parents notified in writing
- Is acknowledged in the newsletter
- Is eligible to represent the school at Special events
- Is included in special extra-curricular activities
- Is eligible for election to House Captain and/or Committee Leader
- Receives all Bronze Level entitlements.

Bronze Level

Criteria for this level: A student who usually

- Maintains a positive image of the school
- Actively engages in his/her learning
- Works to his/her ability
- Upholds the school's Code of Conduct
- Behaves appropriately and promptly accepts responsibility for his/her actions
- Cooperates with other members of the school community.

What happens to students on this level?

A student

- Receives a Bronze Certificate at year level assembly
- Has parents notified via report card
- Is eligible for election to student leadership roles of year level captain and sports house captain.
- Receives all Entry Level entitlements

A student attains this level by receiving an end of term report card with all positive ratings/comments in relation to effort and behaviour.

(See Appendix 2: Application Process)

Entry Level

Criteria for this level: A student who

- Adheres to the school's Code of Conduct
- Usually interacts and communicates with others positively
- Completes most class and homework tasks
- Aims to produce work that is of an acceptable standard
- Completes all assessment requirements
- Usually behaves appropriately and accepts responsibility for own behaviour and actions
- Has completed consequences for "one below" level behaviours.

What happens to students on this level?

A student is eligible

- To participate in any activities organised by the school
- For election to support positions on committees.
- To represent school, region and state in sporting, cultural and academic events.

Targeted Behaviour Support

"One Below" Level (Amber)

Reasons for being on this level: A student has

- Displayed a pattern of minor breaches of the Code of Conduct (during term or as indicated on the end of term report) and has not responded to assistance by, for example,

  <u>In Class</u>
  - being late to class
  - not bringing required books / equipment to class
  - not completing class-work
  - not completing homework or assignments
  - interfering with the learning of others
  - failing to follow instructions
  - truanting from class
  - using electronic equipment
  - failing to attend detentions
  - harassment

  <u>Out of Class</u>
  - littering or using graffiti
  - being out of bounds
  - possessing cigarettes/implements
  - smoking cigarettes (1st offence)
  - interfering with others' property
  - failing to follow instructions
  - inappropriate use of electronic technology
  - breaching the Hands Off Policy
  - wearing inappropriate clothing
  - using inappropriate/insulting language
  - harassment
- Completed consequences for "Two Below" Level behaviours.

What happens to students on this level?

A student may/will

- Undergo counselling with a Head of Student Support who will guide him/her through the 'working out' process
- Have parents informed by HOSS of the concerns regarding his/her behaviour or effort and invite them to discuss the situation
- Be asked to examine the school's Code of Conduct with his/her parents
- Be required to perform a school improvement task and/or catch up on missed school work at lunch time or after school
- Be placed on a Student Support Book
- Be relocated from the classes / playground where issues are occurring
- Receive counselling from the Guidance Officer or Youth Worker
- Take part in a specialised behaviour programme
- Receive a warning of suspension or be suspended
- Be asked to relinquish any position of responsibility
- Not be allowed to participate in school related activities unless working positively towards Entry Level as shown on a Student Support Book, which is signed by teachers each lesson and HoSS/parents daily
- Have other consequences applied which are appropriate to the situation.

A student must maintain satisfactory effort and behaviour for 10 days before returning to Entry Level, via Student Support Book.

Intensive Behaviour Support

"Two Below" Level (Red)

Reasons for being on this level: A student has

- Committed a serious breach or displayed a pattern of breaches, of a less serious nature, of the school's Code of Conduct which may include one or more of the following:

What happens to students on this level?

A student

- May be relocated from all problem classes/playground until an interview is conducted with his/her parents

- cheating
- fighting
- distribution of alcohol on school premises or at a school function
- abuse of electronic technology
- swearing at an adult member of the school community
- stealing
- repeated harassment
- repeated truancy
- smoking (2nd offence)
- use of alcohol
- malicious vandalism
- continued disruption of other's learning
- abusive language (student to student)

- Repeated "One Below" behaviours after support was given
- Committed a major breach or displayed a pattern of serious breaches of the school's Code of Conduct which may include one or more of the following:
  - dangerous behaviours towards other members of the school community
  - aggressive or threatening behaviour towards an adult member of our community
  - repeated insolence and disobedience
  - drug taking
- Refused to participate effectively in programme of learning

- Will be required to have counselling in social skills and/or learning skills with the HOSS, Guidance Officer or Youth Worker
- Will have an Individual Behaviour Plan developed
- May be required to perform a school improvement task and/or catch up on missed school work in own time (lunch time or after school)
- May be enrolled in a behaviour modification programme
- Will not be allowed to participate in school-related privileges such as socials, excursions (non-academic), or school representation
- May be suspended and, (on return to school):
  - take part in a Return from Suspension interview accompanied by parent/guardian
  - be placed on a Student Monitoring Book
  - be required to stay on this level until the return from suspension process is completed
  - be required to relinquish from any office of responsibility

- May complete other strategies, consequences and removal of privileges as for "One Below" Level.
- May be issued with Advice of Non-Compliance (Compulsory Participation Phase) as a result of concerns regarding effort and/or behaviour.
- Must maintain satisfactory effort and behaviour for at least 10 days before returning to "One Below" level, via Student Support/Monitoring Book
- May go through 'Cancellation of Enrolment' process for post compulsory age students

5. Emergency or critical incident responses

In an emergency situation involving a severe problem behaviour, students will be instructed by their teachers how to respond to ensure their safety.
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.

In these situations, teachers should use the following basic defusing strategies:

- ❖ Avoid escalating the problem behaviour
- ❖ Maintain calmness, respect and detachment
- ❖ Approach the student in a non-threatening manner
- ❖ Follow through
- ❖ Debrief.

The school's Emergency or Critical Incident Response may be activated in response to these types of situations.

Physical Intervention
To ensure students are kept safe, 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

Record Keeping

For Serious Breaches or patterns of minor breaches of the school's Code of Conduct the following will occur:

- Entered into One School at the direction of the Heads of Student Support, Deputy Principal, or Principal
- Health and Safety Incident Record completed
- Debriefing report (for student and staff) completed.

6. The network of student support

At Malanda SHS we have a team approach to behaviour support which includes the involvement of school administrators, staff, students, parents, and members of the wider community and personnel from other agencies.

6.1 Responsibilities for Responsible Behaviour Plan

A. Students

1. To be knowledgeable of and uphold the school's Code of Conduct
2. To accept and abide by Classroom Rules
3. To be familiar with all aspects of the school's Responsible Behaviour Plan

B. Parents & Carers

1. To take an active interest in their student's education
2. To provide the school with support in developing student behaviour by familiarising themselves with the Responsible Behaviour Plan and co-operating with the school in administering the plan (See Student Diary)
3. To ensure their student understands the behaviour that is expected of them whilst on the way to school, at school and on the way home from school.
4. To follow up any concerns raised by the teaching staff concerning their child's behaviour and progress
5. To discuss with the school any problems they feel are detrimental to the effective learning of their student.

C. Teachers

1. Be knowledgeable about all aspects of the school's Responsible Behaviour Plan
2. To support the philosophy of the Responsible Behaviour Plan at all times
3. To effectively establish classroom rules, responsibilities and routines
4. To effectively manage student behaviour inside and outside the classroom in a fair, just and consistent way
5. To document the behaviour of students of concern and actions taken by the teacher on their specific behavioural problems. If further support is needed, consult the Heads of Student Support
6. To develop specific Classroom Learning Plan, which is effective in dealing with the range of student misbehaviour

7. To develop skills in using, for example, Essential Skills for Classroom Management (ESCM) to effectively manage student behaviour
8. Make initial decision on the movement of students between behaviour levels at reporting based on Home Groups
9. Communicate with parents regularly in terms of positive and negative behaviours of individual students.

D. Support Staff (Teacher Aides & Other Ancillary Staff)

1. To support the philosophy of the Responsible Behaviour Plan by developing positive relationships with students
2. To follow up concerns regarding student behaviour by referral to the Head of Student Support

E. Head of Student Support

1. To possess a thorough knowledge of the school's Responsible Behaviour Plan and model its philosophy at all times
2. To play a leadership role in the Responsible Behaviour Plan by:
    - Developing Individual Behaviour Plans and Discipline Improvement Plans for students when necessary
    - Contacting parents to develop a supportive relationship for students
    - Storing and disseminating information regarding student behaviours using One School
    - Making final decisions on the movement of students between levels
    - Make decisions regarding the promotion or demotion from levels Bronze, Silver and Gold
3. Coach teachers and follow up concerns regarding students:
    - Where in class behaviours are in breach of the school's Code of Conduct
        - Persistently not prepared for learning (equipment etc.)
        - Consistently producing work of an unacceptable standard or failing to submit work
        - Continually disrupting the learning of others in their year level
        - Persistently harassing other students
        - Consistently exhibiting (or one off) offensive or unsafe behaviour
    - Where out of class behaviours are in breach of the school's Code of Conduct
        - Persistently harassing other students
        - Consistently exhibiting (or one off) offensive or unsafe behaviour
4. To provide care, guidance and curriculum support to the students in their year level where this impacting on behaviour
5. To visit classes and monitor the quality of the learning /teaching process and the implementation of ESCM's
6. To organise support programmes for individuals or groups of students within or out of school providers
7. To provide regular and on-going in-service for all staff in the year level on Responsible Behaviour strategies.

F. Youth Support Coordinator (VPG) / School Based Youth Health Nurse

1. To be available for counselling students:
    - By appointment, for routine inquiries (on personal matters, interpersonal matters, subject selection)
    - At the specific request of Heads of Student Support, Parents/Carers and Administration
    - In any situation requiring conflict resolution

2. To possess a thorough knowledge of the school's Responsible Behaviour Plan and model its philosophy at all times.

3. To assist teachers and heads of Student Support
    - By counselling students as they move through the Levels of Behaviour
    - By consultation, to provide suggested strategies in classroom management
    - By giving suggested procedures for handling difficult students
    - By providing counselling to difficult students referred by the HoSS especially where the student is at risk of suspension, exclusion or cancellation of enrolment.

4. To assist parents/carers by:
    - Being available to negotiate in conflict situations
    - Being supportive of their attempts at student development at home
    - Providing suggestions for student development
5. To assist the overall Responsible Behaviour Plan by providing resources on behaviour management skills for students and teachers.

6.2 Additional Support Networks (in school)

Our Students at Risk Process identifies students at risk of not completing school. These students are identified by AGENTs through our Report Card system; by teachers and Heads of Student Support through our Responsible Behaviour Process, and referrals from key support workers in the school. A variety of sources of support are then offered to individual students or groups of students.

These include:

1. The Heads of Student Support are responsible for overseeing the implementation of our behaviour level system and supporting and rewarding positive effort and behaviour.
2. The Learning Support Teacher and Teacher Aides who offer in class and out of class support for students with learning difficulties.
3. The Students with Disabilities Teacher/s who offers support to students identified with a particular disability or gift.
4. The Work Placement Officer who organises work experience, work placement, school based apprenticeships and traineeship opportunities for students.

5. The School Based Youth Health Nurse who offers support in the form of information, counselling and referral for physical, emotional and mental health concerns.
6. The Youth Support Co-ordinator who offers support for students at risk of not completing school and provide counselling and referral for educational, personal, emotional and mental health concerns.
7. Other social skilling courses offered to students who need to develop better learning and behaviour strategies.
8. Other courses offered by private providers like Get Set For Work.
9. 2 Day / 3 Day options for Year 11 & 12 students only.

A data base is kept of the students identified and the support given to them using the Individual Behaviour Plans or Individual Support Plans.

6.3 Additional Support Networks (Out of school)

Support is also sought from a range of Government and community agencies: Disability Services, Child and Youth Mental Health, Child Safety Unit, Queensland Police, Tableland Alcohol and Drug Services, Eacham Community Health Organisation, Atherton Neighbourhood Centre, Tableland Sexual Assault Service.

7. Consideration of Individual Circumstances

When applying individual behaviour support, or applying consequences for inappropriate behaviour, we take into consideration the individual circumstances of students. These include the context, emotional wellbeing, culture, gender, race, socioeconomic circumstances and impairment to ensure responses are fair and equitable. To e4nsure 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 school community members will be considered at all times.

8. Use of Personal Technology

Students are not to bring valuable personal technology devices like mobile phones, cameras, digital video cameras and MP3/4 players to school as there is a risk of damage to equipment or another person, theft or disruption to learning. Students will be asked to take them to the office and collect them at the end of the school day

Breaches of this rule may result in disciplinary action if there is, for example:

- Inappropriate use – e.g. the use of a mobile phone during class or assembly which disrupts the learning or the ceremony. (If this occurs during a test, the technology will be confiscated and the portion of the test completed deemed invalid and not counted.)
- Abuse – e.g. the malicious use of the mobile phone to spread rumours or5 gossip so as to deliberately harm another person. (Some instances of abuse may need to be referred to Police).

No images or voice recording of another student or staff member should be made on school premises or at school events without their permission.

Students who require the use of personal technology in circumstances which would contravene this policy must approach their Head of Student Support who will decide, in consultation with parents/carers, whether special consideration will be given and alternative arrangements made.

9. Sun Safety

As part of the school's Sun Safety Strategy, students are required to wear appropriate sun safe clothing when participating in curricular and extra-curricular activities which take place outdoors and where there is a risk of sun exposure.

10. 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 & Safety Act 1995
- Workplace Health & Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

11. Related Policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

12. Related School Policies

- Bullying Policy (Appendix 3)
- Hands Off Policy (Appendix 4)
- School Dress Code (Appendix 5)
- Mobile Phone and Electronic Equipment Policy
- Assessment Policy
- Homework Policy
- Attendance System
- Behaviour Level systems within Student Support.

Endorsement

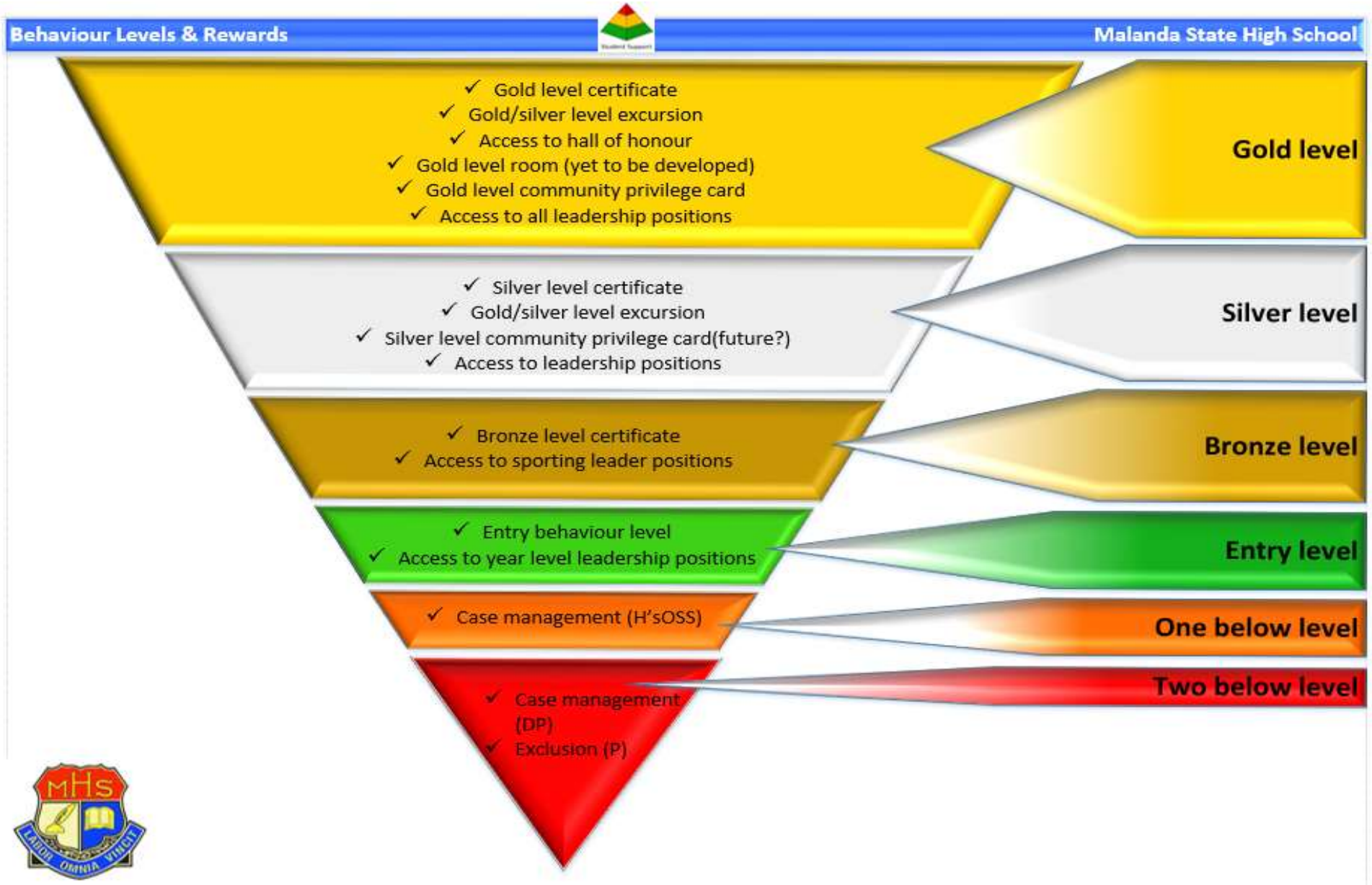
Principal

School Council Chair

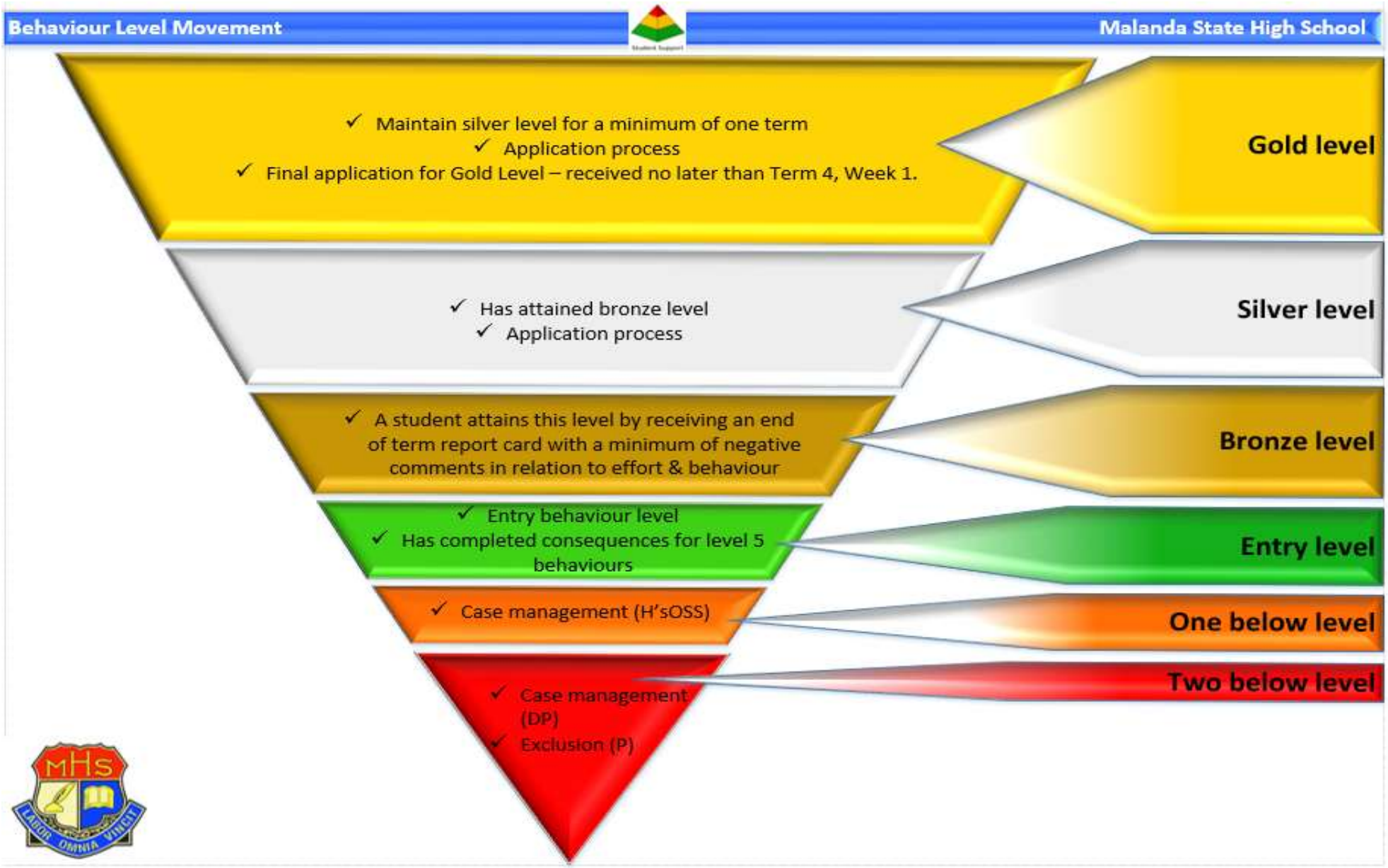
Date Effective: 10 / 05 / 2017

Appendix 1:

Behaviour Levels and 1) Rewards & 2) Movement between the levels.

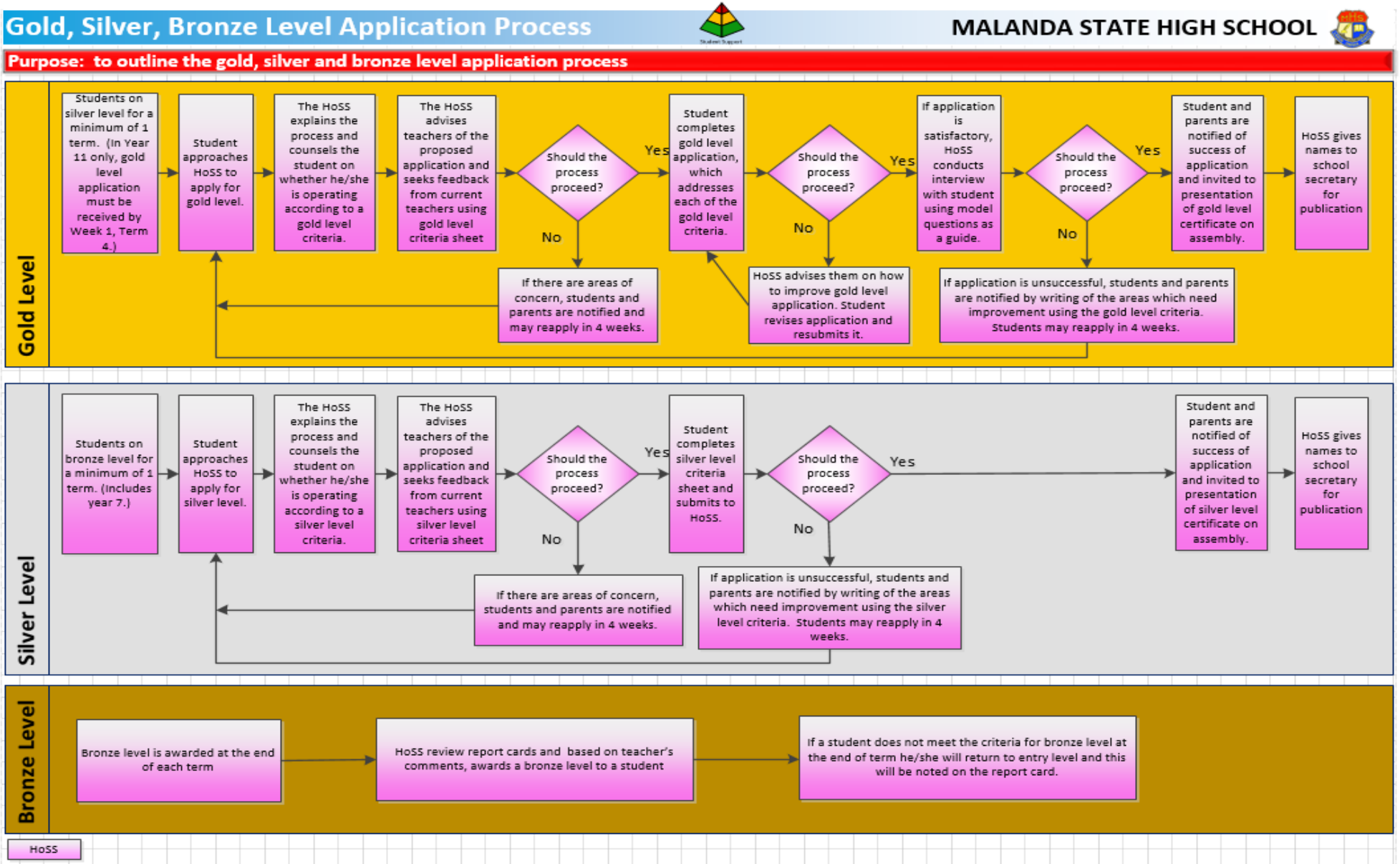


2)


Behaviour Level Movement
Malanda State High School
✓ Maintain silver level for a minimum of one term
✓ Application process
✓ Final application for Gold Level – received no later than Term 4, Week 1.
Gold level
✓ Has attained bronze level
✓ Application process
Silver level
✓ A student attains this level by receiving an end of term report card with a minimum of negative comments in relation to effort & behaviour
Bronze level
✓ Entry behaviour level
✓ Has completed consequences for level 5 behaviours
Entry level
✓ Case management (H'sOSS)
One below level
✓ Case management (DP)
✓ Exclusion (P)
Two below level

Appendix 2

Behaviour Level Application Process



Appendix 3:

Bullying – No Way!

Universal Support *preventative for all students all the time*	***Targeted Behaviour Support*** *Supporting change for some students some of the time.*		***Intensive Behaviour Support*** *Directing behaviours for some student(s) some of the time.*
Curriculum Teaching & Learning			
A filter of the issues… ▪relationships ▪shared power ▪student ownership ▪communication ▪reporting (not dobbing) ▪rights & responsibilities ▪vertical unitised curriculum ▪Principles of Effective Learning & Teaching ▪issues embedded in subjects through outcomes, topics, themes, processes (surveys etc.) products (posters, plays, stories) ▪positive, productive, proactive classroom. ▪culture of individual success ▪self-esteem development ▪links with prior learning environments ▪professional development and training	Bully… ▪extra tutoring ▪classroom meeting ▪focus on bullying attitudes to instigate cultural change	Victim… ▪extra tutoring ▪classroom meeting ▪focus on bullying attitude to instigate cultural change	Bully ▪extra tutoring ▪strictly monitored program ▪special learning program (e.g. IEP) focussing on - relationships - power sharing - rights and responsibilities ▪parent monitoring of learning outcomes ▪parent participation in learning program
Interpersonal Relationships			
▪Adults/Peers role modelling appropriate behaviours ▪Year Coordinator Pastoral care role ▪Skill streaming, Young Women in Schools, Helping Friends Programmes ▪camps ▪leadership programs ▪communication between parents and children ▪newsletter & planner – awareness raising – policy situations, expectations ▪lunchtime activities – student run clubs, competitions, sport, library, video, hall, Student Learning Centre, special events ▪Spaces – pleasant, diverse, uncrowded, interesting. ▪Community participation (P & C, School Council, Student Representative Council Events)	Bully refer to key personnel ▪peer counselling ▪mediation ▪Guidance Officer/ YSC counselling ▪Conflict resolution program ▪Aggression/Anti-Violence Program ▪Self-esteem program ▪Social skills training ▪Family intervention – community conference ▪Playground duty teachers aware of tension	Victim refer to key personnel ▪peer counselling ▪support – listen, talk with show strategies e.g. Safe places. ▪Assertiveness, rights, walking away, reporting. ▪consider anxiety about reporting ▪look for signs of bullying ▪self-esteem program ▪no blame approach ▪support network/mentor ▪supporting parents	▪individual management plan ▪community conference ▪structured social skill development program ▪intensive guidance support ▪Referral to outside agencies for assessment/support.
School organisation, leadership & management			
▪Whole school approach to bullying ▪Positive focus in Learning, achievement & activity ▪Code of Conduct ▪Responsible Behaviour Plan & Supportive School Environment Policy ▪Child Protection Policy training ▪Programs promoting diversity – NAIDOC, International Women's Day, Cultural activities, Harmony Day. ▪Investigating, documenting and interviewing procedures ▪Consultative and collaborative review, evaluation and planning strategies. ▪Communication strategy/Awareness raising strategies and tools – pamphlets, policy development mechanisms ▪Publishing/Celebrating student success ▪Youth Support Coordinator ▪Expectations of behaviour	▪as per previous level ▪recording all incidents ▪behaviour management plan consequences Level 'Entry' Consequences YLC counselling and working it out process, parents informed, and may be placed on support booklet, withdrawn from class, receive counselling from GO, Level 'one below' Consequences Withdrawal from class/playground, interview with parents, HOSS inform parents, counselling with YSC remain in school grounds, not allowed to take part in school related privileges, monitoring card, removal from some positions of responsibility. ▪Developing mentor program ▪Monitoring programs		▪as per previous level ▪behaviour management plan consequences Level 'two below' consequence Placed in withdrawal area for up to 5 days or out of school suspension 1-3 days; HOSS informs parents; counselling with Head of Student Support to develop a behaviour contract, consequences as per level 6. Level 3,2,1 consequences These include out of school suspension 1-5 days, 6-20 days or exclusion/cancellation recommended to District Director.

Appendix 4:

MALANDA STATE HIGH SCHOOL

Hands Off Policy
(Malanda SHS Responsible Behaviour Plan)

The Hands Off Policy forms part of Malanda State High School's Responsible Behaviour Plan and is derived from the school's Code of Conduct for Students at Malanda State High School, as well as state legislation regarding Sexual Harassment.

Under the Hands Off Policy students are expected to treat members of the school community with respect.

This includes (*but is not limited to*):

✓ Not kneeing, kicking, hitting, pinching, punching, slapping, dacking or throwing things at other members of the school community with the intention of physically hurting or embarrassing them.

✓ Not attempting to kiss, hug, pinch, or touch another member of the school community in a sexual manner which is unwanted by them.

✓ Not kissing, hugging or touching another member of the school community in a sexual manner which may cause embarrassment or discomfort to other members of the school community.

✓ Not making comments of a negative nature or swearing at any member of the school community in a way which is designed to hurt them emotionally or to embarrass them.

Breeches of this policy should be reported to the nearest available member of staff. If this staff member does not respond, report it to the AGENT or a member of the Administration.

The consequences for breeching this policy may involve:

✓ Counselling
✓ Mediation
✓ Detentions
✓ Interview with parents or caregivers
✓ Warnings of suspension
✓ Suspension
✓ Exclusion

Appendix 5: Uniform Policy

MALANDA STATE HIGH SCHOOL

OUR UNIFORM

Our school is a uniform school and has very high expectations in terms of student dress. The great majority of our students come to school properly dressed in the school uniform. The uniform is devised by our Parents & Citizens Association.

It is always timely to reflect in an ongoing way why a uniform is so important to our school. First, a uniform is cost-effective for parents. Having a couple of uniforms means your child is completely attired to attend school every day. There is no need for a wide range of clothes, no room for fashion trends to make those clothes out-of-date in a year or so. Uniforms are designed to wear and to last.

New students to the school are helped to settle in more quickly because they look like the rest of the student body in their uniforms. A sense of belonging is more rapidly achieved. The wearing of uniforms also helps with the detection of truancy. Any students leaving the school at unusual times are quickly detected by staff, neighbours, shopkeepers and police who ring us if they notice anything unusual.

Student's safety is enhanced by both the wearing of uniforms and "bans" on certain clothing items which students often wear outside of school. We insist on shoes that fully cover the feet to minimise tripping and to protect the feet from spillage of hot and dangerous substances or sharp implements in kitchens or workshops. Excessive jewellery is not acceptable because of possible injury in sport, physical education, lunch-time activity or around machinery.

In today's schools, protection against outsiders entering the school is a very real consideration. There are people who would like to come into our grounds during school time for the wrong reasons. Our students must always be in uniform, and legitimate visitors wear visitors' badges. Outsiders are immediately detected in a school with a high standard of uniform.

There are strong equity reasons supporting the wearing of a uniform. Regardless of family income, students look the same when they walk through the gate; there is no competition or disadvantage in terms of how they are dressed. One of our roles is to prepare the students for the world of work and so wearing a uniform and having a clean and tidy appearance is part of this preparation. Many students will work for companies or government agencies that require employees to wear a uniform.

The image of our school is enhanced when our student body is well turned out. Many parents and community members assess the quality of a school by the standard of student dress – and certainly our school always seeks to project itself as a school that is always focussed on quality structures and cultures. We at Malanda High believe that such a focus inevitably guarantees better outcomes and results for all our students.

Finally, the reasons for having a school uniform and requiring it to be worn are based on common sense. It has nothing to do with social engineering, restricting human rights or individuality. Thank you to all those parents who support us with the uniform every day – your support and co-operation are greatly appreciated.

Gary Toshach
Principal

Malanda SHS Dress Code

Malanda High is a 'uniform school'. The school uniform has been devised and endorsed by parents, students and teachers. The wearing of the correct school uniform is regarded very highly as it determines the perception of the school held by many members of the community and reflects school pride and discipline. All students and parents are encouraged to cooperate in ensuring that the correct school uniform is worn in the correct way.

1. The requirements of the school's Dress Code are as follows:

	GIRLS	**BOYS**
Tops	School Polo Shirt Undershirt (Plain Royal Blue, Red, Yellow, White)	School Polo Shirt Undershirt (Plain Royal Blue, Red, Yellow, White)
Bottoms	Royal blue skirt or shorts Royal blue track pants	Royal blue shorts Royal blue track pants
Headwear	School bucket hat or broad brimmed hat	School bucket hat or broad brimmed hat

(All of the above items except undershirts are sold at the school Tuck Shop, including the school jacket below. Jeans of any colour are not considered to be an acceptable component of the uniform.)

Footwear	Shoes with impervious uppers and laces preferred. Ankle socks to be work with the shoes. (No thongs, sandals, or knee high boots are permitted)
Winter Additions	School jacket, plain royal blue jumper, scarf (as per undershirt colours)
WPHS	In some subjects (e.g. agriculture, manual arts) leather shoes are required. This will be outlined at the time of selecting subjects at the beginning of each year/semester/term.
Additional Notes	Jackets, jumpers and shorts are to be a solid royal blue colour with no other colours, piping etc. Make up is not acceptable or appropriate in a learning institution like ours. Beanies are not considered to be an acceptable component of the uniform.

(a) Year 12 students are granted the privilege of wearing their Senior Polo Shirt. They also design their own winter jersey. This garment must reflect official school colours.
(b) Students who represent the school either at Regional or State level in sporting events can wear this uniform for their year of representation, plus one year (due to the significant parental cost involved). Curriculum or other officially recognised events such as School Musicals are permitted to wear their team T-shirt, jacket or track suit for the year of issue only.

2. The wearing of jewellery is not encouraged however students may wear discreet pieces of jewellery which do not pose a safety, security, and health or morality issue for the school. Discrete jewellery would include a simple fine chain, ring, bangle or earrings. Students will be asked to remove excessive/inappropriate jewellery.

3. Correct footwear must be worn in all situations. If students are unable to wear the correct footwear, they must bring a note of explanation from home. They must report to the office at the beginning of the day and an appropriate programme will be arranged.

4. To minimise sun damage to skin, students are to wear adequate protective head coverings and sunscreen during sport, physical education lessons and when playing outside for extended periods. Students who wish to wear additional non-uniform protective clothing during sport, HPE and sports carnivals (i.e. long sleeved shirts) are encouraged to do so.

5. If, on a particular day, students cannot wear the full correct uniform, a note from parents/guardian explaining the reason for lack of correct uniform must be presented to the Office before school and replacement clothing will be issued by the office. The student's clothing will be retained by the office and will be returned at 3pm in exchange for the borrowed uniform.

6. On Free Dress Days, students have a choice to dress in school uniform or casual clothing. However the casual clothing must be clean, safe, and modest, in good condition and must not advertise inappropriate slogans, words or illustrations. All clothing including footwear must conform to the safety requirements of the school. (Refer to Free Dress Day Policy)

7. The staff of the school have been delegated the responsibility by the P & C to ensure the correct wearing of the uniform.

Your Notes:

MHS
LABOR OMNIA VINCIT