WESTERN CAPE COLLEGE

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

The Code of
School Behaviour
Better Behaviour
Better Learning

1. Purpose

Western Cape College is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Western Cape College developed this plan in collaboration with our school community. Broad consultation with the P&C, staff and students was undertaken throughout 2018.

The Plan was endorsed by the College Principal, the Weipa Campus P&C and LCC.

The Responsible Behaviour Plan will be reviewed in 2020.

Western Cape College uses the data collated to inform the Systems, Symbols and Behaviour expectations of students, staff and community.

An annual review of school data is conducted by the College Executive relating to:

- Attendance (ID Attend & OneSchool)
- Absenteeism (ID Attend & OneSchool)
- School disciplinary absences (OneSchool)
- Negative Behaviour incidents (OneSchool)
- Positive Recognition System (ID Attend & OneSchool)

This annual review of data informs the allocation of resources for the following year.

This resource review includes human resources; eg, second Guidance Officer, Students Services positions, Teacher Aides and Curriculum Coaching. It also influences the budgets allocated to Student Services for the positive reinforcement of behaviour choices and the College Professional Development budget.

The Primary/Secondary management teams, in conjunction with the PBL team, review the data as per the Annual PBL Data Collection Calendar (appendix 5) to guide the work tasked to Leaders and team members within the school. This ongoing review is also used to determine what Professional Development is required to be delivered in the following term.

The PB4L team analyses the data on an ongoing basis to guide the focussed teaching of school expectations each week.

3. Learning and behaviour statement

Western Cape College endorses a whole school approach intended to promote, teach and reinforce positive behaviours for all our students. Having implemented school-wide Positive Behaviour for Learning (PBL) as a means to create and maintain a productive, safe environment in which all school members have clear expectations and understandings of their role in the educational process. This approach is underpinned by the following set of beliefs;

WCC Beliefs

1) *A positive organisation allows for every child to access a quality education in a safe, inclusive, disciplined and supportive environment.*
2) *Every child is capable of learning and succeeding.*
3) *Quality teacher instruction and feedback are the greatest influence on student achievement.*
4) *Education is a tool for change.*
5) *Parents/caregivers are a child's most influential teacher.*

At Western Cape College, Positive Behaviour for Learning focuses upon three expectations to teach and promote high standards of responsible behaviour:

1. We are learners
2. We are respectful
3. We are safe

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1. We are learners

School members demonstrate behaviours that enable all students access to learning without unnecessary disruptions. Actively choosing to engage in all learning tasks, being mindful of the rights and differing capabilities of each person.

Learning is exhibited in such conduct as:

a) Effectively participating in all tasks set	b) Managing learning time
c) Following supervisor instructions	d) Maintaining focus on activity
e) Trying their best in all subject areas	f) Asking for help when needed

2. We are respectful

School community members will treat each other with courtesy and consideration at all times, being mindful of the rights and differing responsibilities of each person. Such courtesy will be reflected in both action and communication.

Respect is exhibited in such conduct as:

a) Speaking politely to others	b) of school and others property
c) Following supervisor instructions	d) Active listening
e) Acknowledging difference	

3. We are safe

School community members will act in a responsible manner that presents no danger to the physical or emotional security of themselves or others.

Safety is exhibited in such conduct as:

a) Following supervisor instructions

b) Using equipment correctly

c) Observing rules and procedures

d) Non-violent conflict resolution

These expectations have been endorsed by the school community.

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

Positive Behaviour for Learning is delivered using the following strategies:

- Expectations for student behaviour are defined
- Positive behaviour support is implemented consistently by staff and administrators
- Appropriate student behaviour is taught
- Positive behaviours are publicly acknowledged
- Inappropriate behaviours have clear consequences
- Data representing student behaviour is monitored and staff receive regular feedback
- Positive behaviour support strategies are implemented at the school-wide, classroom and individual student level

Procedures for teaching expected behaviours

"If a child doesn't know how to read, we teach.
If a child doesn't know how to swim, we teach.
If a child doesn't know how to add, we teach.
If a child doesn't know how to drive, we teach.
If a child doesn't know how to behave, we ... teach? ... punish?
Why can't we finish the last sentence as automatically as we do the others?"
Tom Herner, NASDE President, 1998

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Western Cape College we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

Behavioural Expectations

WESTERN CAPE COLLEGE

	✓ We are LEARNERS	✓ We are RESPECTFUL	✓ We are SAFE
All Areas	✓ I listen and follow instructions given by all staff. ✓ I participate in all school activities. ✓ I choose behaviours that enable me and those around me to learn. ✓ I bring equipment required for each school day.	✓ I listen and follow instructions given by all staff. ✓ I use my manners. ✓ I show respect for property and equipment. ✓ I keep my school clean. ✓ I wear correct school uniform. ✓ I use appropriate language and tone when communicating.	✓ I listen and follow instructions given by all staff. ✓ I move around the school safely. ✓ I keep hands, feet and objects to myself. ✓ I carry a "Pass/Diary" when out of class. ✓ I report potential hazards to WCC staff. ✓ I follow the Electronic Devices Policy.
Classroom & Other Learning Areas	✓ I am in the learning position for the subject being taught. ✓ I am organised and ready to learn. ✓ I stay on task and try my best. ✓ I ask for help when I am not sure.	✓ I raise my hand to contribute ✓ I take off my hat before entering a room. ✓ I listen when others are speaking. ✓ I keep my learning area tidy. ✓ I respect my peers right to learn.	✓ I follow all safety expectations. ✓ I follow all ICT expectations. ✓ I line up and exit appropriately.
Outdoor & Play Areas	✓ I help others and include them in games. ✓ I quickly return to class. ✓ I play school approved games.	✓ I am a team player and play fairly. ✓ I return all sport equipment.	✓ I am sun smart and wear correct footwear. ✓ I stay in approved areas. ✓ I use play equipment safely. ✓ I report unsafe behaviour.
Eating Areas	✓ I make healthy food choices. ✓ I drink water. ✓ I follow all eating area expectations.	✓ I put my rubbish in the bin. ✓ I eat my own lunch/snacks.	✓ I line up safely at the tuckshop. ✓ I wash hands before eating.
Toilets	✓ I go to toilet before school and during breaks.	✓ I leave the toilet area clean. ✓ I ensure other's privacy is maintained.	✓ I use the toilet appropriately.
Bus	✓ I am ready for the bus before school. ✓ I walk directly to the bus stop when dismissed from class.	✓ I wait for direction from the teacher on duty/bus monitor before entering the bus. ✓ I sit quietly on the bus. ✓ I keep my bus clean and undamaged.	✓ I line up inside the gate quietly. ✓ I remain at the bus stop until the bus arrives. ✓ I wear my seat belt and follow the bus driver's/monitor's instructions.
Walkways	✓ I walk to class after the first bell. ✓ I stay in lines and with the class group when moving between learning areas.	✓ I walk quietly when moving between learning areas. ✓ I walk on the left of the path.	✓ I walk on the walkways. ✓ I keep my feet on the stairs, hands on rails. ✓ I keep doorways and steps clear. ✓ I use the pedestrian crossing and follow instructions

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including:

- behaviour lessons conducted by classroom teachers;
- reinforcement of learning from behaviour lessons at School Assemblies/Parades;
- during active supervision by staff during classroom and non-classroom activities; and
- posters and displays around our school.

Western Cape College implements the following proactive and preventative processes and strategies to support student behaviour:

- School Positive Behaviour for Learning Team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Induction of new students, staff and community to Western Cape College's Responsible Behaviour Plan and expectations.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

- The Use of Personal Electronic Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).

Reinforcing expected school behaviour
At Western Cape College, communication of our key messages about behaviour is backed up through reinforcement, which provides students with positive feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Western Cape College Recognition and Acknowledgement System
Western Cape College has a system of identifying and reporting a student's ability to demonstrate expected behaviours, as outlined in our matrix of expected behaviour. The primary focus of this system is to provide feedback to students demonstrating these expected behaviours and to support those who require additional intervention.

The three levels are:

- ➢ Gold - Outstanding
- ➢ Silver – Good Standing
- ➢ Bronze – Support Required

- Each student is initially allocated to Silver (good standing level). All students will have the opportunity to progress their way to Gold by consistently demonstrating Western Cape College expectations.

- Students whose behaviour choices do not meet Western Cape College expectations will be supported at Bronze level to make positive changes.

It is important to note that students at Bronze level will not represent Western Cape College in any extra-curricular or inter-School activities including sport, or participate in excursions or school events. Students will not be disadvantaged academically.

- Parents will be notified of any change in their child's behaviour level and the reasons for this.

Positive Acknowledgement

Western Cape College staff use a range of positive acknowledgement strategies to support students to demonstrate Western Cape College Behaviour expectations.

- Positive parent contact
- Verbal feedback – praise and encouragement
- Rewards – individual and class
- School/year/class privileges
- Recognition on assemblies and on OneSchool
- Certificates
- Allocation of Vivo points and Laser tickets

For example, staff members allocate Positive recognition points called Vivos in Years 5-12 and Laser in Years P-4, to students who they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When a student demonstrates the appropriate behaviour, the staff member can choose to give them a Vivo or Laser ticket/point. When students are given a Vivo or Laser, their points are recorded and accumulate towards a prize from a range of prizes that are available as rewards.

Responding to unacceptable behaviour

If students engage in off-task and/or problem behaviour, staff members (teachers, teacher-aides and support staff) will remind or question the student regarding expected school behaviour, then ask them to change their behaviour so that it aligns with our schoolwide expectations.

Our preferred way of re-directing problem behaviour is to use a least-to-most-intrusive approach, therefore using low-level strategies (eg, non-verbal redirections, or brief verbal corrective statements) for responding to minor problem behaviour, and more 'intrusive' strategies (such as time-out) for more serious infringements.

Staff will also utilise a range of consequences if these initial strategies prove ineffective in modifying the student's behaviour (see section 5 - Consequences).

Targeted Behaviour Support

Typically, some students are identified as requiring additional support in developing effective learning behaviours and relevant social skills.

WCC responds to students requiring additional support through the following processes:

- Contact with parents to discuss ongoing minor behaviour and identify goal-setting and follow-up review.
- Referral procedure to seek line-manager assistance in supporting students with ongoing minor behaviour (eg, Subject HOD).
- Use of Check-In / Check-Out programs for students requiring additional guidance and prompting.
- Making appropriate adjustments to curriculum tasks to support students whose behaviour is motivated by task difficulty/avoidance.
- Accessing appropriate school-based support strategies such as Guidance Officer counselling/Chaplain/Year Level Coordinator/SEP.
- Participation in targeted social-skills groups .

Individual Behaviour Support

When a student continues to have difficulty meeting behavioural expectations or demonstrates highly complex challenging behaviours, a more intensive level of support and intervention is initiated. Stakeholder involvement and consultation (eg, with external agencies and parents/carers) is a necessary component in the case management process at Western Cape College. Priority will be determined by a number of factors, principally the perceived impact on educational and social/emotional outcomes of the referred student and any existing support network.

The Case Management Team is made up of –

➢ Primary – Deputy Principal, Guidance Officer, HOD Student Services, Head of Curriculum, referring class teacher
➢ Secondary – HODs Student Services, Guidance Officer, Year Level Coordinator

The Case Management Team will oversee the development of appropriate behaviour support strategies and curriculum adjustments to address the specific needs of identified students. These strategies and their impact on student behaviour will be regularly monitored by the team, and plans modified as necessary in consultation with the relevant stakeholders.

Intensive Behaviour Support

In our school approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours. Western Cape College is committed to educating all students, including those with high behavioural support needs. This work is led by the Primary/Secondary Case Management teams which consist of Deputy Principals, Guidance Officers, HOSES and involve feedback from class teachers. The Complex Behaviour Plans are endorsed by the Associate Principal of Primary/Secondary.

A plan of support may include one or more of the strategies listed below:

- Curriculum adjustment – staff to determine whether a student may need further support in curriculum related areas and adjustment is made where necessary. This may involve:
    o Working with a teacher-aide or learning support teacher
    o Adjusted class/assessment work
    o Working with a peer or older student
    o Ongoing individual support from a member of the Student Support Services Team
    o One-on-one curriculum support with a teacher

- Timetable modifications – a student's timetable will be modified to ensure that the student has the opportunity to experience success. This may involve:
    o Extra numeracy or literacy time
    o A change of class
    o Reduced timetable
    o Monitored personal study
    o Accelerated subject selection
    o Work experience/Work Placement

- External Agency Support – students may be referred to external agencies to attend programs which aim to modify unacceptable behaviour. Furthermore, students may be referred to individual case workers within agencies who provide a counselling role.

5. Consequences for unacceptable behaviour

Western Cape College makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When an unacceptable behaviour occurs, staff responses to this behaviour may include the use of a range of consequences, which are proportionate to the nature of the behaviour. Ongoing minor or major student behaviours are also recorded on OneSchool, with referrals made to relevant staff for follow-up intervention and support.

Minor and Major Behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor and the behaviour is managed accordingly:

- **Minor** problem behaviours are managed by staff members at the time and appropriate strategies are applied. Ongoing occurrences of such behaviour are documented by staff and typically recorded on OneSchool.

- **Major** behaviours are managed by staff but will also involve referral for follow-up support by the relevant support personnel eg, HOD Student Services. In some assistances, the involvement of these personnel may be initiated as an immediate action if the behaviour is deemed unsafe or highly disruptive.

MINOR BEHAVIOURS

Minor behaviours are those that:
- are usually continuing OFF-TASK behaviours;
- are minor breaches of the school expectations of behaviour;
- do not seriously harm others or the involved student;
- do not violate the rights of others in any other serious way;
- do not require involvement of specialist support staff eg, HOD Student Services.

Examples of appropriate consequences for minor behaviours:
- A minor consequence that is logically connected and proportionate to the problem behaviour, such as removal from an activity or event for a specified period of time, partial removal (time-out), individual meeting with the student, apology, restitution or detention for work completion.
- A re-direction procedure. The staff member takes the student aside and:
    1. names the behaviour that the student is displaying;
    2. asks the student to name expected school behaviour;
    3. states and explains expected school behaviour if necessary;
    4. discusses further consequence for continued minor behaviour; and
    5. gives positive verbal acknowledgement for expected school behaviour.

MAJOR BEHAVIOURS

Major behaviours are those that:
- put others / self at risk of harm;
- significantly violate the rights of others;
- require the involvement of appropriate support personnel.

Major behaviours result in a referral (deferred or immediate) to the appropriate support personnel because of their seriousness. When major problem behaviour occur, staff members manage the situation as to best provide a safe environment for all staff and students while awaiting support.

Examples of appropriate consequences for major behaviours:

- Parent contact, time away from class, loss of privileges, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Guidance Officer, and/or Student Services Team, after school detention, suspension from school for a period proportionate to the nature of the misbehaviour.

Ensuring consistent responses to problem behaviour

At Western Cape College, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. This ensures that consequences are proportionate to the nature of the misbehaviour, and provide opportunities for students to demonstrate appropriate behaviour.

Students are also taught how to respond appropriately when other students display problem behaviour, and the appropriate way to respond when a staff member re-directs their behaviour or when receiving consequences for inappropriate behaviour.

OFF-TASK BEHAVIOUR	POSSIBLE CONSEQUENCES
✗ Disrupting others ✗ Not following instructions ✗ Disrespectful towards others ✗ Unsafe behaviours ✗ Refusing to engage in learning ✗ Not prepared for learning	Teacher redirection Move seating within learning area 1:1 discussion with teacher Post lesson discussion with teacher Teacher issued consequence Restorative conversation with teacher
MINOR BEHAVIOUR	POSSIBLE CONSEQUENCES
✗ Ongoing off-task behaviours ✗ Late to class ✗ Ongoing mobile usage ✗ Ongoing uniform infringements ✗ Leaving class without permission ✗ Truancy on campus	Buddy Class Lunchtime detention with teacher Parent contact Referral to Subject HOD for further consequences Reflection and Restorative process with teacher and/or Subject HOD
MAJOR BEHAVIOUR	POSSIBLE CONSEQUENCES
✗ Ongoing minor behaviours ✗ Swearing/abuse directed at staff ✗ Fighting, putting others at risk of harm ✗ Putting yourself at risk of harm ✗ High level disruptive behaviour ✗ Truancy off campus	Intervention by HOD SS/Principal Referral to Student Support HOD Parent contact/meeting Reflection room/After school detention Other support interventions Bronze level behaviour - loss of privileges 1-10 day suspension considered depending on seriousness of offence

CRITICAL INCIDENTS	POSSIBLE CONSEQUENCES
✗ Using alcohol on school premises or at school functions ✗ In possession of or using an illicit substance on school premises or at school functions ✗ Sale or supply of an illicit substance on school premises or at school functions ✗ Being charged with an offence ✗ Possession or supply of dangerous objects ✗ Sexual activity on school premises ✗ Physical assault of a staff member	Immediate referral to a Student Services/DP and/or Management Confiscation and surrender of items to the office 1-10 day suspension considered depending on seriousness of offence 11-20 day suspension, exclusion or cancellation of enrolment considered for repeated offending or very serious incidents Referral to external support agencies Referral to Police as considered necessary Restitution of stolen or damaged goods to be negotiated Exclusion from WCC

6. 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 Major 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.

Response Strategies

In an emergency or crisis situation, staff in the vicinity will take steps to deescalate the situation with the safety of all staff and students as their priority (see basic defusing strategies below). Support personnel and leadership staff will be notified for immediate support. Staff members are authorised to engage the lockdown procedure should they feel that an incident poses an immediate threat to the safety of any persons on the campus.

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; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Western Cape 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.

Record keeping

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

7. Network of Student Services

Students at Western Cape College are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Special Education Program Staff
- Head of Department
- Administration Staff
- Guidance Officers
- PBL Team members
- School Chaplain/Student welfare worker
- School Adopt a Cop
- School Based Health Nurse

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)

- Police
- Weipa Town Authority
- Rio Tinto-Alcan

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Western Cape College considers the individual circumstances of students when applying support and consequences by:

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

9. Related legislation

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

10. Related policies

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Information, Communication and Technology (ICT)
- Temporary Removal of Student Property by School Staff

11. Some related resources

- Safe, Supportive and Disciplined Schools
- Cybersafety and schools resources
- Essential Skills for Classroom Management
- Bullying. No way!
- Safe Schools Hub

Effective Date: 1 January 2018 – 31 December 2020

Appendix 1

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

Western Cape College has a policy of – "Not to be seen or heard".

Technology devices use in the classroom
The college recognises the increasing value of technology in the classroom. Wherever possible devices will be provided by the school. In instances or curriculum areas where a personal device may enhance learning experiences, the consent of the principal must be sort by the relevant teacher/subject HOD and communication with made with a parent. A clear process for their use must be established and communicated with students.

*Bring devices at own risk
Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, laptop computers, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

Certain personal technology devices banned from school
Students are encouraged not to bring valuable personal technology devices such as phones or MP3 players to school as there is a risk of damage or theft.

Continued breaches of the policy will see the devices confiscated by school staff. Confiscated devices will be made available for collection by a parent/student at the end of the school day from the school office.

Parents will be notified if their child is permitted to bring a personal electronic device to school for a specific date to engage in curriculum. (For example, to bring an IPod® with a backing track for a dance performance).

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. Devices will be made available for collection by the student from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent. A parent must attend the school and collect a confiscated device on the same day.

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

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

We uphold the value of trust and the right to privacy at Western Cape College. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting), builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (eg, in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

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

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

Recording private conversations and the *Invasion of Privacy Act 1971*
It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

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

Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)
Staff at WCC strive to create an orderly, predictable and disciplined learning environment to enable all students to meet our key expectations – We are Learners, We are Respectful and We are Safe.

Bullying behaviours (both verbal and non-verbal) constitute an infringement of these overarching expectations. Therefore there is no place for bullying behaviours at WCC.   It is acknowledged that students who are bullied and those who use bullying behaviours are at risk for ongoing behavioural, emotional and academic problems.

At WCC, staff ensure that students understand what constitutes bullying as opposed to other inappropriate behaviours (eg, contact games involving rough play, teasing that is not intended to demean or hurt the feelings of others) and which safe responses they can use if they are being bullied.

It is recognised that bullying behaviours therefore take many forms (verbal, physical and relational). This includes name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

It is also understood that the reactions of others who witness bullying behaviours are crucial in determining whether or not it continues. Negative reactions which reinforce bullying can include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. The approach adopted by WCC staff therefore aims to ensure that those who bully are not socially reinforced by other students for using these hurtful behaviours

The College's Tier 1 or 'whole-school' support processes (see Section 4) constitute the primary strategy for preventing problem behaviour, including the prevention of bullying behaviour. These entail:

- All students knowing the expected behaviours in all areas of the campus, including the specific routines in classroom and non-classroom areas.
- All students receiving high levels of positive reinforcement for demonstrating expected behaviours.
- A high level of quality active supervision in non-classroom areas.
- The ongoing teaching and reinforcement of expected behaviours.
- The teaching of explicit lessons on expected behaviour as part of our roll-out of the Positive Behaviour for Learning (PBL) framework.
- Responses to repeated instances of inappropriate behaviour, including bullying behaviours, being dealt with in alignment with our agreed Consequence system (see section 5) and provision of targeted/intensive support (see section 4). The individual circumstances of each case will be addressed in all instances of bullying behaviour (see section 8).

Appendix 3

Appropriate use of social media

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

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

Western Cape College is committed to promoting the responsible and positive use of social media sites and apps.

No student of Western Cape College will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Western Cape College grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Western Cape College whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Western Cape College engaging in appropriate online behaviour.

Role of social media

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

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

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

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

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

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

Appropriate use of social media

Students of Western Cape College are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

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

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

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

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

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

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

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

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

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

There are significant penalties for these offences.

Western Cape College strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Western Cape College expects its students to engage in positive online behaviours.

Appendix 4

DEBRIEFING REPORT

Formal debriefing
Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

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

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

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

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

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

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

Appendix 5

Annual PBL Data Collection Calendar

Data Item	Term 1			Term 2			Term 3			Term 4		
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
EBS Survey Conducted at the beginning or end of year to inform current or next year's Action Plan		OPTION 1								OPTION 2		Submit to RC-PBL
SET Survey Conducted on an annual basis (Semester 1 recommended)												Submit to RC-PBL
Collation of Behaviour Data Monthly (recommended minimum) or built into 5 weekly data cycle.												
Data summaries - feedback to staff on patterns/trends Minimum 3 times per year												
Triangle Generator Data Updated at the end of each term based on OneSchool *MAJOR* data												Submit to RC-PBL
Average daily rate of MAJOR referrals (*per day per month*) Updated at the end of each month (recommended)												Submit to RC-PBL

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Appendix 6

ONESCHOOL BEHAVIOUR MANAGEMENT DATA

CONSIDERATIONS

- ❖ *Need for consistency and commitment by all staff to entering student data eg, if one teacher regularly enters data and another does not, the picture of the student becomes unbalanced*
- ❖ *Must be factual e.g. no opinions or feelings (may be shown to parent)*
- ❖ *Recording the incident does not take the place of 'managing the incident'*
- ❖ *Teacher management of issues is still the first line of managing an incident*

How to make the referral on OneSchool:

- Enter *Family name* and *Given names* of staff member or part of their name.
- Click *Search* to display Staff Member.
- Click the relevant checkbox of displayed staff to choose the staff member for referral.
- Click *Select.*
- Selected staff will now display on the right hand side of the screen.
- When all referral staff members have been selected, click *Return* to continue the *Record Incident* wizard.

Suggestions for assisting staff to manage incidents:

1. Set aside a period of time each week to enter low level incidents
2. Keep notes in a diary
3. Enter major incidents on the day they occur
4. Enter incident details in note form
5. All parent contacts must be entered
6. Refer incidents to other Subject HOD/HOD SS/Principal as necessary