Responsible Behaviour and Wellbeing Plan

Effective from 12/09/2019

Contents

Acknowledging

Kurrinyala pilan kutan. Ngayu ngatje yingku pulmpa marpu Kimoy Waluparra Pamanda Yidinji pama.
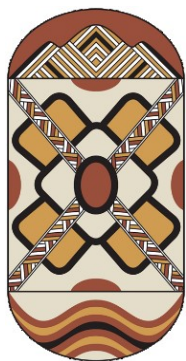
Cairns State High School acknowledges and pays respect to the past, present and future Traditional Custodians and Elders of our land, the Gimuy Walubarra Yidinji people, and the continuation of cultural, spiritual and educational practices of Aboriginal and Torres Strait Islander peoples.

Ancestors have walked this country and we acknowledge their special and unique place in our school's historical, cultural and linguistic identity.

As we walk together on this country, we acknowledge the diversity and strength of each of us; striving for excellence as one, connected by mutual respect, living and learning responsibly and developing resilience in all.

Purpose

Cairns State High School is committed to our mission to develop inquiring, knowledgeable and caring young people which supports the range of values we hold. After the exciting year that was 2017, when Cairns State High celebrated our first 100 years, we see 2018 as the start of a new phase in the school's development. We look back and reflect and look forward and 'future-proof' our students by being 'the best we can be'.

CAIRNS STATE HIGH GUIDING STATEMENT

INTERNATIONAL BACCALAUREATE ORGANISATION MISSION STATEMENT

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
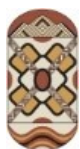
ATTRIBUTES OF A CAIRNS STATE HIGH LEARNER:

Inquirers	develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	people explore concepts, ideas and issues that have local, national and global significance. In so doing, they acquire in-depth knowledge and develop a deep understanding across a broad and balanced range of disciplines.
Thinkers	exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems to draw justified conclusions, and make reasoned, ethical decisions.
Effective communicators	understand and express ideas and information confidently and creatively in a variety of modes of communication and in more than one language. They work effectively and willingly in collaboration with others.
Principled	people act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded and flexible	people understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring and cooperative	people show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and work collaboratively to make a positive difference to the lives of others and to the environment.
Confident to embrace new challenges	means approaching unfamiliar situations and uncertainty with courage and forethought, and having the independence of spirit to explore new roles, ideas and strategies. These people are brave and articulate in defending their beliefs.
Balanced and resilient	people understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	people give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

and consistent focus

What sets Cairns State High apart from every other school is that we have used educational research to determine our focus for the future and kept it as simple as possible so we can achieve our objectives. It seems almost too obvious to declare 'Teaching' as the number one priority, yet focusing on our core business and working together to improve the quality of the classroom experience is so critical to us that we are doing just that.

Teachers are working in teams to develop a consistent, quality approach to instruction that also values their personal pedagogical gifts: that x-factor that teachers bring to the classroom. Cairns State High teachers are recruited because of their qualifications, diverse experience and enthusiasm for young people. Every one of us here in the school values being part of this school community and the development of strong professional teams where practice is shared, planning is done and feedback is sought and given, shows how committed our staff are to being 'the best we can be'. We use a range of information (data) to evaluate student progress at every step of learning.

Our equally important yet innovative focus on 'Wellbeing' means that we are building the right opportunities for students to develop into full participants in our fast-paced world. The great classroom experience hand-in-hand with developing resilience is the only way forward in a modern educational setting and Cairns High is leading the way. We are spending time and resources on developing new ways to develop 'the whole person' and engaging with students along the way ensures that we listen to their views about what they need from their school.

Learning and teaching in our school is effective and students participate positively within our school community. Cairns State High School supports teaching and wellbeing by:

A.   **Promoting high expectation relationships;**
B.   **Maintaining high standards of learning, uniform and behaviour;**
C.   **Developing positive education with the Learning Curve program as the foundation**
D.   **Focusing on individual case management and pastoral care;**
E.   **Implementing Restorative Practices to enhance relationships among students, and between students, teachers, and parents, so as to accept responsibility.**

The double helix approach to what matters most is in line with the Positive Education philosophy.

Positive education challenges the current paradigm of education, which places academic attainment above all other goals. In some settings this has led to the elimination of the Arts, or sports programs in favour of drilling students in literacy elements such as spelling and grammar.

We believe that the DNA of education is a double helix with intertwined strands of equal importance:

Academic: The fulfilment of intellectual potential through a rich curriculum and learning of the best that has been thought and known.

Character and Wellbeing: The development of character strengths and wellbeing which are intrinsically valuable and contribute to a variety of positive life outcomes.

With the new QCE commencing in 2019, we have placed the 'Attainment' agenda into the strategic plan so that our students are well-prepared for the new system when they enter Senior. This and the work occurring in 'Internationalism' form the business development as important but less immediate focus areas preparing our school for the future.

These four areas and the work that goes with them is our clear focus for 2017-2020 – every year.

Consultation and data review

Cairns State High School has developed this plan in collaboration with our school community and through a review of school data relating to attendance, achievement, school disciplinary absences and behaviour incidents. Our school values have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

The Plan is endorsed by the Principal, the President of the P&C and Regional Director or Assistant Regional Director School Performance, and is reviewed annually as required in legislation.

Learning and behaviour statement

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

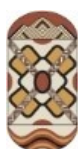|	Excellence	Respect	Responsibility	Resilience
Students	• Strive to be the best you can be at all times and in all endeavours. • Request and respond to feedback. • Set personal goals for performance. • Meet deadlines for drafting and apply feedback. • Maximise participation in class. • Use recommended scaffolds including POWER and TEEL when writing, for example. • Develop positive learning habits: manage time, manage tasks, use available support, and complete set homework. • Engage in regular revision. • Maintain effective use of the student planner: Take it with you to class and assembly and record important events and deadlines.	• Treat all people kindly, courteously and fairly. • Protect the right of all students to learn and teachers to teach. • Follow reasonable instructions. • Use proper names when addressing staff, manners and show gratitude. • Focus on the learning activity in class: Maintain attention on class activities rather than be distracted by phones, gossip, social media. • Present your work with pride. • Fulfil commitments. • Care for your own property and the property of others: seek permission to use materials and then return property to its rightful owner/place.	• Accept personal responsibility for decisions and actions. • Attend school every day. • Be on time for lessons and events. • Review attendance regularly. • Reflect on achievement at semester change and make improvements to habits and routines. • Work to understand on the effect of behaviours on others. • Commit to resolving issues. • Be prepared for learning by having necessary equipment, devices charged, and uniform/ clothing for activities (eg. togs) • Protect and preserve the learning and playground environment.	• Maintain a positive mindset. • Be a friend. • Show kindness and care for others. • Respect difference and tolerate alternate views. • Develop coping and supporting skills. • Understand the support options available at school and make use of them appropriately when needed. • Participate in learning about social emotional skills as part of the wellbeing programs. • Actively address instances of bullying. • Contribute to school spirit by participating fully in co-curricular activities and events.
Staff	• Collaboratively set goals with students to improve performance. • Maximise student learning. • Provide support to students as needed: monitor work rate, remediate and provide revision. • Acknowledge progress. • Show students that improvement is everyone's business. • Seek feedback on teaching and actively work to develop practice.	• Model and encourage fairness, courtesy and self-respect. • Demonstrate respect to all members of the school community. • Work collaboratively and positively with students and parents. • Maintain calm emotions and politeness when dealing with concerns. • Expect respect.	• Act ethically and professionally. • Be a positive role model in terms of personal organisation and punctuality. • Assist maintain a clean and orderly environment which encourages learning. • Use others' and the school's property and environment with permission, care and consideration.	• Demonstrate positive mindset. • Know the students and take an active interest in their learning and wellbeing. • Support the wellbeing of colleagues. • Use referral processes to access support for students and staff. • Act to strengthen personal mental health and the mental health of others. • Model resilience.
Parents/ Carers	• Plan with teachers and your child in supporting learning improvement: setting goals, monitoring progress and acknowledging improvement. • Supervise homework.	• Work collaboratively and positively with staff. • Demonstrate respect to all members of the school community. • Maintain calm emotions and politeness when dealing with concerns.	• Actively engage in opportunities to participate in the life of the school: School events, P&C, surveys, parent teacher evenings, forums, early interventions, and at any other time. • Teach responsibility to your child.	• Supervise use of social media, mobile phone use etc. • Be aware of the implications of video/photo sharing apps. • Seek support at early stages of issues which can arise from time to time.

EXCELLENCE
Respect Responsibility Resilience

Excellence
- Strive to be the best you can be in everything you do.
- Set goals and get feedback.
- Join in at every opportunity.
- Use time, supports and scaffolds to improve your habits and complete work on time to your best ability.
- Revise and complete homework.

Respect
- Respect yourself and all others.
- Respect the community.
- Respect teaching and learning.
- Respect your equipment and the possessions of others.
- Respect the classroom learning environment.
- Respect our school grounds and gardens.

Responsibility
- Attend school every day and be on time.
- Be responsible for your decisions and actions in class and in the playground.
- Take responsibility for improving your learning habits.
- Be ready for learning with the right equipment.
- Be safe.

Resilience
- Have a positive mindset.
- Show kindness and care for others.
- Respect difference and tolerate alternate views.
- Actively develop social emotional skills.
- Report bullying.
- Contribute to school spirit.

Processes for facilitating standards of positive behaviour and responding to inappropriate behaviour

Learning and teaching in our school is effective and students participate positively within our school community. Cairns State High School supports teaching and wellbeing by:

A. **Promoting high expectation relationships;**

B. **Maintaining high standards of learning, uniform and behaviour;**

C. **Developing positive education with the Learning Curve program as the foundation**

D. **Focusing on individual case management and pastoral care;**

E. **Implementing Restorative Practices to enhance relationships among students, and between students, teachers, and parents, so as to accept responsibility.**

A. HIGH EXPECTATION RELATIONSHIPS

The Stronger Smarter Institute has developed a framework for High Expectation Relationships. The framework covers the domains of self, student, peer, parents/carers and community. Elements of H-E R include personal assumptions, creating spaces for dialogue and engaging in challenging conversations.

The framework describes the behaviours, dispositions and conversational processes needed to develop quality relationships within the classroom, staffroom and school community to create a high-expectations learning environment where students can thrive and succeed, It incorporates both fair and firm. Fundamental is that expectations challenge social assumptions that may exist. The orientation to seek to understand supports the restorative behaviours processes.

http://strongersmarter.com.au/wp-content/uploads/2015/01/SSI-HER-Position-Paper-Final-lowres.pdf

B. HIGH STANDARDS OF LEARNING, UNIFORM AND BEHAVIOUR

Students are prepared to meet the high standards set by the school and engage positively in:

- enforcing the School Dress Code;

- upholding the values of the school.

"Staff members, students and parents are proud of the reputation the school has established for academic excellence across the broader community. The school leadership team is clearly committed to finding ways to improve student outcomes."

School Improvement Unit - Cairns State High School - Review Report – 2016

The school has implemented the Essential Skills for Classroom Management as a basis for correcting off-task behaviours.

C. POSITIVE EDUCATION

- developing a sense of wellbeing for Students (and Staff) thus allowing them to find meaningfulness in everything they do
- building positive emotions
- encouraging self-management and other life qualities to assist achievement at school and at life beyond the bell.

Positive Education as a strand of Positive Psychology has as its primary focuses the development of resilience, optimism and the promotion of mindfulness and purpose. We want students and staff to strengthen their relationships and engagement with the world around them and create and value a healthy lifestyle.

Developing positive school culture ensures that students learn in an environment without disruptive behaviour impacting on their success and enjoyment of learning. It is expected that students will respect our teaching staff's fundamental right to teach and their peers' right to learn.

We also acknowledge that if students are to become responsible and productive members of society, teachers must help them develop responsibility for their actions. Teachers explicitly model, teach, correct and re-teach expected behaviours and foster and repair relationships.

Knowing every student in a large school poses special challenges. Systems to support every student include:
- Structuring school leadership to define responsibility for student wellbeing and learning;
- Reviewing student progress and engagement (attendance, behaviour and effort) at regular fixed intervals;
- Conducting 'Health Checks' at scheduled intervals to review school performance;
- Identifying and case managing students emergent and ongoing needs;
- Providing a range of programs to support students engagement and learning;
- Managing engagement and achievement with students so they grow ownership for behaviour

E. IMPLEMENTING RESTORATIVE PRACTICES

The Restorative Practices philosophy provides students with the opportunity to develop self-discipline and positive behaviours in a safe & supportive environment. The fundamental concept of Restorative Practices highlights that misconduct is a violation of people and relationships which creates obligations and liabilities requiring healing and setting right. Restorative Practice promote individual and community values around participation, respect, honesty, humility, interconnectedness, accountability, empowerment and hope.

Aims
- Educate students towards self-directed positive behaviour,
- Promote, nurture and protect healthy relationships among members of the school community,
- Enable students to be accountable for the real consequences of any wrongdoing.

We believe that our approach to managing inappropriate student behaviour should primarily be an educative one. That is, the fundamental aim of our behaviour management philosophy and practice should be for students to learn to be responsible for themselves and their actions and to make genuine, positive contributions to their community. A Restorative approach sees conflict or wrong-doing firstly as an opportunity for students to learn about the consequences of their actions, to develop empathy with others, and to seek to make amends in such a way as to strengthen the community bonds that may have been damaged.

Cairns State High School has high expectations of all its community members. Students are expected to exhibit high standards of personal behaviour and are challenged when these expectations are not met. They are challenged, however, in a way that respects them as individuals to enable them to correct their behaviour and to make amends to those affected. Through developing empathy for others, students learn to become more positive, supportive and contributing members of their community. Our school community perceives this approach as being 'firm, but fair'.

Being 'firm, but fair'
- Clearly articulating and reinforcing expectations,
- Adhering to fair process in dealing with all cases of conflict and wrong-doing, and
- Recognising that wrong-doing primarily causes harm to relationships, and that this harm must be repaired in order to move forward.

Social Discipline Window

At the heart of the Restorative Practices philosophy is an understanding of the Social Discipline window which depicts the possible ways in which teachers (or parents) could respond to inappropriate behaviours in young people.

In a primarily punitive response, the wrongdoer is held to high standards, but without the support necessary to reach them. Such a response can be alienating and stigmatising. It can also fail to effect any real change in behaviour. In a more permissive response, the wrongdoer may find the support he needs without being held to account for their actions. It is the aim of the Restorative approach to be operating in the top right pane of the window - holding students to high standards of behaviour while

11
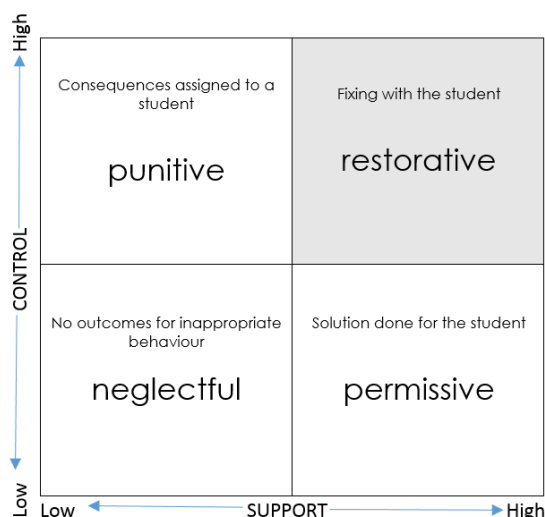
at the same time providing the support and encouragement necessary for them to meet these expectations. The Restorative approach emphasises working with students to educate them to positive behaviour.

A Restorative approach:
- Values the person while challenging negative behaviour
- Encourages students to accept the consequences of their actions for others,
- Enables students to make amends where their actions have harmed others,
- Requires students to be accountable for their actions,
- Develops self-discipline,
- Encourages respect for all concerned,
- Reflects the value placed on relationships - among students, and between teachers and students.

In this way, a Restorative approach is perceived as being authoritative, rather than authoritarian. An authoritative approach holds to the community values and challenges members to demonstrate these values in all their interactions with others.

Levels of Behaviour Support

Typically a school tends to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties.

However about 10% to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2% to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.
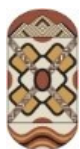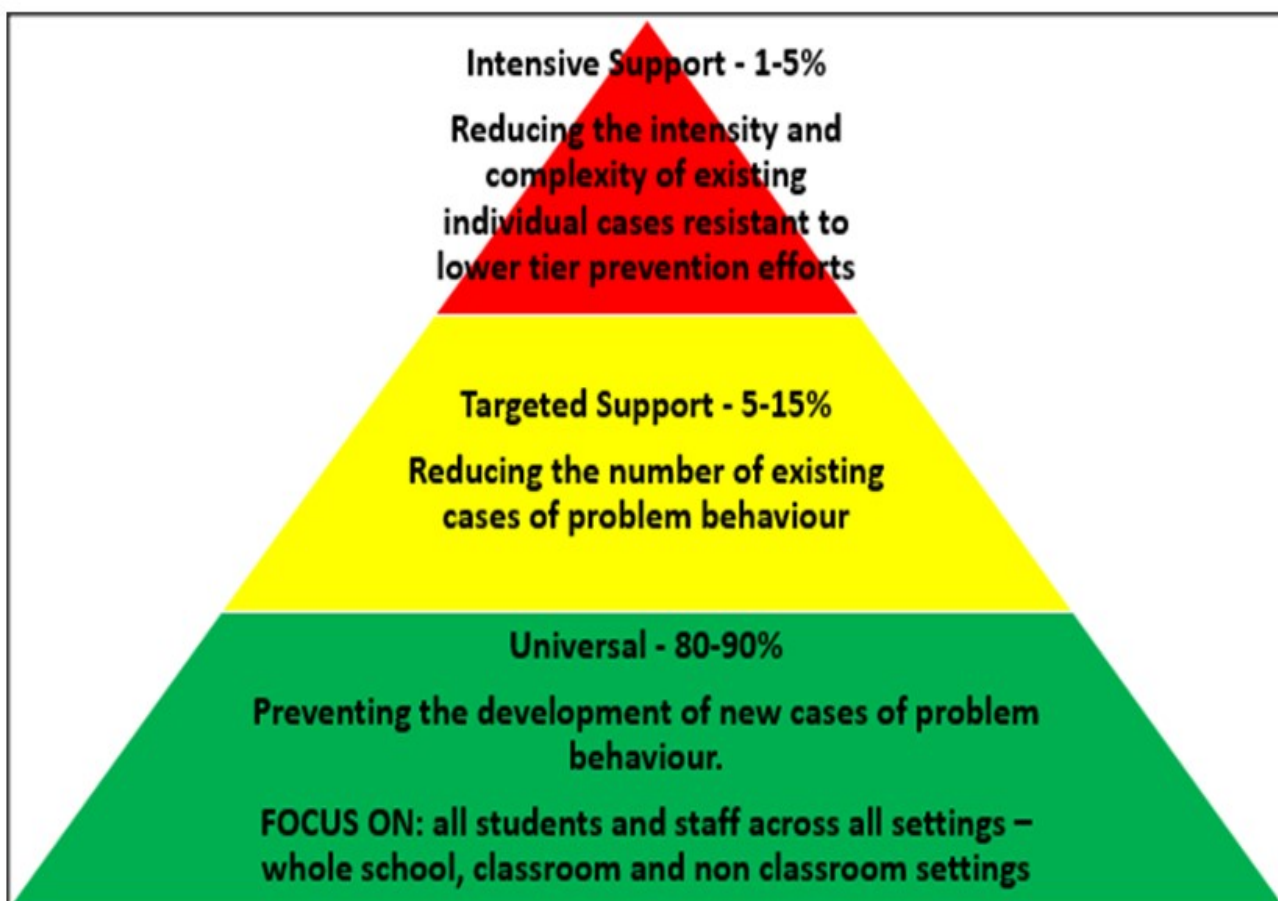
All students engage in the following support:

A. promoting high expectation relationships;
   a. Regular referral to and reinforcement of school values displayed on classroom walls
   b. Promoting the learning values: **Respect, Responsibility, Resilience**
   c. Incorporation of classroom rules "**Cairns High Five**"
      1. **Be punctual**
      2. **Be prepared**
      3. **Be positive**
      4. **Be productive**
      5. **Be polite**
   d. communicating expectations to all students
   e. Reflecting on personal expectations for potential bias
   f. Opening communication to ensure fair but firm outcomes.

B. maintaining high standards of learning, uniform and behaviour;
   a. consistency and clarity

C. developing positive education
   a. Implement Learning Curve program as the foundation
   b. Provide a balanced, relevant, broad and engaging curriculum
   c. Recognition events: School ceremonies Awards Nights
   d. Positive communication with parents (e.g. phone calls, written praise)
   e. Praise of student or group
   f. Public recognition of achievements (e.g. Parade, Newsletter, School Magazine, Media)
   g. Displaying a positive attitude and using positive language when working with students (reinforcing appropriate behaviour)

D. focusing on individual case management and pastoral care;
   a. Focusing on the behaviour rather than the individual when dealing with inappropriate behaviour
   b. Actively seeking parental assistance and cooperation through notes, phone or conferencing in resolving issues with students
   c. Attempting to resolve issues with children
   d. Using mediation to resolve conflict
   e. Working collaboratively with other staff/Administration members to resolve conflict

E. implementing Restorative Practices to enhance relationships among students, and between students, teachers, and parents, so as to accept responsibility.
   a. PD in Restorative Practices
   b. Systems supporting Restorative Practices
   c. Essential Skills for Classroom Management adopted and reinforced through regular classroom profiling.

Flowchart for Managing Behaviour at Cairns SHS

Appropriate Behaviour	Minor Inappropriate Behaviour	Major Inappropriate Behaviour
• Recognise • Reward Possible Strategies •Verbal feedback to student •Class reward, sticker •Positive Postcard •ePostcard •Note home	• Intervention by teacher Possible Strategies •Essential Skills for Classroom Management •Parent Contact •Restorative conversation •Warnings •Teacher supervised detentions •HOD assigned after school detention • Case manager (SWD)	• Intervention by Administration Possible Strategies •Restorative Conference •Warnings •Detentions •Parent collaboration •Suspension •Community Service Order •After School / Saturday detention

To continually promote responsible, positive behaviours and maintain a supportive school environment, a variety of strategies are fundamental to student and school success.

A. High Expectation Relationships

Student Behaviour in Class

Teachers and students are expected to make a positive contribution to the class learning environment. A good learning environment is one where all members are respected, where learning is valued and behaviour is appropriate.

Strategy: Clear expectations of teachers

Teachers are defined as all staff, whether they be classroom teacher, Year Level Coordinator, Head of Department, Guidance Officer or Administration. Teachers have a number of roles within the school context. The behaviour management responsibilities associated with these roles are outlined more fully under the following three headings.

- Classroom teacher
- Pastoral care teacher
- Teacher outside the classroom

As a **classroom teacher** the teacher has a responsibility to:

- Foster a positive, caring climate of working together with students in the classroom
- See students as individuals and cater for their needs
- Ensure lesson preparation is thorough, catering for the subject content and processes, individual ability levels, and, planning to minimise discipline problems that may arise
- Act as a role model for the students, especially with regard to punctuality, Code of Behaviour, Rights and Responsibilities, School Values.
- Endeavour to be aware of personal problems of students and ensure help is available where necessary. Be aware of avenues available for support – school and community based.
- Check students' dress and appearance and have students correct breaches of the dress and uniform code as soon as possible.
- Diligently check class attendance by:
- Marking class roll every lesson using ID attend prior to the end of lesson wherever possible.
- If rolls cannot be marked electronically during lesson they should be completed by 8.20am the following day.
- Establish class rules, procedures, rewards and consequences, which are consistent with the School Philosophy and the Responsible Behaviour Plan.
- Organise buddy classroom system.
- Ensure rules, procedures and consequences are applied with fairness and consistency and move from least intrusive to most intrusive.
- Document the details of unacceptable behaviours of students and the action taken and details of suitable behaviours and rewards given in One School.
- Initiate contact with parents/guardians, where appropriate to acknowledge the partnership that exists between the school and the home especially with parents of students who exemplify the Cairns SHS values
- Confer with Heads of Department/Year Co-ordinators/Administration on repeated or serious breaches of discipline.
- Refer very serious breaches of discipline immediately to the Administration, e.g. gross disobedience, verbal/physical abuse.

The **Connect teacher** forms an important relationship with the student (see appendix). The Year Coordinator coordinates activities to create sense of belonging, team, leadership and service.

As a **teacher outside the classroom** the teacher has a responsibility to:
- Ensure students observe the Cairns State High School Values
- Deal with minor discipline breaches with appropriate consequences (See Table of Consequences)
- Deal with the issue of litter in the grounds at all times and especially whilst on playground duty i.e. your playground duty area should be free from litter at the end of your duty.
  (With this issue it is imperative that teachers lead by example)
- Immediately refer very serious breaches of discipline to Admin (See Table of Consequences)
- Questions students who may be out of class
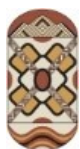
Strategy: Explicit teaching of behaviours

The first step in facilitating standards of appropriate behaviour is communicating those standards to all students. We emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school through Form Class, Pastoral Care, Year Level Assemblies and Whole School Assemblies. We communicate our expectations in the Student Planner, School Website and Posters in classrooms.

Strategy: Common class rules

All classrooms have clear class rules, The Cairns High 5 which are published, discussed, elaborated on, explicitly taught and consistently applied. There is a clear line of sight from the class rules to the language and behaviour in class.

Strategy: Consistent routines

Teachers employ a set of articulated routines to provide students with consistency. The expectations include behaviours for:
- Entry
- Engagement
- Exit

B. High Standards

Strategy: Clear Expectations

Classroom expectations

It is expected that students will follow some standard routines:
- Carry their ID cards at all times
- Assemble quietly in two lines
- Move quietly
- Raise a hand when they wish to speak
- Never swing on chairs
- Keep the furniture, walls and floors free of all marks & litter
- Seek permission before leaving assigned places
- Leave quietly when the teacher dismisses the class
- Move quickly to the next lesson
- Treat supply/relieving teacher with the same courtesies and respect as the regular teacher

Note well:
- A student may not leave the classroom unless the teacher has issued an out of class note or toilet pass.
- Students are not to be allowed out to get a drink. Students are allowed water (only) bottles into most classrooms.
- Toilet visits are only in emergencies
- During class time, students will only be allowed to Sick Bay with a note from a teacher
- Placing a student outside the room is never an acceptable behaviour management strategy unless it is for a maximum of 5 minutes so the teacher can set work for class to allow the teacher to negotiate the student's re-entry into the classroom.

Student behaviour outside class and on excursions

Cairns State High School's reputation is enhanced when all members of the school community actively abide by the values of the school and support policies and procedures. Staff have a pivotal role in ensuring appropriate behaviour of students. Specifically for students, this would include:
- Carry ID cards at all time
- Treating all members of the school and community with courtesy and respect
- Caring for the environment
- Knowing that activities are considered unacceptable if they bring the school into disrepute e.g. vandalism, spitting, littering, chewing gum and swearing
- Observing the "Hands Off" rule regarding other people and their property
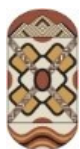
- Using sports equipment in designated areas
- Avoiding potentially dangerous practices such as running around buildings, inappropriate behaviour near glass, throwing missiles, or sitting on port racks outside the classroom
- Following the specific rules concerning covered areas and sports areas, libraries, workshops, laboratories, kitchens and the Learning and Resource Centre
- Respecting designated Out of Bounds areas e.g. bike racks, behind some faculty buildings, car parking areas, construction areas and parts of the oval.

Legal, health and safety standards
- Not bringing illegal or dangerous materials or substances to the school
- Not smoking or littering
- Behaving responsibly in school buses and bus stops
- Moving away from bike racks after depositing the bike
- Obeying the traffic rules such as crossing the road in designated safe areas and wearing bike helmets.

Prohibited Items
Items which students must not bring to school includes but is not limited to:
- Chewing gum / bubble gum
- Cutters/ Stanley knives /pen knives
- Weapons (objects that could harm or threaten another person)
- Skate Boards and scooters
- Laser pointers
- Inappropriate computer games/Copying computer games
- Alcohol/drugs/pornography
- Sexist or racist materials
- Cigarettes / lighters / matches / tobacco
- Gambling materials
- Aerosol cans
- Soft drinks and substances with a high sugar content
- Energy drinks
- Wifi or portable speaker systems are not permitted at this school.

Please note:
- Mobile Phones and electronic music devices (IPODS) are allowed, but must be turned to SILENT or FLIGHT MODE during class time.

Bicycles
Bicycles are to be left in the racks in the Bike Compound. They
- Must be LOCKED onto the racks (for security with a padlock)
- Must not be ridden/walked through in the school grounds
- Students must wear a bike helmet
- Bike racks are out of bounds between 8.40 am and 3.00 pm
- Bikes are to enter & leave the compound only from Grafton Street

Policy on equipment, homework and assignments
Students are expected to come to school and class with the necessary equipment, their homework completed, and with assignments completed on time unless extensions have been granted. Students are expected to follow the school assessment policy.

Equipment
- In Years 7-12 all students are expected to have the basic equipment for all lessons and subject-specific requirements as listed in the student Resource Scheme materials provided annually to parents and available on the school website.
- Books and equipment for a whole session are to be obtained from lockers before school, at morning tea and lunch. Students are not allowed to loiter around locker areas.
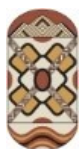
- All equipment is to be clearly named to identify it.
- Lost property is to be handed to the office.
- BYOx devices are to be cared for properly and respected by others.
- Valuables and larger sums of money are to be left at the office for safe keeping.
- **No responsibility can be taken for lost or stolen items including mobile phones.**

Homework and Assignments

The school has a clearly defined policy on homework and assignments and the requirements and penalties involved. The policy is on the school website.

Policy on attendance and punctuality

Specific Procedures

School Hours

School hours are from 8.40 am to 3.00 pm. Students are encouraged to be at school by at least 8.30 am to allow them to prepare for the school day. It is important to note that students should not be on school premises before 8.00 am and after 4.00 pm unless attending an organized school or community function. Every day Counts, student attendance is the leading factor in student's academic success.

Sick Bay

Sick students report to the Sick Bay with a note from their teacher. Parents will then be contacted. In non-urgent cases, students may be returned to their class within 45 minutes.

Absences

A written note or phone/email notification is required for: absences, late arrivals, early departures, or to be excused from a normal part of school routine. Parents of students who are absent at form class will receive a text message asking for an explanation of lateness.

Late arrivals to school

Students are expected to be on time to school. Students late to school must report to Student Services with a note and collect a late slip to be admitted to class.

Late arrivals to class

If for any reason a student is late from one class to another the student must have a late note from the teacher who delayed them. If a student has no valid reason the time lost is to be made up with the classroom teacher.

Excursions

Parental permission is required for excursions which take students outside the school.

Visitors

Visitors to the school must first register at the office.

Sport

Sport students are required to follow the rules pertaining to particular sports and the directions of the teacher.

Uniform Policy

Cairns State High is a uniform school for which the Parents and Citizens Association have signified their support. Upon enrolment all parents/guardians are asked to agree to their child wearing the uniform according to the uniform policy. The school colours are royal blue and white. Students are expected to be clean and well groomed. School dress is to be neatly and tidily worn. The official dress is to be worn to all general classes and excursions outside the school unless instructed otherwise.

Students are also expected to carry their ID with them at all times and produce it when requested.

Students must abide by the current uniform policy which is available on the Cairns State High School website.
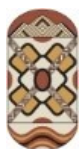
C. Positive Education

Strategy: Teaching using corrective responses

The teacher uses a range of responses which continue the flow of learning and cause minimal disruption. The objective of employing a range of strategies including the Essential Skills is to de-escalate a situation. Responding to the stage of escalation appropriately is key.

George Sugai's Phases of Escalation:
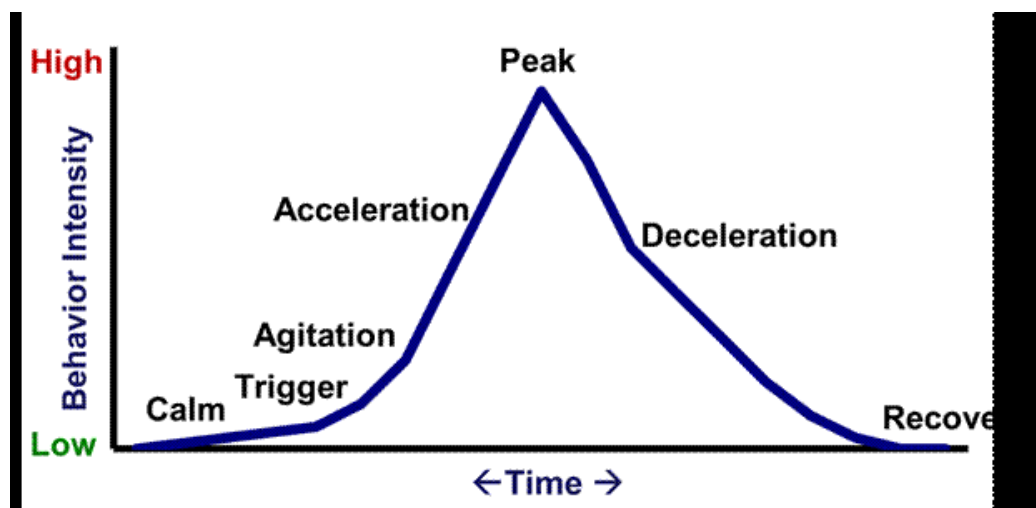
Strategy: Re-teach and reinforce

Students who are not responding to the expectations of the classroom are provided with the opportunity to learn the expected behaviours when teachers re-teach and then reinforce achievement in the performance through use of recognition and reward.

Strategy: Engaging curriculum and effective teaching strategies

Classroom teachers have a duty of care to monitor and promote school and class expectations of all students. An engaging curriculum, inclusive practices and effective school-wide pedagogy are the starting points of our behaviour support strategies. Teachers strive to develop and maintain a wide range of proactive strategies and skills based on authoritative behaviour management theories.

Strategy: Pastoral Care system

The school's system of Pastoral Care includes a PC teacher and clearly articulated program supported by the Year Coordinator and Head of School.

Pillars of the Learning Curve Program

Strengths and Emotions	Skills and Achievement	Relationships and Optimism	Positive Engagement	Meaning and Purpose	Exercise and Health

Weekly Learning Curve Student Planner 2019

Week	Wellbeing Element	Wellbeing Builder	Character Strength	Mindfulness Activity	Resilience Builder	Strengths Booster	Wellbeing Fitness Challenge
Week 1	Strengths & Emotions	Fight, Flight or Freeze	Self Regulation	Five Senses	Looking for what is right	Strengths Spotting	
Week 2	Positive Engagement	The Changing Brain	Creativity	Life's Backpack	Character Strengths		Thinking of Others
Week 3	Relationships & Optimism	Family Friends & Gratitude	Love	Going Home	Important Concerns	Learning Strengths	
Week 4	Skills & Achievement	Mindset and Choice	Prudence	Favourite Song	Shared Class Expectations		Tell Me More
Week 5	Exercise and Vitality	Deep Breathing	Gratitude			Activity One Strengths	
Week 6	Meaning & Purpose	Valuing & Organising Time	Judgement	Animals	List of Feelings & Emotion		Others Matter
Week 7	Strengths & Emotions	Self-Acceptance & Self-Belief	Zest	Favourite Meal	Signature Strengths	Strengths Thinking	
Week 8	Positive Engagement	Home Brain Patterning	Perseverance	Dream Holiday	Working in groups		Feel Good Menu
Week 9	Relationships & Optimism	Active Constructive Responding	Kindness	Picture Stories	Emotion Triggers	Media Search	
Week 10	Skills & Achievement	Smarter Note Taking	Curiosity	Adapting	Decisions		Self Image
Week 11	Exercise and Vitality	Thriving Through Exercise	Hope	Tangled Whispers	Feeling Empathy	Family Strengths	
Week 12	Meaning & Purpose	Face-to-Face Conversation	Social Intelligence	Opposite Hands	In Other's Shoes		Aimless Writing
Week 13	Strengths & Emotions	Skills of Resilience	Leadership	Tongue Tinglings	Body Language	Self-Acceptance Strengths	
Week 14	Positive Engagement	Growth Mindsets	Appreciation of Beauty & Excellence	Name Game	The Other Side		Gratitude Letter
Week 15	Relationships & Optimism	Teacher Relationships	Teamwork	Describing Pictures	Agency Help	Relationship Strengths	
Week 16	Skills & Achievement	Revising & Practising	Love of Learning	Buidling Empathy	Important Conversation		Photo 7
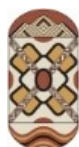
Week 17	Exercise and Vitality	Healthy Food	Perspective	Food Names	Social Capabilities	Hero Strengths	
Week 18	Meaning & Purpose	Ethical Living	Spirituality	Heart Feelings	Goals and Targets		Looking Forward
Week 19	Strengths & Emotions	Bust Bullying	Forgiveness	Story Meanings	Strengths & Emotions	Struggle Strengths	
Week 20	Positive Engagement	Mindful Coping Strategies	Teamwork				Matter Videos
Week 21	Relationships & Optimism	Teams of Learners	Fairness	Cloud Pictures	Striving and Character Strengths	Friends' Strengths	
Week 22	Skills & Achievement	Planning Time Targets	Prudence	Jelly Beans	Book Characters		Music Magic
Week 23	Exercise and Vitality	Happy Fun Times	Humour	Cold Feelings	Negative Thinker	Movie Strengths	
Week 24	Meaning & Purpose	Accepting & Learning from Others	Humility	Winning Lotto	Dilemas		Adventure Eat
Week 25	Strengths & Emotions	Firm & Assertive	Honesty	Gratitude Thoughts	Good Decisions	Sporting Strengths	
Week 26	Positive Engagement	Flow- In the Zone	Zest	Letterto Me	Negative Self Talk		Brain Stretch
Week 27	Relationships & Optimism	Belonging & Connected	Love	The Good Stuff	Contesting Negative Self Talk	Working Strengths	
Week 28	Skills & Achievement	T.E.E.L Paragraphs	Creativity	Changing Names	Positive Self Talk		Hidden People
Week 29	Exercise and Vitality	Sleep Matters	Self Regulation	Self Hugging	I Can, I will	Breathing Strengths	
Week 30	Meaning & Purpose	Positive Mindset	Hope	Swapping Hands	Thinking Traps & Positivity		Bright & Light
Week 31	Strengths & Emotions	Mindfully Actioning Strengths	Kindness				
Week 32	Positive Engagement	Learning From Feedback	Perspective	Name Game	Solving Problems/Thinking Tools		Emotion Spotting
Week 33	Relationships & Optimism	Showing Empathy	Appreciation of Beauty & Excellence	Square Breathing	Ethical Decisions/Thinking Tools	Strengths Collage	
Week 34	Skills & Achievement	Researching	Curiosity	Character Strengths Collage	Clarity of Thought/Thinking Tools		What Went Well
Week 35	Exercise and Vitality	Healthy Body, Healthy Mind	Fairness	Character Imaginations	Types of Language - Making a Point	Song Strengths	
Week 36	Meaning And Purpose	Kind Thinking and Actions	Humility	Body Focusing	Assertive Language		Discovery Learning
Week 37	Strengths & Emotions	Savouring Magic Moments	Judgement	Character Strengths	Assertive Language & Character Strengths	Daily Strengths Practice	
Week 38	Positive Engagement	Listening Actively	Love of Learning	Leaf Feelings	Apologies		Values Living
Week 39	Relationships & Optimism	Asking For Support	Bravery	Press Positives	Stressors	Emotional Strengths	
Week 40	Skills & Achievement	Research Reports	Perseverance	Name Game	Stressed Reactions		Life's Treasures
Week 41	Exercise and Vitality	Holidays and Reflection	Leadership			Strengths Stocktake	
Week 42	Meaning And Purpose	Grit and Leadership	Humour	Tongue Hold	Setting Goals & Short Term Targets		Even Better
Week 43	Strengths & Emotions	Positive Self Talk	Bravery	Character Strengths Charade	Negative Coping Strategies	Classroom Strengths	
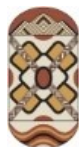
Week 44	Positive Engagement	Overcoming Procrastination	Social Intelligence	Top 5 Strengths Sscenario	Boost of Care		Forgiveness Letter
Week 45	Relationships & Optimism	Social Ntworking & FOMO	Gratitude	Peeling Petals	When should you ask for help and how to ask	Dial Up Strengths	
Week 46	Skills & Achievement	Plagiarism	Honesty	Character Strengths Search	Who to ask for help with what		Courage Journal
Week 47	Exercise and Vitality	Mindfulness Moments	Spirituality	Flying Paper	Serious Issues and asking for support	Clash Strengths	
Week 48	Meaning & Purpose	Righting Wrongs	Forgiveness	Word Creation	Self calming and Muscle Tensioning		Step It Up

Other Supporting Programs

	Strengths and Emotions	Skills and Achievement	Relationships and Optimism	Positive Engagement	Meaning and Purpose	Exercise and Health
Whole School 7-12 Characteristics	Awards presentations Character Strengths	Semester review of Achievement, Effort and Behaviour Monitoring attendance Goal setting Career Planning Resume writing	Lunchtime activities Building positive relationships Internationalism	Year Assemblies Formal Assembly Leadership programs Co-Curricular Activities	Duke of Edinburgh Events: Environmental, international and Mental health, Weeks Service programs: Relay for Life, Rosie's etc. Careers Market	HPE, HEC Sport Lunchtime sport competitions
Outcomes	**Understanding self** **Healthy emotions** Dealing with negatives Understanding Anti-Bullying strategies Positive & negative stress – deal with Acts of kindness	**Developing thinking skills** **Improved effort** Paragraph writing – TEEL Study skills & time management Note taking & Research skills Revising for success	**Positive coping strategies** **Improve problem solving skills** Working with teachers and adults Group work at school Social connectedness Peer support	**Increased school involvement** **Team skills** Friendships vs relationships Positive communication with peers/adults Self-Talk power	**Goal setting – personal and career** **Becoming your 'BEST SELF' possible** Identifying and setting targets Ethical questions and behaviours Mindfulness Leadership	**Relaxation techniques** **Exercise/physical wellbeing – routines** Diet Sleep Brain exercises nutrition
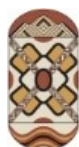
Strategy: Connect Program

	Program summary	Special Focus features
Year 7	Students in Year 7 are being introduced to High School through a structured approach to using the student diary in form class and assembly. Every week students engage in a scheduled lesson of Wellbeing in which a range of topics are explored to develop social, study and wellbeing skills. Students experience a range of special focus programs through the year to add to the regular weekly lesson. The Year coordinator also awards 'Student of the Week' awards.	Transition from Year 6 Wishfly Welcome to High School What worked well this week Adventure Day Time Capsule Maximising IT tools for learning (BYOX) Five week physical activity block
Year 8	In the second year of the program, the themes of the student diary continues to be explored and skills are expanded on. Students continue in a related weekly lesson with blocks of themes explored to develop social, study and wellbeing skills. Students continue to experience a range of special focus programs through the year to add to the regular weekly lesson. The Year coordinator also awards 'Student of the Week' awards.	What worked well this week? Five week physical activity block Work Education
Year 9	Year 9 lessons sharpen the focus on mental health and career education and then lead to a series of preparations for Year 10 and Year 11/12 Senior study. Sensibility program is used to support the lessons. https://www.beyondblue.org.au/healthy-places/secondary-schools-and-tertiary/senseability/download-sensibility The Year coordinator also awards 'Student of the Week' awards. Year 9 students participate in Junior CISSA competition in Term 3.	Sexting Cybersafety Camp Career Education Transition to Year 10 10 week physical activity block: One lesson per week physical wellbeing/Junior CISSA
Year 10	An expanded program provides Year 10 with a tailored development program for self-awareness, career education and relationships. The 'Be me' program is provided for girls and the 'Strength' program is delivered to boys in separate groups. A major focus is the physical wellbeing program which consists of a lesson a week.	Career Education Communicating and working with others Transition to Senior Study skills workshop 1 lesson per week physical wellbeing Healthy living and positive life choices
Year 11	The Senior wellbeing program is delivered in workshops and learning time is maximised. Focus areas include: Study skills	Writing workshop Elevate Work Experience Healthy Mind Safe partying Driver safety QCS Sessions, Mighty Minds Social media RTA, moving out, financial management and loans, health insurance
Year 12	Relaxation management Time skills Social interactions Life after school	

Strategy: Develop Character Strengths

Research conducted on a variety of different cultures, backgrounds and beliefs, identified 24 Character Strengths which extend across all cultures and are values based.

Character research shows that knowing, developing and applying your distinctive characters strengths contributes to well-being and life satisfaction.

The VIA Classification of Strengths

Every individual possesses all 24 character strengths in different degrees, giving each person a unique character profile. You can discover your personal character strengths profile by taking the scientifically validated VIA Survey.

WISDOM	COURAGE	HUMANITY
Creativity	Bravery	Love
Curiosity	Perseverance	Kindness
Judgment	Honesty	Social Intelligence
Love of Learning	Zest	
Perspective		

JUSTICE	TEMPERANCE	TRANSCENDENCE
Teamwork	Forgiveness	Apprec. of Beauty & Excellence
Fairness	Humility	Gratitude
Leadership	Prudence	Hope
	Self-Regulation	Humor
		Spirituality

Strategy: Develop Mindfulness

Mindfulness is a form of self-awareness where you purposely pay attention to the present moment. Mindfulness activities allow you to pay attention to your thoughts and feelings and to be aware of your surroundings at that time.

Strategy: Active student voice

Active student voice in the business of the school is encouraged and demonstrated through a progressive Student Council, Student Leaders and Student Forums that promote the individual and collective success of our students.

D. Case Management

The Deputy Principals will manage their student allocations and make ongoing assessment a feature of their work. They will work with their team to develop strong case management strictures and implement programs to support students. At Universal Support Level this will include performance and incident review. Escalation to the next level of support will be the decision of the DP.

E. Restorative Response

Strategy: Repair and Rebuild

A restorative chat provides the student and teacher with an opportunity to review the behaviours and effects of these on the learning, relationship and learning outcomes. The aim of the conversation is to repair and rebuild the relationship. Students engage in a sequence of steps:

- Fess Up: admit to the behaviours which caused damage.
- Face Up: Accept that the behaviour had consequences to learning and the relationship
- Fix Up: Work together and agree on a set of actions which will repair the damage
- Finish: Ensure that all stakeholders agree that the matter has concluded and can move on.
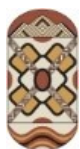
Strategy: Social skill development

At Cairns State School, explicit teaching of positive behaviour is actively embedded within classroom curriculum programs. A developmentally appropriate program is implemented with a strong focus on building and maintaining positive relationships, social emotional learning, anti-bullying, anti-harassment and child protection.

Strategy: Supportive classroom practice

A range of restorative classroom practices and a whole school approach to working with students to resolve problems and address behavioural concerns. Restorative classrooms are characterised by high levels of support, explicit teaching and modelling as well as clear expectations that align to our School Values.

Conversations and interventions focus on fair process, responsibility and accountability, and the repair of relationships that may have been damaged. The focus is on the incident and those affected, not the punishment of the offender.

Strategy: Leadership development

All students have the opportunity to nominate for various leadership positions including School Captains and Vice Captains, School Prefects, Indigenous Prefects, House Captains, Student Council and Year Level Leader through a process of self-nomination, staff short-listing and student voting.

Strategy: Acknowledgement of positive behaviours

At Cairns State High School we support and encourage a wide range of strategies to recognise and promote the positive behaviours of students. We use and encourage strategies that will meet the needs of individuals, small groups, whole classes, and the whole school to celebrate their achievements. These can include:

- Ready to Learn emails
- Positive postcards
- Verbal / Non-verbal praise and encouragement
- Assigning class/ year level responsibilities and goal-setting
- Whole school acknowledgement of success and achievement
- Public acknowledgement of student success and achievements
- Phone calls & postcards to parents and recognition through newsletter
- Deadly Achievers Family celebration and awards night (since 2016)
- Annual School Awards night

Strategy: Record

Teachers will enter factual information about student behaviour on One School.

Strategy: Report

One School records can be referred to other staff for further action if necessary.

Strategy: Parent/Carer engagement

Parent engagement is critical in resolving disruptions or inappropriate behaviours. This may take the form of:

- Phone call home
- Email/Letter/Early Intervention note
- Interview
- Restorative Conference
- Stakeholder meeting to develop an Individual Behaviour plan.

Parents/Carers are encouraged to make early contact with appropriate staff members to discus and resolve concerns.

Targeted behaviour support occurs around a specific setting, issue, student or group of students. The development and implementation of targeted support is team based and develops strategies that prevent or minimize the occurrence. Where targeted or individual support occurs in the classroom setting, this support is in alignment with our whole school behaviour approach and procedures.

A. High Expectations

Strategy: Mentoring

Students may elect to include a peer mentor in a plan to support improvement.

B. High Standards

Strategy: Clear articulation of expected standards.

Students participate in a conference which clearly articulates the target behaviours and the standard expected.

C. Positive Education

Strategy: Essential Skills

Teachers utilise the range of essential skills in classroom management to teach appropriate behaviours.

Strategy: Profiling

Teachers are able to engage in classroom profiling to reflect on classroom dynamic.

Strategy: Classroom consequences

A range of logical consequences may be agreed on to fix the inappropriate behaviour(s).

Strategy: Catching students being good

Teachers take opportunities to motivate students to behave positively using a range of recognition and reward systems. Applied often for small improvements, students are effectively 'caught being good' and receive attention from the teacher for positive rather than inappropriate behaviours.

Strategy: Buddy classroom

Supervising a student at all times is a legal responsibility. A buddy classroom is a procedure used by a classroom teacher on occasions when a student needs time out or an issue cannot be managed effectively on the spot so they need to be sent to a different space for a part of a lesson until the issue can be resolved. It is not a long term alternative, rather it is for relieving pressure situations. It can be an

- Informal arrangement between two teachers working next door to each other OR
- HOD coordinated with faculty.

This kind of arrangement is an alternative to sending a student exhibiting persistent inappropriate behaviours in a lesson to the DP or HOD, who may or may not be available at that specific time.

D. Case Management

The Deputy Principals will manage their student allocations and make ongoing assessment a feature of their work. They will work with their team to develop strong case management strictures and implement programs to support students. At Universal Support Level

- Performance and incident review
- Assessment of student need
- Assignment to case manager
- Development of response with student and parent/carer
- Monitoring and support
- Review and gradual release

Strategy: Student review meeting

Staff may gather to review the reports and actions taken by multiple staff to determine the effectiveness of support to date and plan next steps. Students may be involved in meeting with the Head of Department, Year Coordinator or Head of School to review performance and make a plan for the next stage. Parents/Carers may also be involved in this process.
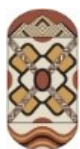
Strategy: Monitoring cards

Monitoring cards may be issued to assist a student in owning their behaviour. Monitoring cards are an opportunity for students to reflect on their actions, receive feedback, reflect and develop strategies to assist them to improve their behaviour/s and repair relationships that may have been damaged. They may be used to monitor broad categories of behaviour or specific behaviours tailored to the student.

Strategy: Individual Behaviour Agreement

To formalise agreements from the restorative chat, the school has developed an Individual Behaviour Agreement for use as an additional support to students working to improve behaviour performance.

Strategy: Discipline Improvement Plan

A Discipline Improvement Plan is a written agreement that sets out strategies and steps to improve a student's behaviour. A Discipline Improvement Plan can take any form: there are no specific requirements; it can be used to respond to a range of behaviours; it can impose a greater scope of conditions; it can be amended or removed at any time; and it can be applied at any time.

Non-compliance with the conditions of a Discipline Improvement Plan by the student is not a ground for suspension, exclusion or cancellation of enrolment; however, the original behaviour which the disciplinary consequence was applied may be.

E. Restorative Response

Strategy: Restorative chat/conference

Students engage in a restorative chat to reflect on behaviours and the effects on others. The aim of the conversation is to repair and rebuild the relationship. Students engage in a sequence of steps:
Fess Up: admit to the behaviours which caused damage.
Face Up: Accept that the behaviour had consequences to learning and the relationship
Fix Up: Work together and agree on a set of actions which will repair the damage
Finish: Ensure that all stakeholders agree that the matter has concluded and can move on.

Strategy: Student conference

Student and teacher may engage in a more formal restorative chat to resolve the inappropriate behaviours.

Strategy: Record and report

Inappropriate behaviours are recorded on One School and may be referred to other staff for further action.

Strategy: Parent/Carer engagement

Parent engagement is critical in resolving disruptions or inappropriate behaviours. This may take the form of:
- Interview
- Restorative Conference
- Stakeholder meeting to develop an Individual Behaviour plan.

Students identified as needing Intensive Behaviour Support are those students who have had targeted support through the above strategies and are still at risk of significant educational underachievement due to their inappropriate behaviour/s. Intermediate or Major behaviour issues are dealt with by the teacher with support from HODs and Admin as well as staff from the Flexible Learning Centre. Other support is obtained through accessing our Support Network and outside agencies when necessary.

Heads of Department

The main focus of the position of the Head of Department is to ensure the quality delivery of curriculum programs and to encourage student engagement and participation. In addition to Teacher Responsibilities as listed previously, other responsibility for the Head of Department include:

- Support of teachers in classroom management
- Support of teachers in the area of Art and Science of Teaching.
- Repeated (more than 3 offences in term) failure of students to bring required equipment / books
- Student failure to complete assessment
- Organise Buddy classroom system
- Cheating, plagiarism
- Vandalism of an Intermediate level in designated blocks
- Supervision of After School Detentions

Administration General

(Principal, Deputy Principals Heads of Senior/Junior Secondary and Principal)

- Investigate strategies to engage at risk students
- Communicate with school staff and external agencies including Flexible Learning Centre, Vocational Partnerships Group, CHOICE to ensure that a Case Manager is allocated and that a supportive process in put in place
- Cancellations and Exclusion for all year levels in negotiation with DO
- General monitoring of student progress and relevant referrals
- Supervision of After School Detentions

Deputy Principal Head of Senior/Junior Secondary

- Investigate strategies to engage at risk students
- Communicate with school staff and external agencies including Flexible Learning Centre, Vocational Partnerships Group, CHOICE to ensure that a Case Manager is allocated and that a supportive process in put in place
- Suspensions for allocated year level
- Prepare documentation for Principal for students recommended for exclusion
- Return to school interviews for allocated year levels
- General student monitoring of student progress and relevant referrals
- Year level Behaviour Cards
- Supervision of After School Detentions
- Provide support and guidance for Head of Departments Student Services in relation to at risk students.
- Development and maintenance of Playground Duty and Bus Duty Rosters
- Investigations associated with significant breaches of the Responsible Behaviour Plan

A. High Expectation

Clear and concise expectations articulated at each stage of this plan.

B. High Standards

Element: Detention

Principals have flexibility to exercise their discretion as to when to apply detention, and for how long, taking into consideration the behaviour and the age of the student. The Safe, supportive and disciplined school environment procedure enables Principals to determine the school's processes relating to detention.
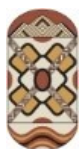
Teachers can require a student to attend a lunchtime detention for 30 minutes of their long break.

If a detention is to be applied after-hours, the principal will arrange for a teacher to supervise the detention. The principal or teacher will consult with the student's parents about a suitable day and time for the detention to be completed, within any parameters set by the school.

C. Positive Education

Strategy: Alternative plan

An alternative plan for the student aiming to support them in improving behaviour through intensive social skilling and other targeted learning objectives is developed using a range of elements.

Element: Work Experience

Work experience in or outside the school setting may be used as an element of an alternate program.

Element: Modified timetable

Students may have their school timetable modified to provide them with access to essential curriculum. Often used to reduce access to situations of risk such as unstructured playground during break, or the stress of maintaining performance for an extended time caused by attending a full day. This is implemented in negotiation with parents/carers and the Head of School.

Element: Intensive access to student support services and tailored programs

Administration staff assists in the coordination of a Case Management approach involving specialist services. A collaborative consultation process is facilitated, involving the appropriate teacher/s, the student, parents/carers and relevant school support personnel such as the Guidance Officer, Youth Support Coordinator, Community Education Counsellor. As a team, the group is focussed on identifying significant factors associated with the occurrence of specific behaviours. Inter-agency groups are used to coordinate services to meet the needs of the student identified with persistent or challenging behaviours. Agencies may include: Child and Youth Mental Health, Disability Services Queensland, Department of Communities and Queensland Police Service.

D. Case Management

Strategy: Student review meeting

Stakeholders meet to clearly identify behaviours, possible options and response. Stakeholders may include the teachers, members of the support services team, Head of School parent/carer and student.

Strategy: Frequent data cycles and collection

Student performance is assessed regularly with information collected on progress of specific behaviours.

Strategy: Parent engagement

Ongoing reporting and feedback during the period of intensive support is essential for success.

E. Restorative Response

Strategy: Restorative conference

A full restorative conference to deal with serious behaviours involves all stakeholders in an effort to repair and restore the relationships.

Strategy: Community Service Interventions

Community Service Interventions take place outside of school hours. They are an optional strategy which present an opportunity for schools to develop meaningful and proportionate consequences for inappropriate behaviour.

Schools may collaborate with community organisations such as local councils or charity groups to identify appropriate challenging and constructive tasks to implement. Community Service Interventions involve students performing work or service in the local community with a host organisation or under the supervision of a school staff member.

For Community Service Interventions where the student is under the direct supervision of a school-based staff member, the principal will: conduct a risk assessment; develop a risk management plan; ensure activities occur either on school grounds or as part of a school activity; arrange appropriate supervision of the participating
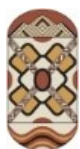
student by a school-based employee; and obtain written consent from the student's parent prior to their participation.

Community Service Interventions with a host organisation may be undertaken by students aged 14 years and over. The principal follows the requirements of the Work Experience Placements for School Students procedure.

Refusing to attend a Community Service Intervention is not a grounds for suspension of exclusion, but the original behaviour for which the Community Service Intervention was given, may be.

Case Management Summary: Behaviour and Social/Emotional interventions
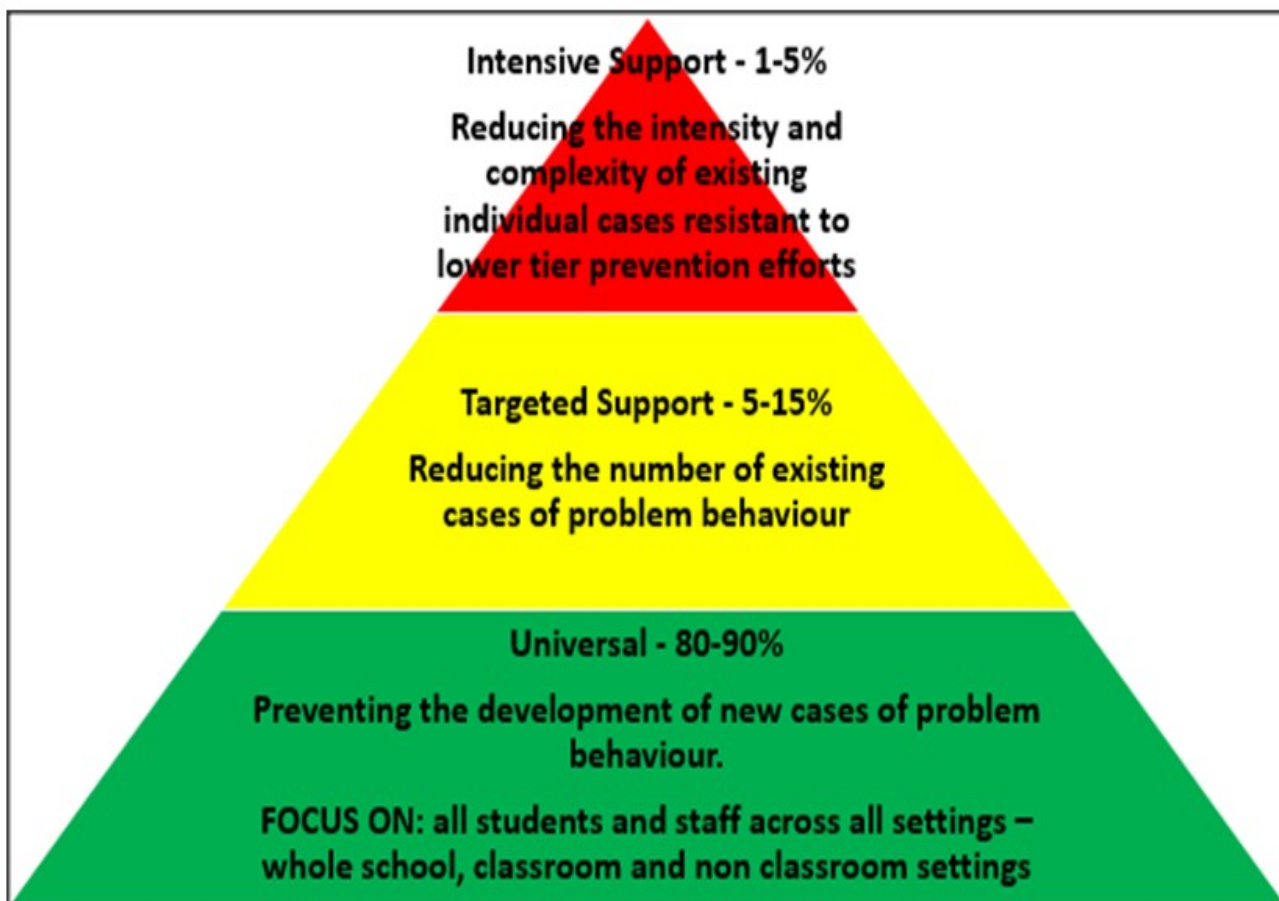
	Behaviour, Engagement and Environment				Social and Emotional			
	Complex Case Management	**Referral to**	**Intervention and Actions**	**Timeline**	**Complex Case Management**	**Referral to**	**Intervention Action and Adjustments**	**Timeline**
TIER THREE	Major Behaviour – DP	Deputy Principal Executive Principal	• Student interview/warning • Parent Contact/Interview • Take Home, Cool Down • Restorative Chat/Conference • Restitution • Managed Attendance • Buddy class • Behaviour Card • Behaviour Plan/Contract • Lunchtime detention • Afterschool supervised detention • Playground withdrawal • Saturday detention • Community service intervention • SDA: 1-10, 11-20, Exclusion, Cancellation • Referral to • Student Support Services: Counselling, Mentoring • Behaviour Support • Clontarf • Diamond Spirit • Referral to External Agencies: • PLC/OLC • TAFE • Project Booyah • VPG • Anglicare • Full Time work • Exemption from Compulsory Schooling • QPS	As required	Guidance Officer Mental Health and ESP	Student Support meetings and Enrolment	Case Manager allocated: GO Care team: External and Internal agencies. Meetings held, Adjustments outlined in PLP by GO, FLA's authorised and documented by DP, all documentation uploaded on OneSchool. **Note: only Complex Case students may have regular sessions at Student Support.**	Termly reviews (essential if FLA in place)
					SBYHN	Student Support Meetings	Identity, health, substance use support/referral	As needed
					Guidance Officer	Deputy, Parent, Student	Risk assessment and referral for high needs students	1 session
	Chronic Truancy and Disengagement	Deputy Principal	• Engagement Officer Case Management • Home Visit/Intervention	1 term (max 10 students)	Check in's Guidance Officer	Complex Case	Ongoing monitoring and checking in of Complex Case students	10mins as needed
	Chronic Issues	Deputy Principal	• Individual Behaviour, Attendance, Engagement Support Plans (based on Function of Behaviour)	To be determined				

	Case Management/ Correction Stage	Referral to	Intervention and Actions	Timeline	Case Management (Who/What?)	Referral to	Intervention Action and Adjustments	Timeline
TIER TWO	Repeated Minor Behaviour	HOD*	Teacher warning Restorative chat Teacher supervised detention Class detentions Parent Contact – email, phone, meeting HOD referral* Restorative Chat Buddy class Lunchtime and After School Detentions Parent Contact – email, phone, meeting Admin referral Suspension of IT access Logical consequence: Picking up papers for PGD teacher. Replacement of lost, stolen or damaged items Removal from playground Confiscation Parent Contact – email, phone, meeting *If ECM'S, classroom rules and expectations along with modifying the environment have been unsuccessful, refer repeated incidents through to HOD. Identify Function of Behaviour and Response on OneSchool*	As required	ABL Programs Dusty Stars	Student Support meeting	Students in one program per semester only. Camp or Program options	1 term 1 camp
					Boxing Program Dusty Stars	Student Support meeting	Students in one program only. Consider 7,8 group 2 times a week for a term. 9, 10 group 2 times a week for a term.	1 term 7,8 1 term 9,10
					Judo Program Dusty Stars	Student Support meeting	Consider 11, 12 group Wednesday period 1 or 4. Afterschool group 8,9,10	1 term only
					SFBT –Counselling Guidance Officer	Deputy Principal Parent, Student	Solution focussed brief therapy and referrals	1-3 sessions
					Career Counselling Guidance Officer (10-12)	Deputy Principal Parent, Student	Career counselling and pathways including QTAC support and applications	1-3 sessions
					Group Counselling (7,8,9) Guidance Officer (7-9)	Student Support Meetings Data Based	SFBT solution focussed group work (small group up to 5 students if Chaplain room available). Behaviour Data & Targeted groups	3 x 30- 40 mins sessions
					SBYHN	Student Support Meetings	Identity, health and substance use support and referrals	As needed
	\`Repeated Disengagement Homework, Assessment	HOD	Target/Goal Setting – Behaviour, Effort Lunchtime and After School Detentions	As required	Restorative practices Case Management	Deputy Principal Student Support Meetings	Support teacher works on restorative practice with students. Clontarf, CEC, Diamond Spirit and Support Teachers case manage students who are NOT complex. Case Manager allocated Communication with Parent/Carer.	1 session and follow up Termly reviews
	Attendance issues – unexplained and Minor Truancy	Deputy Principal HOD	Attendance Monitored by Engagement Officer Referred to year level DP	As required	Chaplain CEC	Student Services Referral Student Support Meetings	Strength based individual support, monitoring and referral when needed. Participation in case management. Reporting back on students Individual support for targeted students	1-3 sessions As needed
	Cheating and Plagiarism		Assessment Policy provisions apply Resolution of cheating discussed with HOD	As required	Clontarf/ Diamond Spirit	Student Support Meetings	Participation in case management. Reporting back on students Individual support for targeted students (authorised by deputy)	As needed

	Positive/ Preventative Stage	Referral to	Intervention and Actions	Timeline	Individual, group mentoring and support	Referral to	Intervention Action and Adjustments	Timeline
TIER ONE	Positive Behaviour Recognition and feedback	All Staff	Praise and Encouragement *Verbal *Email *ID Attend Post Card – electronic mailed to student	As required	Rock and Water Program: Year 7 girls Chaplain	Guidance Officer (7-9) Student Support Meetings	Chaplain works with Year 7 girls during RAW Low level social and emotional support	TBA
		Teacher HOD DP EP	Phone call, email to parents	As required	Clontarf	On enrolment (voluntary)	All indigenous males Attendance and participation Camp Before and after school programs Lunch time support Mentoring	Non classroom contact time
		Teacher HOD	Public Display of Student work	As required				
		HOD DP EP	Student Recognition in the Bulldog	As required	Diamond Spirit	On enrolment (voluntary)	All indigenous females Netball program Timetabled classes Before and after school program	Class and non-Class contact
					CEC	On enrolment	All indigenous students Family support and connection	Class and non-Class contact
		Year Co-ordinator Deputy Principal	Certificates, awards, rewards issued to students parade/assembly	As required	SBYHN	Year level support	Support for Health concepts within the curriculum including; development, wellbeing and drug and alcohol education	Class and non-Class contact
	Minor Behaviour	Teacher	Warning, Re-position in classroom Restorative Chat, Restoration Call or email or interview Parent/Carer Lunchtime detention Move to 'buddy classroom' Teacher identifies Function of behaviour and applies Essential Skills for Classroom Management (ECM'S): Obtain or Avoid peer/adult attention. Obtain or Avoid task. Obtain or Avoid activity or event. Obtain or Avoid sensory stimulation. Obtain tangible object.	As required				
	Proactive Responses to Prevent Minor Behaviour	Teacher	Establish Classroom rules and expectations. Students should be able to respond to the following: What are the rules/expectations? What is an example of each rule/expectation? What activity are you doing now? What happens when you finish on time? What happens when you don't finish on time? What happens if you can't do your work? What do you do? (Example here may be put hand up/ work on project folder)	On-going				

Consequences for unacceptable behaviour: A Guide

MINOR INAPPROPRIATE BEHAVIOURS

This category refers to in class / Connect class / Playground behaviour incidents of a minor nature as listed in the Table of Consequences. These are dealt with by the teacher who witnesses/intervenes in the incident.

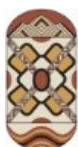| Category	Behaviour Incident Type	Possible consequences may include but not be limited to:	Possible support actions/referrals
Harassment	Teasing, jokes or isolation Inappropriate gestures directed at student Verbal harassment of student: Inappropriate language directed at student.	Teacher warning Restorative chat Teacher supervised detention Admin referral Buddy class Suspension of IT access Resolution of cheating discussed with HOD Logical consequence: Picking up papers for PGD teacher. Replacement of lost, stolen or damaged items Removal from playground Confiscation	Contact parent Year Coordinator HOD Guidance Officer Admin
Defiance	Refusing a teacher direction.		
Disruptive - Classroom or playground	Calling out/Shouting Rudeness/Back chatting Inappropriate language not aimed at a student Dangerous behaviour in playground Running, chasing or kicking ball around buildings		
IT misconduct	Playing game during class time Inappropriate web surfing during class time		
Late to class	Lateness to class		
Non-Compliant with routine	Failure to bring correct equipment: Failure to bring textbook, calculator, subject specific equipment, pens/pencils, writing pads, student diary Failure to report to teacher supervised lunchtime detention Inappropriate use of Student Diary: Drawing offensive pictures / drawings / jokes, notes to friends Failure to sit in seating plan Failure to sit in alphabetical order on parades		
Cheating	Junior student cheating during exam (minor looking at another student's work) Junior student brining in small amounts of unauthorised notes into exam.		
Behaviours involving object	Spit Balls PGD/Classroom Dangerous projectiles: Wasps Throwing food, rubbish/paper, sticks & littering in general		
Behaviours prejudicial to the good order and management of the school.	Theft Minor: Pencil, pens, eraser etc. Minor damage of Property: Minor Graffiti in textbook on desk Minor damage of school property (scratch/minor dent Minor damage to other person's property Meeting outsiders at the fence Inviting outsiders into the school grounds – 1st offence		
Physical misconduct	Pushing & shoving/Rough Play Playing Contact sports without teacher supervision		
Prohibited items Possession of banned items	Mobile Phones/Electronic music devices in class time Mobile Phones/Electronic music devices between lessons or after bell has rung. Aerosol Sprays Lighters Chewing gum Skate Boards, Scooters Laser Pointers Computer Games/ gambling materials		
Refusal to participate in program of instruction	Failure to complete homework Failure to complete/participate in set task Deliberate resistance to complete task Failure to complete assessment or draft		
Threats to others	Conversation between students that involves threats but is not serious in nature. Inappropriate humour that involves threats to person, friends, family. Threats made on sporting field/class that do not involve threats of fighting. E.g. Run at me I'll smash you.		
Verbal misconduct	Incidental use of inappropriate language. Inappropriate use of language in formal setting. Call out, whistling in a formal setting.		

These will all be classified as Major Incidents only
- Substance use, possession or supply involving illicit substances or legal substances including tobacco.
- Shielding or looking out or protecting others involved in use of substances.

MAJOR INAPPROPRIATE BEHAVIOURS

This category involves behaviour incidents that result in referral to Admin either by the teacher / HOD for repeated offences or major incidents as outlined in the Table of Consequences.

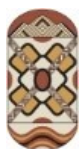| Category	Behaviour Incident Type	Possible consequences may include but not be limited to:	Possible support actions/referrals
Defiance/Threats to adults	Walking off on a teacher (depending on context) Verbal or physical threats to staff Gross disobedience Using social media to insult, belittle or disrespect a member of staff Repeated refusal to follow teacher directions	Student interview/ warning Parent Contact/ Interview Take Home, Cool Down Restorative Chat/Conference Restitution	Contact Parents Counselling by teacher Counselling by Year Co Counselling by Form Teacher
Disruptive	Continued incidents of disruptive behaviours in class or the playground. One off major incident involving inappropriate language or unsafe behaviours.		
IT misconduct	Inappropriate material on school student's laptop (Pornography, racist/sexist or other inappropriate) Inappropriate material on student drives (Pornography, racist/sexist or other inappropriate) Inappropriate material on student portable hard drive or USB(Pornography, racist/sexist or other inappropriate) Stealing teacher password Cyberbullying of students, staff or community members. Hacking of Cairns High system Stealing electronic assessment items and/or teacher resources	Managed Attendance Buddy class Behaviour Card Behaviour Plan/Contract	Student Support Services: Counselling, Mentoring Guidance Officer Chaplain SYHBN CEC Behaviour Support Clontarf Diamond Spirit
Late to class	Continued/Major offences of lateness to class		
Non-Compliant with routine	Out of bounds Giving false name / refusing to give a name / not carrying an id card		
Assessment misbehaviour	Copying of school exam paper/assessment piece Distribution of school assessment Senior student cheating on exam Plagiarism on assignment Major cheating on a junior exam Disruption during an Exam	Lunchtime detention Afterschool supervised detention Playground withdrawal	Referral to other agencies PLC/OLC TAFE Project Booyah VPG Anglicare Full Time work Schooling QPS
Behaviours involving object	Throwing water bombs Throwing rocks or sticks at students or in a reckless manner Threatening student with object Letting off Stink Bomb Inappropriate use of object in a degrading or sexual manner Assaulting teacher with and object	Saturday detention Community service intervention SDA: 1-10, 11-20, Exclusion, Cancellation	
Other behaviours prejudicial to the good order and management of the school.	Major Graffiti / Vandalism of school property & vegetation Out of school time - inappropriate behaviour in school uniform In school time – thieving, shop-lifting, trespassing etc., while truanting		Exemption from Compulsory Referral to Regional Engagement Team
Physical misconduct	Physical assault of student Physical assault of staff		
Possess prohibited item	Continued Possession of banned items: Mobile Phones/Electronic music devices in class time Mobile Phones/Electronic music devices between lessons or after bell Aerosol Sprays Lighters Possession of sharp instruments. Possession of fire arms, knives		
Prohibited items	Continued / major offences Chewing gum Skate Boards, Scooters Laser Pointers Computer Games/Playing/Trading Cards		

Refusal to participate in the program of instruction	Continued Refusal to complete homework Continued Refusal to complete / participate in set task Deliberate refusal to complete task Continued Refusal to complete assessment Continued Refusal to complete Draft Continued Failure to complete assessment in senior secondary		
Misconduct involving substances: tobacco, other legal, any illegal.	Possession of Tobacco or Alcohol or other legal intoxicating substances Possession of Tobacco smoking implements like rolling papers Possession of Illicit drug taking devices/smoking implements like bongs, pipes, cone holders. Distribution of Tobacco or Alcohol or other legal intoxicating substances Possession and/or distribution of Illicit Drugs or other chemicals (e.g. Marijuana, Ecstasy, Ice, etc) Use of Illicit Drugs or other chemicals (e.g. Marijuana, Ecstasy, Ice, etc)		
Third minor referral	Students who have been referred to Head of department for the third time for repeated minor behaviour issues.		
Threats to others	Verbal or physical threats to students Verbal or physical threats to students online or using social media Verbal or physical threats to students using phone		
Truancy Skip class	Off school campus without permission during lunch break Off campus without permission during individual class Skipping individual class, but staying on campus Off campus without parental permission for whole day Off campus with parental permission for whole day Failure to follow school arrival/departure procedures (not signing in, no late/leave passes) Continued Truancy		
Verbal Written Visual Online misconduct	Swearing at staff member Administrator Suspension Swearing at member of public Swearing loudly in inappropriate settings e.g. formal parade, parade, excursion/public place, interview etc Yelling/raised voice at teacher that does not involve swearing Yelling/raised voice at member of the public that does not involve swearing **Comments/representations that are insulting or represent vilification, accusations or vexatious complaints, real or implied.** **Filming and/or publishing images/video of staff or students without consent.** **Abuse or disrespect using a carrier service, app or social media site.** **Inappropriate behaviours that are recorded and/or published.**		
Other	Any offence not specifically covered which is outside the school's values and accepted behaviour		

Specific Truancy Responses

TRUANCY (Frequency)	Responsible Officer	Possible action	Referrals to:
1 Lesson or Form class/parade	Class Teacher or Form Teacher	• Restorative Process • Catch up on work/time missed – lunchtime detention with teacher.	Head of Department if non-compliant
2-3 Lessons from one class	Head of Department	• Restorative Process • Catch up on work missed • Issue after school detentions – ensure parent is notified of detention and reason for this.	HOD to contact parent and inform them of ASD and follow up that ASD is completed within 3 days of being issued. Refer to Deputy Principal if non-compliant
Whole day or more than 1 day	Deputy Principal	• Restorative Process • After School Detention 1 for each lesson missed to a maximum of 3 per day	After School Detentions must be completed within 3 days of being issued Remind student and contact parent Referral to Principal for Saturday morning detentions
Failure to attend After school detentions	Principal	• Restorative Process • Saturday Morning Detentions	Further action as per RBP for students

*Engagement Officer will monitor truancy and inform class teachers, form teachers and HODs of truancy issues as well as chronic truancy referrals to DPs.
*Class teachers and Form teachers are responsible, however in the first instance to monitor class attendance and speak to students about absences if they suspect these are unauthorised (truancy)

Specific Uniform Responses

Category	Behaviour Incident Type	Possible consequences may include but not be limited to:	Possible support actions/referrals
High Standard and Expectations	**Wearing of uniform:** Rolling up short shirt sleeves Incorrect combination formal uniform **Items of uniform:** Incorrect shoes (Canvas, Suede, Boots, Mesh) Incorrect socks (Black, multi coloured, not visible) Incorrect shirt or shorts Incorrect hat/Failure to have correct hat Wearing shirt under school shirt **Inappropriate** jewellery: Wearing of bracelets, Anklets, heavy chain necklaces, leather necklaces, beaded necklaces, large pendants (over 3cm in diameter). Wearing of stretchers/spacers earrings Wearing of more than 2 earrings per ear Wearing of more than 1 facial piercing Wearing of more than one ring **Make Up:** Wearing of make-up (Lipstick, mascara, eye shadow, foundation) **Hair:** Wearing of multi coloured hair accessories Dying high bright fluorescent colours	Form Teacher Classroom/PGD Teacher Referral to student services for uniform slip Warning(s) Teacher/HOD supervised detention Student Services Admin Referral Sent to Textbook hire to change Confiscation	Contact parent Year Coordinator HOD Guidance Officer Admin
Ongoing non-compliance or refusal is considered a major inappropriate behaviour			

Suspensions, Exclusions and Cancellations

Suspension is a serious disciplinary consequence applied to address student disobedience or misbehaviour. The duration of a **short suspension** is 1-10 days and is not subject to review or appeal. A **long suspension** is 11-20 days. Students are entitled to make a submission to the Regional Director for review of long suspension decisions.

A **charge-related suspension** means the student is suspended until the charge is dealt with, or until the principal decides the suspension will end. Students are entitled to make a submission to the Regional Director for review of charge-related suspension decisions.

A suspension can commence immediately upon a principal verbally notifying the student. It is intended that this will facilitate an immediate response to student behaviour and allow the school to send a strong and clear message about what is acceptable behaviour at the school. Principals must then give the student a long suspension notice which contains the reasons for the decision, the materials used in making the decision and the facts supporting the decision.

The grounds for suspension include:
o   disobedience
o   misbehaviour
o   conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school
o   conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
o   the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
o   the student is charged with a serious offence (as defined in the Commission for Children and Young People and Child Guardian Act 2000)
o   the student is charged with an offence, other than a serious offence **and** the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.
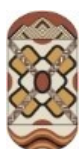
At the conclusion of a suspension, a re-entry interview with student, parent/carer and Head of School works to resolve the issues which led to suspension. This is compulsory. A restorative conference may also be appropriate to repair relationships and establish between affected stakeholders.

A principal may consider **exclusion** only if suspension is inadequate to deal with the behaviour or the risk

The grounds for exclusion are:
o   persistent disobedience
o   misbehaviour
o   conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school
o   conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
o   the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
o   the student has been convicted of an offence **and** the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.

Cancellation of enrolment is a serious disciplinary consequence.

A student's enrolment can be cancelled for persistently refusing to participate in the education instruction provided at the school if they are post-compulsory school age (over 16 or finished Year 10).

A consistent Approach

A consistent approach to student behaviour should occur across the school and should be applied so that they:
•   provide the opportunity for all students to learn;
•   ensure the safety of all staff and students; and
•   assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In 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. Ultimately the Principal has the right and discretion to determine actions and consequences as seen fit to best deal with the circumstances of each individual case.

Student behaviour that does not comply with the school's standards and expectations is not acceptable. Cairns State High School's *Responsible Behaviour Plan for Students* sets out the range of responses and consequences for student behaviour that is not consistent with school standards and expectations.

Emergency or critical incident responses

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

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

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

BASIC DEFUSING STRATEGIES

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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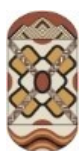
Approach the student in a non-threatening manner

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

Follow through

If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour. Direct the child to a designated "safe" area.

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 Cairns State High School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained **Health and Safety incident record** (link) and Debriefing Report (for student and staff) (Appendix 5).
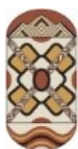
Network of student support

At Cairns High we draw on a wide range of support personnel (Student support services personnel) who help support students and take into consideration individual circumstances when implementing behaviour management strategies. These staff work together and liaise closely with school Administration. Year level coordinators, office and teaching staff, parents and members of the wider community may also assist where necessary.

Student Support Services Personnel

FLC	Chaplain	Community Education Counsellor	Guidance Officer/s	School Based Youth Health Nurse	Youth Worker	Sick Bay Attendant
Core Business *Student Support*	*Core Business* *Pastoral Care*	*Core Business* *Support for Aboriginal & Torres Strait Islander Students and Staff*	*Core Business* *Guidance and Counselling*	*Core Business* *Health Promotion*	*Core Business* *Student Support*	*Core Business* *Delivering basic, short term First Aide*
Student Support via Assist students to develop coping skills Assist parents, families and students Access alternate programs Access vocational programs Assist students to develop alternate strategies Facilitates Rock & Water Programs Assists with HRE program Encourage classroom profiling Assist teachers with behaviour management strategies	Work with existing counselling personnel Support students, their families and staff Help students deal with loss and grief and family separation Refer students with major care needs to the appropriate members of staff Coordinate in-school Christian & other programs To liaise with local participating churches Provide positive role modelling To refer students to local youth groups, churches etc and act as a bridge to local churches Facilitate visits from Christian groups Facilitates Peer Support Training Assists with HRE program Meet with new students Encourage positive peer relationships	Ensure that the educational, social, emotional & cultural needs of Indigenous students are met. Counselling, crises, family problem, school issues, advocacy Cultural awareness & information regarding social & cultural protocols to school community Family support – liaising between school & home, individual parent support, advocacy Student attendance at school Liaise with other High Schools and CECs Promote school activities to parents & students Celebrate NAIDOC Liaise with outside agencies (Abstudy, Wuchopperen)	Personal counselling Assisting with behaviour management Study skills issues Psychometric testing & reporting Assistance with the development of programs for SWD Career counselling & advice, SETPLANS Course information & subject selection Job information Conflict resolution QTAC Parent interviews Adolescent issues Careers lessons Student Protection Trainer Workplace Rehabilitation Co-ordinator Assists with HRE program Facilitate Helping Friends Program Referrals to outside agencies Student Protection Notification Development of Education Support Plans Mentor Program	Consultations about health & well being including: Sexual health, assault, abuse Drugs & alcohol Mental health issues – suicide assessment, stress, personal & family problems, eating disorders Adolescent growth & development Health abuse – healthy eating, weight, exercise, nutrition Curriculum advice & workshop presenter Resource provision Referral to relevant outside agencies Assists with HRE program Facilitate Helping Friends Program, Core of Life Assist with staff and student vaccinations	Supporting students who are at risk. Support also extends to students' families/carers. Short term, non-therapeutic counselling Assistance with regards to personal and social barriers impacting on students' ability to remain at school Education support through tutoring.	Delivering first aid care to all students and employees (approximately 1550 people) as required Recording data and any associated documentation in relation to illnesses and accidents etc. Contacting parents/caregivers to collect sick students Possible attendance at school camps, sport's days to deliver first aid Any other data recording activities as requested by the BSM / Line Manager / Principal Maintain/update First Aide folders and kits Keep staff and students informed of health issues

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
- Local Council

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.

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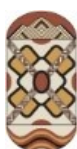
Related legislation

- 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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
- Education (Strengthening Discipline in State Schools) Amendment Bill 2013.

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
- http://ppr.det.qld.gov.au/education/management/Pages/Temporary-Removal-of-Student-Property-by-School-Staff.aspx

Related resources

- Bullying. No Way!
- Code of Conduct for School Students Travelling on Buses
- http://thorsborne.com.au
- http://tribes.com
- http://restorativepracticesinternational.org
- http://rcrp.blogspot.com
- http://undercoverteams.blogspot.com
- http://schoolcircles.blogspot.com

Endorsed by:

Mr Jim Brooks	Mr Neils Briët	Mr Christopher Zilm
Chair, School Council	President P&C	Executive Principal
28/3/17	28/3/17	28/3/17
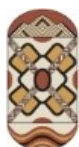
Appendix 1: Cairns High Five Classroom Rules

Cairns High Five
Classroom Rules

Be Punctual
Be Prepared
Be Positive
Be Productive
Be Polite

Routines

OPENING PROCEDURES

- Line Up (Yr 8 -10)/set entry routine (Yr 11-12)
- Greeting of Students and communicate first of lesson expectation
- Enter room in orderly fashion quietly
- Put bags in designated places (if required)
- Sit / go to allocated places
- Books/equipment out
- Gain students attention Review / reflect on previous lesson
- Review / reflect on previous lesson
- Introduction to lesson - e.g. learning goal

CLOSING PROCEDURES

- Practical subjects to pack-up lesson materials
- Revisit learning goals
  (Self-reflection/debrief/summarise/ Quiz/etc.)
- Homework into diary
- Inform students what they'll be learning next lesson if appropriate
- Clear area - pick up litter, straighten desks and chairs and lock doors. (Period 4- chairs up, switch off, close windows)
- Quiet and settle before dismissing the class
- Thank the group or individuals
- Leave the room on teachers direction in an orderly manner
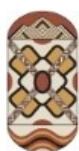
Essential Skills in Classroom Management

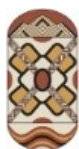|	Micro Skill	What?	Why?	How?
1	Establishing Expectations	To clearly articulate and demonstrate the boundaries of pro-social behaviour.	It is important to have clear boundaries for social behaviour so that everyone is clear about what is, and is not, regarded as responsible and safe in a particular context.	• Work out rules in a class meeting. • Publish the rules. • Keep the rules short, simple, observable and positive terms. • Refer to the rules frequently. • Model, model, model.
2	Instruction Giving	To give a clear direction about what to do.	Clear, short instructions help students understand what you expect them to do. Instructions help students organise what they are required to do.	• Starting with a verb, and keeping them short, five words or less. • Pause and scan the class. • Phrase the instruction as a direction. • Use "thanks" rather than "please". • Give the instruction in a firm, calm and measured voice.
3	Waiting and Scanning	To wait for 5-10 seconds after you give an instruction.	It gives students time to process the direction. Avoids filling all the available time with excess talk which can inadvertently train the class to stop listening to your voice.	• Stand still facing the group. • Scan the group, chaining to descriptive encourager or a redirection.
4	Cueing with Parallel Acknowledgement	To acknowledge students' on-task behaviour with the intention of prompting another to follow suit.	It cues other students to match the behaviour that is being acknowledged. It is an alternative to a redirection, so can help you avoid nagging or becoming too directive.	• Scan the class regularly. • Acknowledge on task behaviour in close proximity to off task student, using a descriptive encourager using a voice loud enough for others to hear.
5	Body Language Encouraging	To intentionally use your body language to encourage students to remain on-task.	Takes no time to do. Promotes a positive tone in the classroom. 70-90% of communication is affected by our body language. Can promote on-task behaviour	• Walk near and touch the work of students who are on-task. • Smile and make eye contact. • Make discrete nodding movements and finger signals. • Read the body language being displayed by students
6	Descriptive Encouraging	To encourage students to become more aware of their competence by commenting on their behaviour.	Describes the behaviour that will help students learn. It reinforces the rules. It promotes a positive, supportive learning environment. It focuses on strength, is self-esteem building and stimulates positive risk-taking.	• Describe exactly what you see or hear that you want to see or hear more frequently, in other words, state the obvious. • Use in a respectful and genuine fashion. Intentional use has the most training effect. • Use privately to individual students and collectively to the group frequently. • Send home positives.

			It strengthens your relationship with students.	• Use a description of reality, i.e. describe the behaviour that you see.
7	Selective Attending	To intentionally give minimal attention to off-task behaviour.	Avoids unintentionally reinforcing off-task or disruptive behaviour. Decreases the likelihood that this behaviour will be repeated. Gives you time to think of how to handle the student's behaviour in a way that is productive. Gives you time to attend to other students who are on-task. Sends a message to all students about your expectations. It is a deliberate process used within a discrete time-frame, it has a beginning and an end.	• Do it when the student is choosing off-task behaviour that is *not seriously disturbing to others.* • Keep the student who is of concern in peripheral eye range. Avoid turning your back, you may miss a training opportunity to use a descriptive encourager as the student starts to work. • Stop this process when the student either: (1) *starts work, give a body language encourager; or* (2) *begins to seriously disturb others, give a choice or follow through.* • Use 'vaseline eye' that is, slide your eyes away if you discover you're maintaining eye contact with a student who is off-task.
8	Verbal & Non-Verbal Redirecting to the Learning	To redirect student behaviour using positive non-confrontational methods	When given using the most appropriate way for any given situation, it will increase the likelihood of the student complying with the direction. When the most appropriate verbal or non-verbal strategy is used there is less chance of a confrontational situation occurring.	• Make a decision before saying anything in relation to the behaviour you are observing. I.e. should you selective attend? • Choose an approach that will be least intrusive so should you need to there is an option to raise the level of redirection to a more intrusive one.
9	Giving a Choice	To respectfully confront the student who is disrupting others with the available choices and their natural consequences.	It provides the student, or group with information about your expectations and the likely consequences of the choice. It puts the responsibility for decision-making onto the student.	• Do it when the student has remained, despite redirection, off-task and is disturbing other students • Do it when the student is overtly hostile to you and is challenging your management. • Do it when you can't think of anything else to do. • Do it as soon as it is clear to you that the student is escalating by saying • Use a firm, calm and measured tone in close proximity to the student. • Walk away straight afterwards and scan back intermittently. • Avoid making a choice sound like a threat. This is an easy mistake to make. Remember the body language impact of tone of voice, proximity and facial expression.
10	Following Through	Resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment.	It clearly establishes that you mean what you say. It models assertive behaviour in the face of threat. It models morally courageous behaviour.	• Fake confidence by working on your body language. • Do what you said you would. • Avoid letting what others may think erode your confidence. • If you feel powerless to do anything, make an anecdotal note of what is happening in objective, descriptive language. • Reassure the class, work on your self-control, and reflect on the event later.
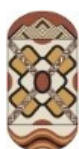
Restorative Chat

1. To the person who has done the harm:
> **What** happened?
> **Who** else was there/around when it happened?
> **What** were you thinking at the time?
> **Who** has been affected/upset/harmed by your actions?
> **How** do you think they have been affected?

2. To the person who has been affected:
> **What** was your reaction at the time of the incident?
> **How** do you feel about what happened?
> **What** did you think at the time?
> **What** have you thought about since?
> **How** has it upset/hurt/harmed you?
> **What** has been the worst or hardest thing for you?
> **What** is needed to make it right/to make you feel better?

3. To the person who has done the harm:
> **Is** there anything else you want to say?

4. To each person including any observers:
> **What** would you like to see happen to repair the harm?
> **Is** that okay? / **Do** you agree? **Is** that fair?
> **Is** this realistic and achievable?
> **How** can we make sure this doesn't happen again?
> **Is** there anything I can do to help?
> **Is** there anything else you would like to say?

5. Conclusion:
> Formally record the agreement.
> Congratulate the students for working it out.
> Arrange time to follow-up / meet again to see how things are going.

6. To each person
> **Is** there anything else you would like to say?
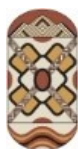
Restorative Practices Reflection Sheet

1.   What happened?

_____
_____
_____
_____
_____

2.   What were you thinking at the time?

_____
_____
_____

3.   What have you thought about since? (In relation to the incident)

_____
_____

4.   Who do you think has been affected (hurt) by what you did? In what way?

_____
_____
_____

5. Was it the right or wrong thing to do? Was it fair or unfair ?

_____
_____
_____

6. What do you need to do to make things right?

□ Be prepared for class   □ Speak appropriately   □ Respect others
□ Give your best effort   □ Commit to school policies   □ Act safely
□   Apologise

7. I will _____

_____

8. Do we have an agreement?   □ YES   □ NO

Student Signature: _____   Staff Signature: _____   Date : _____

Excellent (A)

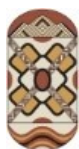| Growth Mindset	Your classwork and homework is typified through your willingness to ask questions and experiment with self-identified strategies in an attempt to find a solution that extends your response beyond the criteria sheet.	• You demonstrate grit when work becomes a challenge and you actively choose more demanding tasks, to help you achieve your goals • Your response to challenges is to seek feedback as you believe feedback that helps you identify your weaknesses will also help to identify the strategies for the next step in your learning. • You continuously self-check your work and carefully organise your time. • You ask inquisitive questions and specific questions and actively participate in all tasks during lessons. • You always follow up on missed class work when absent. • You aim beyond your best, demonstrated through the application of your self-motivation and determination to complete the task.

Very Good (B)

Growth Mindset	Your classwork and homework is complete and indicates learning, as well as pride and care, experimenting with the teacher to push your personal ability.	• You demonstrate grit when work becomes a challenge, and you remain 'on-task' at all times, to help you achieve your goals. • You invite feedback and understand that it can be helpful, however, at times you may not know how to implement the feedback. • You self-check your work, demonstrating good organisation skills. • You contribute to and participate well in tasks during lessons. • You practice tasks that you are already good at and are willing to attempt new strategies and skills that are outside your comfort zone. • You usually follow up on missed class work when absent. • You aim to do your best, responding well to learning opportunities and exhibit good choices.

Satisfactory (C)

Growth Mindset	Your classwork and homework is complete, however, indicates little risk taking behaviours with the new skill and a desire to find strategies to solve problems by yourself.	• You drift off-task when work becomes a challenge, making it difficult to achieve your goals. • You may be motivated by feedback if it is the feedback you thought you were going to receive. • You engage and are willing to practice new strategies for learning, but you are still finding it difficult to explore new strategies without teacher guidance or approval as you may tend to still give up with the task. • You contribute to and participate in tasks and group discussions, yet if you feel that the lesson has passed your capability, you are not yet willing to ask the question that will highlight your gap in knowledge. • You sometimes follow up on missed class work when absent. • You appear to be more interested in task completion than learning, which can result in poor behaviour choices at times.

Needs Attention (D)

Growth Mindset	Your classwork and homework demonstrate an approach to learning that suggests you see failure as proof and reinforces to you that you are not capable. Therefore, you are not engaged with the teaching and learning process.	• When learning becomes a challenge you have little persistence and avoid the challenge, which makes it difficult to achieve your goals. • You feel threatened by feedback and view it as another reason to avoid the challenge of learning. Instead of asking questions, you will pretend to "get it" to avoid other people knowing that you don't know. • You actively choose not to manage time, work and organisation effectively. • You view mistakes as failure and evidence to not practice new skills. This represents a motivation cycle that doesn't change your learning behaviours. • You rarely follow up on missed class work when absent from lessons. • You rarely take the learning opportunities on offer and you exhibit poor behaviour choices.
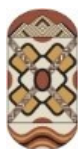
Appemdix 7: Awards Systems

Cairns State High School recognises student achievement as frequently as possible.

ACHIEVEMENT AND DILIGENCE

Achievement and Diligence awards are presented twice per year from 2018. These awards are based on student achievement using report cards and are calculated using a Grade Point Average (GPA).

GPA is calculated by substituting a 5 for an A, 4 for a B, 3 for a C, 2 for a D and 1 for an E, then adding them all together and dividing by the number of subjects.

Diligence Award is awarded for excellent engagement: Behaviour and Effort GPA 4.5+

Achievement Award has three categories:

- Honours (GPA 5.0)
- Excellence (GPA 4.8-4.99) and
- Merit (GPA 4.5-4.69)

The major awards presentation is the Annual Presentation Night which is held in October at the Cairns Convention Centre. For Presentation Night awards, the Semester One report card is the starting point. During Term Three, teachers provide feedback and if improvement has occurred, a student may become eligible for a higher award. In Week 6 the list of award recipients is published for staff comment and teachers can recommend changes until Week 8 when the list is published to students. Students can then make queries about their awards.

The Semester Two report card is solely used for the second awarding of certificates which may occur at the end of the year for Year 7, 8 and 9 students or at the start of the year for Year 10, 11 and 12 students.

IMPROVEMENT AWARD

There are many students who improve from one semester to the next and the top 20 are recognised by their Head of School (Deputy Principal) if they were not eligible for one of the awards above.

PRESENTATION NIGHT

At Presentation Night there are awards that students can apply for and a number teachers, Year Coordinators and Deputy Principals can also nominate students for. Others are automatically awarded (as per above) based on GPA score.

- Academic Encouragement award (JCU Year 10)
- Achievement Award (7-11)
- Arts Achievement Award
- Arts Excellence Award for Representation at State or National Level
- Ben Grossetti Award for Year 12 Top of English
- Bernie MacKenzie Cultural Award
- Bob Manning Leadership Award
- Bond University Scholarship
- Centre of Excellence Award (Basketball)
- Centre of Excellence Award (Choral)
- Centre of Excellence Award (Drama)
- Centre of Excellence Award (Engineering/Aerospace)
- Centre of Excellence Award (Football)
- Centre of Excellence Award (Hockey)
- Centre of Excellence Award (Music)
- Centre of Excellence Award (Visual Art)
- Charles Woodward Sport Scholarship
- Clontarf Academy Award
- Council of International Schools International Student Award
- CQUniversity Year 12 Top of Aerospace Studies Award
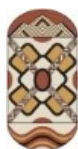
- Cullen Family Creativity Award
- Daniel Donaghy Memorial Scholarship (Basketball)
- Dante Alighieri Cairns Prize (Italian Year 8 and 10)
- David Hudson Student Leadership Award for Aboriginal or Torres Strait Islander initiatives
- Diamond Spirit Excellence Award
- Diligence Award (7-11)
- Edna Taylor Award
- Environmental Award
- Executive Principal's Special Award
- Intermediate Sportsperson of the Year
- J.A. Barnes Memorial Prize Year 11 Dux
- Jim Brooks Human Rights Award
- Junior Sportsperson of the Year
- Leadership in Sport
- Long Tan Award (Year 10 and 12)
- Lyndell Sellars Award for Literature appreciation
- Meredith Louise Ward Memorial Award
- Norm Crosswell Award for leadership of Student Voice
- Percy Walter Moorhouse Centenary Award
- Peter Stanton Award for Year 12 Top of History
- Pierre de Coubertin (Sport)
- QATSIF Young Indigenous Leader Award
- Reconciliation Award
- Robert Favell Award for Music Excellence
- School Based Apprentice of the Year
- School Based Trainee of the Year
- Senior Sportsperson of the Year
- Service Award
- Sporting Full Blue
- Sporting Half Blue
- Staff Service Award
- Student's Student Award (Year 12)
- Trevor Gordon Year 12 All Rounder
- Vincit Award for Resilience (7-11)
- Vincit Award for Respect (7-11)
- Vincit Award for Responsibility (7-11)
- Vocational Student of the Year
- Work Experience Student of the Year
- Year 10 All Rounder
- Year 10 Dux
- Year 11 All Rounder
- Year 12 Dux Alex Whittick Memorial Prize
- Year 12 International Baccalaureate Dux Angela Toppin Prize
- Year 12 Long Tan Award
- Year 12 Top of Subject Award
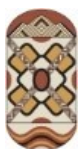
Anti-Bullying Policy

INTRODUCTION

This policy is part of the behaviour management policy but addresses specifically the issues of bullying and harassment. The aim at Cairns State High School is to create a supportive school environment in which students feel safe.

Our policy includes a proactive approach which empowers students to think about their actions and help students to make positive life choices in areas such as drugs and alcohol, sexual health and bullying and harassment.

Reflective thinking is a key part of the bullying management strategy at Cairns State High School. Students are challenged to reflect on their positive and negative behaviour through a series of questions comparing published rules with an individual's behaviour. They learn how to be responsible for themselves.

Significant parts of our approach include:

- The use of a questioning process which assists students to develop an understanding of why they engage in behaviours which disrupt learning or impact on other student's welfare.

- Assisting the student in reorganising their thinking so that they are able to act pro-socially.

- Teaching students to recognise that learning to cooperate with others, respecting the rights of others and making effective plans to achieve those goals are social skills at the core of responsible thinking.

- Recognition that students having problems with behaviour should be treated in the same way as those having difficulty with curriculum content.

The following Anti-Bullying policy applies to all members of the school community which includes students, teaching and non-teaching staff, parents/caregivers and visitors to the school.

WHAT IS BULLYING?

*Bullying is a systematic and **repeated** abuse of power. In general bullying is for the purpose of dominating or hurting someone and involves unfair action by the perpetrator(s) and an **imbalance of power** occurs when the target cannot provide an adequate defence and feels oppressed and humiliated.*

Bullying is when someone (or a group of people) with more power than you repeatedly and intentionally uses negative words and/or actions against you, which causes you distress and risks your wellbeing.

Bullying can take many forms. The *National Centre Against Bullying* identifies five types of bullying:

1. **Physical bullying**: This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

2. **Verbal bullying**: Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse. This is the most common form of bullying.

3. **Social (covert) bullying**: Indirect actions, such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.
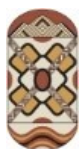
4. **Psychological bullying**: For example, threatening, manipulating or stalking someone.

5. **Cyber bullying**: This is a method of bullying using technology, such as email, mobile phones, chat rooms and social networking sites to bully verbally, socially or psychologically.

WHAT IS NOT BULLYING?

It is important to be clear which behaviours are NOT bullying. The *National Centre Against Bullying* acknowledges that while the following behaviours are often upsetting to those involved, they do NOT constitute bullying:
- social bantering with minor insults and jokes
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

While these behaviours would not be considered bullying because they do not involve deliberate and repeated harm and a power imbalance, they need to be addressed in the same way as other inappropriate student behaviours.

SCHOOL RESPONSIBILITIES WITH REGARDS TO BULLYING

- Promote a positive school culture where bullying is not tolerated and cannot flourish
- Provide access to the Anti-Bullying Policy and School Responsible Behaviour Plan to all members of the school community via student diary, school website, hard copies (available on request)
- Clarify roles of school staff including Form Teachers, Year Level Coordinators, Subject Teachers and Heads of Department, School Support Staff including Guidance Officer, Chaplain, School Nurse, School Based Police Officer, Youth Support Coordinator, Community Education Counsellor and Attendance and Engagement Officer
- Program specific activities in subject classes, across year levels and for the whole school community which promote values associated with anti-bullying
- Provide support and guidance to targets of bullying
- Provide intervention with individuals who bully others

SCHOOL RESPONSE TO CYBERBULLYING

Students are asked to consider the following questions:
- Are you currently receiving text messages, emails, msn messages, or reading blogs about you that were menacing, harassing or caused offence to you?
- Do you have a print out of the messages?
- Has this happened more than once?
- Do you know EXACTLY who this person is, and know where they go to school?
- Would you like these messages to stop?

If the answer is yes to each of these questions then students are asked to see their Year Level Deputy Principal.

TIPS TO MANAGE CYBERBULLYING

- Tell the Year Level Deputy Principal about the Cyberbullying.
- Ignore or block the Cyberbully.
- Printout and save messages and record the dates and times you got the messages.
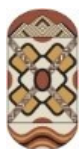
- Use the report function within the App.
- Review your privacy settings.

TEACHER RESPONSIBILITIES WITH REGARDS TO BULLYING

- Model anti-bullying attitudes and behaviour.
- Encourage the teaching of tolerance, respect and valuing of difference and diversity through Key Learning Areas and Pastoral Care program
- Listen to and respond to reports of bullying.
- Provide support and refer as needed.
- Implement the school code of conduct and anti-bullying policy.

STUDENT RESPONSIBILITIES WITH REGARDS TO BULLYING

- Show respect for all members of the school community.
- Become an active bystander and support targets of bullying by:
  - speaking up and letting the person doing the bullying know that what they are doing is bullying
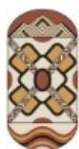 - refuse to join in with the bullying and walk away
  - help the student who is being bullied to ask for help
  - Encourage appropriate and modified behaviour of the bully if they are your friend
- Attempt to resolve bullying by being direct and assertive.
- Understand the roles of people involved in bullying:
  - **Target**:   The student who is the target of anti-social behaviour. They can be passive or provocative.
  - **Ring Leader:** students who through their social power can direct bullying activity.
  - **Associates:** students who actively join in the bullying (sometimes because they are afraid of the ring-leader).
  - **Reinforcers:** students who give positive feedback to the student doing the bullying, for example through comments, by smiling or laughing.
  - **Outsiders/Bystanders:** students remain silent or watch and therefore appear to condone the bullying behaviour or who want to keep themselves safe by not drawing attention to themselves out of fear of the bully.
  - **Defenders:** students who try to intervene to stop the bullying or comfort students who experience bullying.
- Record evidence and report bullying.

PARENT RESPONSIBILITIES WITH REGARDS TO BULLYING

- Support the values of tolerance and respect in the home.
- Encourage children to exercise these values in all contexts including at school.
- Monitor your child and note changes in:
  - loss of confidence, fearfulness or anxiety
  - changes in eating or sleeping habits
  - health problems, vague headaches or stomach aches
  - unhappiness, tearfulness or mood swings, sudden temper tantrums
  - reluctance to go to school, changes in academic performance
  - lack of friends
  - missing belongings or torn clothing
  - sudden changes in communication patterns
- Encourage their child to record evidence of bullying and report it.
- Provide support and encourage their child to seek help.
- Work with the school to resolve bullying issues.

School Responses	Teacher Responses	Student Responses	Parent Responses
Provide a range of curriculum materials across the HRE program to promote respect, resilience and an anti-bullying culture. Review anti-bullying policy and procedures in response to need and feedback. Provide support to members of the school community who have been bullied. Work collaboratively with parents to respond to specific incidents of serious bullying.	Teachers will make professional judgements and respond to bullying behaviours in line with this procedure. ***Step 1: The Bullying Test*** The teacher asks does the incident involve: o teasing or aggressive words or actions; o which are unprovoked; o are intended to hurt, harm or frighten; o and are repeated acts. ***Step 2: The Level Test*** - What level of seriousness is the bullying incident? (high/low) ***Step 3: The Response*** *Manage the incident by engaging in Reflective Thinking.* *Referral to Year Level Coordinator.* *Referral to Deputy Principal.*	If you are the Target of Bullying **YOU** need to: o tell the bully to stop; o record evidence of bullying; o report the issue to a teacher; o complete the bully incident report and give it to the teacher If you know someone who is the Target of bullying **YOU** need to: o care enough to do something by becoming an active bystander; o support the target of bullying; o complete the bully incident report.	If your child is the Target of bullying you need to: o support the school policy on bullying. o work with the school to support your child; If your child bullies another student you need to: o tell them it is wrong and to stop; o make it clear you will not tolerate this behaviour; o increase supervision of your child's activities; o co-operate with the school in modifying your child's behaviour; o model appropriate behaviour at home; o know that the profile of bullies includes higher incidence of criminal convictions. If your child sees another child bullied by another student you need to tell them: o it is wrong and not to support the bully; o to support a person who is bullied; o to become an active bystander; o to report it.
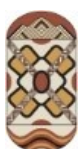
KANDERSTEG DECLARATION
AGAINST BULLYING IN CHILDREN AND YOUTH

Kandersteg Declaration Against Bullying in Children and Youth

We the participants at the Joint Efforts Against Victimization Conference in Kandersteg in June 8th to 10th, 2007 pledge our long term commitment and determination to promote healthy relationships and prevent bullying and victimization in children and youth.

Considerations

- Today, an estimated 200 million children and youth around the world are being abused by their peers.
- Every child and youth has the right to be respected and safe. Bullying is a violation of this basic human right.
- It is the moral responsibility of adults to ensure these rights are honored and that healthy development and citizenship are promoted. Many adults want more understanding and strategies to address bullying problems effectively.
- Bullying is a form of aggression, involving the abuse of power in relationships. It is recognized globally as a complex and serious problem. It has many faces, including the use of emerging technologies, and varies by age, gender, and culture.
- Children and youth involved in bullying suffer. Bullying and victimization problems begin early in life and for some last a lifetime.
- Many risk and protective factors associated with bullying are known and prevention programs are being implemented in several countries with encouraging results.
- The mental and physical health, social, and academic consequences of bullying have an enormous impact on human and social capital. The costs of bullying burden our education, health care, social services, and criminal justice systems, as well as work force productivity and innovation.
- Bullying concerns and affects us all.

Bullying concerns and affects us all.

Actions to be taken

- Stop bullying now in all the places where children and youth live, work, and play.
- Start prevention efforts early and continue these through childhood and adolescence, targeting known risk and protective factors and promoting healthy relationships.
- Educate and empower all adults involved with children and youth to promote healthy relationships and prevent bullying.
- Use policy and prevention programs, based on scientific research, that are appropriate for age, gender, and culture, and that involve families, peers, schools, and communities.
- Provide ongoing assessment and monitoring necessary to evaluate the success of policy and programs and to guarantee the rights of children and youth.

Kandersteg, Switzerland, June 10, 2007

Queensland Schools Declaration Against Bullying and Violence

The Queensland Schools Alliance Against Violence (QSAAV) recognises the innovation and commitment of Queensland schools in promoting positive behaviour and providing safe environments for learning, and endorses the position that effective responses require the engagement of the community beyond the school gates.

Our commitment

- We strive to ensure all students are able to learn and work in an environment where they feel safe and are free from bullying and/or violence.

- We seek every opportunity to encourage school staff, parents and students to work together to develop the knowledge, understanding and skills that support learning, positive behaviour and constructive social relationships.

- We implement policies and strategies guided by current research on effective approaches to the prevention of bullying and violence.

- We use our role in the community to raise awareness that bullying of and violence toward children and young people are issues for the whole community and require a community response.

Geoff Wilson
Minister for Education and Training
Queensland Government

Professor Ian O'Connor (Chair)
Vice Chancellor, Griffith University

Julie Grantham
Director-General
Department of Education and Training

David Robertson
Executive Director
Independent Schools Queensland

Mike Byrne
Executive Director
Queensland Catholic Education Commission

Margaret Black
President
Queensland Council of Parents and Citizens'
Associations Inc

Fleur Creed
Executive Officer
Queensland Independent Schools Parents
Council

Carmel Nash
Executive Officer
Federation of Parents and Friends Associations
of Catholic Schools

Norm Fuller
President
Queensland Secondary Principals' Association
State Sector Principal Nominee Inc

Christopher Daunt Watney
Association of Heads of Independent Schools
Australia (Queensland)

Gerald Crooks
Principal
St James' College
Catholic Sector Principal Nominee

Steve Ryan
President
Queensland Teachers' Union

Andrew Elphinstone
President
Queensland Independent Education Union

Kerry Tomlinson
Secretary
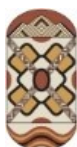Liquor, Hospitality and Miscellaneous Union (Qld)

Stephen Foster
Assistant Principal
Tagai State College
Indigenous Representative

Elizabeth Fraser
Commissioner
Commission for Children and Young People
and Child Guardian

Tomorrow's Queensland:
strong, green, smart, healthy and fair

Toward Tomorrow's Queensland

Queensland Government

SCHOOL ANTI-BULLYING PROCEDURES

Teachers will respond to all reports of bullying. Different responses may be appropriate depending on the nature and degree of bullying. The bullying test will be used initially to determine if the incident is primarily bullying and then the bullying level to determine course of action.

Step 1: The Bullying Test - teacher asks does the incident involve:

- ✓ Repeated behaviour?
- ✓ Causes harm or intended to hurt?

and

- ✓ There is an imbalance of power?

If the answer is **YES** to each of the above, then it is **bullying**.

Step 2: The Level Test

What level of seriousness is the bullying incident (high/low)? Teachers will decide if the incident is a low or high level incident using the following guidelines.

Low level

- Target is not typically teased or harassed and/or

- Bully is not a repeat offender and/or

- Bulling behaviour appears less harmful.

High level

- The target is often harassed and/or

- They bully often engages in such behaviour and/or

- Bullying behaviour is causing significant distress or harm.

Step 3: The Response

If the incident is low level the teacher will:

- **S**pell it out - what this behaviour is (bullying) and what's wrong with it.

- **S**ignal - what will happen next time (i.e.: indicate consequences)

- **S**upport - the bullied student by engaging in Reflective Thinking with the bully and support the target of bullying.

- **R**ecord – complete a **One School** report

If the incident is high level the teacher will:

- **R**eport - complete a One School incident report.

- **R**efer - bully and/or target to the Year Level Coordinator for follow up.

Bullying Behaviour	What should you do if this is happening?	Possible Consequences
Level 1: Low level (including Cyber Bullying) bullying.	• Complete the Bullying Test • Tell the people who are bullying you that you don't like it and to stop. • If you see an act of bullying tell the people to stop	• Person stops bullying behaviour.
Level 2: Low level bullying that makes you feel uncomfortable or angry (including Cyber Bullying).	• Complete the Bullying Test • Tell the people bullying you to stop. If it continues, tell them again in the company of a friend or senior student to stop. • Record evidence of bullying – where, when, who, what. • Complete a bullying report form and report the incident to a teacher	• Incident is officially recorded. This may impact behaviour management level. • Information is gathered by the teacher • Teacher engages in Reflective Thinking with bully • Teacher engages with the Target and may refer to Support Team for follow up • Parent of the bully are notified
Level 3: Ongoing bullying that has previously been reported	• Record evidence of bullying • Complete bullying report form • Report the bullying to your Year Level Coordinator	• Engage in Reflective Thinking during your lunch break • School consequences as per the school's Responsible Behaviour Plan.
Level 4: Bullying involving physical violence or verbal harassment of an extreme or extended nature. (including Cyber-Bullying)	• Report incident to your Year Level Deputy Principal immediately	• School consequences as per the school's Responsible Behaviour Plan.

WHERE CAN I GET MORE INFORMATION ABOUT BULLYING?

• **Act Smart Be Safe:** a gateway for parents/carers, students, teachers and the community to access information to help improve youth safety. http://education.qld.gov.au/actsmartbesafe/

• **Alannah and Madeline Foundation**: a national charity protecting children from violence and its devastating effects. http://www.amf.org.au/AboutUs/

• **Bullying. No way!:** an online resource providing information for parents/carers, students and educators. http://www.bullyingnoway.com.au/who/default.shtml

• **KidsMatter**: a school based framework that aims to improve the mental health and wellbeing of children. http://www.kidsmatter.edu.au/

• **ReachOut:** an online resource that assists young people by providing information to improve understanding of the issues that relate to mental health and wellbeing. Reach Out also has information on how young people can get the best help from services, as well as opportunities to connect with other young people. http://au.reachout.com

• **National Centre Against Bullying:** a peak body working to advise and inform the Australian community on the issue of childhood bullying and the creation of safe schools and communities, including the issue of cyber safety. http://www.ncab.org.au/
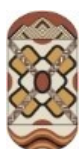
Bullying Report

Name of Person report the incident: _____ Date: _____

Step One: Bullying Test

Is this repeated behaviour?	
Has the behaviour caused harm or was it intended to hurt?	
Is there an imbalance of power?	

Step Two: Type of Bullying

Physical Bullying: This is when a person (or group of people) uses actions to bully. Examples include: hitting, poking, tripping and pushing.	
Psychological Bullying: For example, threatening, manipulating or stalking someone.	
Social (covert) Bullying: Indirect actions, e.g. lying about someone, spreading rumours, playing nasty jokes.	
Cyber-Bullying: This is a method of bullying using technology. Threats, rumours, blogs, nasty comments and even 'liking' the comments of others is cyber-bullying.	
Verbal Bullying: Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.	

Step Three: Describe what has been happening and/or what the person has been doing.

Who has been involved?

Where did it take place? (Tick one and relevant give details)

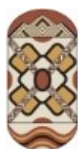☐ In class   Subject: _____ Teacher: _____

☐ Out of class   Location: _____

When did it happen? What time(s)? For how long?

What evidence do you have (if any)? Attach letters, photos, screen captures, text messages etc. if possible.

Has anyone seen the bullying?

What have you done about it already?

Conditions and rules for extra-curricular events

- There is to be no smoking, drugs, or consumption of alcohol (regardless of whether the student/partner is over 18 years of age) before or during the course of the evening.

- Dress should be appropriate for a formal school function. No inappropriate fancy dress or extremes in costume.

- Students must remain inside the venue at all times under the supervision of teachers.

- Partners within the current Year 12 Cairns High cohort do not require partner approval, however if a student wishes to take a partner from outside the school they will need complete the attached form prior to the Formal. To clarify, outside partners must fulfil eligibility requirements as per the attached partner approval form. **Students who have been excluded or enrolment cancelled from Cairns High are not eligible to attend.**

- Students attending from outside the school must attach a signed copy of their school ID card or driver's licence to the partner permission form. This form can be collected from the Year 12 coordinator and must be returned to the office no later than 18 May 2018 for Admin approval. **A partner outside the school cannot attend the CSHS formal without approval.**

- As in past years we advise parents that any activities by students following the formal are not the responsibility of the school. Unfortunately this has not prevented parties, which have on a number of occasions damaged the reputation of the school, resulting in suspensions and exclusions from Cairns State High School. More importantly there have been instances of assaults and police charges involving our students.

- We do not believe that it is appropriate for Year 12 students (the majority of whom are under 18 years of age) to attend parties where there is no supervision and a strong possibility of gatecrashers. We absolutely accept that parents have the final say on whether or not their children should attend a party but the position of Cairns High is that an unsupervised party is not desirable and is not the responsibility of the school.

The following four conditions also apply to this extra-curricular activity:

1. **Fees -** Text Hire fees and charges fully paid for 2018 and a payment plan up to date

2. **Attendance** - Students must be present at school for **95%** of the first semester. All absences must be explained.

3. **Behaviour** - No Term 2 suspensions for misconduct. Students must not be on an active cancellation of enrolment process. Students must have completed all outstanding lunch time and after school detentions.

4. **Academic** - No outstanding classwork, homework, assessments or exams, including QCS classes. Students must be on track to receive their Queensland Certificate of Education or IB Diploma.

Please note that students breaching the above conditions after payment of tickets will have admittance rescinded and monies refunded.

Please find below the outline of all relevant details about the Year 12 Leadership camp:

- Students will engage in 12 activities at Barrabadeen Scout camp.

- They must be self – sufficient (camp equipment, food preparation, etc) Detailed information regarding supplies will be distributed at a later date.

• The inherent risk level of the activities range from Medium to Extreme.

• Some of these activities organised for students include: canoeing, abseiling, orienteering, raft building, low ropes, mountain biking, laser tag, craft & screen printing, swimming, cooking on open fires and gas cookers as well as games, a talent show and our famous Op shop ball.

• The students will stay at Barrabadeen Scout camp and Recreational centre at Tinaroo Lake for the days: Monday 26 March to Thursday 29 March inclusive in tents at the camping ground.

• There are potential hazards but all safety protocols have been met by staff in accordance with the Department of Education Queensland.

• As this is a school function, students are required to wear conservative clothing suitable for outdoor camping. Sleeved T- shirts, thigh length shorts, hats, closed in shoes and appropriate swim wear must be worn.

• Students must ensure that they bring any medication, including asthma pumps and this information must be noted on student medical forms with permission letter. Sunscreen, aeroguard and band aids are also encouraged.

The following conditions also apply to this school activity:

• Students must have 93% attendance at school for Year 11 2017, excluding unexplained absences. Exemptions will be made if year-to-date Year 12 2018 attendance has been exemplary

• Students must not be on cancellation of Enrolment process; this includes 2017 and 2018.

• Students who are suspended during Term 1 2018, for poor and inappropriate behaviour, will not be permitted to attend.

• No outstanding classwork, homework, assessments or tests for Term one 2018

• No outstanding lunch time or after school detentions for 2017 and 2018

• All absences from Term One 2018 must be explained

Let it be said that participating students will be expected to behave in an exemplary manner, co-operating fully with supervising adults and abiding by the program of activities set down. Smoking, alcohol and drugs (not prescribed by a doctor for the student concerned) are not permitted. Students found to be behaving in any way detrimental to other students and the successful achievement of goals and objectives will be returned to the school where further consequences as per the Responsible Behaviour Plan will apply. Parents will be contacted and will be expected to arrange transport home from the camp.

As participation in this excursion is considered a privilege rather than a right, the camp committee will reserve the right to remove the privilege should an individual be considered to be unsuitable, unworthy or unsafe. Please note; if students have paid their camp fees but do not meet the conditions of attending camp prior to departure, fees will be refunded.

This is a **SCHOOL** excursion and students will be expected to be well behaved and co-operate with staff and follow school rules. A possible consequence of failing to follow Camp Rules (as mentioned earlier) may be that you, the parent/guardian, will be contacted and be responsible for removing your child from the camp. In the interests of safety and well-being, a Breathalyzer measuring blood alcohol levels will be taken to camp and students may be asked to submit a sample should staff feel it necessary.

JUNIOR SOCIAL EVENTS

The aims of the activity are to enhance the RAW program at Cairns State High School by continuing to develop a cohesion as a year level group; promote leadership; and to foster positive relationships between students and their peers/form teachers.

To attend the activity day, students must have the following for Semester 1:
• must be maintaining more than 90% attendance
• have no outstanding detentions
• have no suspensions from school this year and
• have completed all classwork and assessment tasks to date.

Connect

Every Child needs a Champion

CONNECT TEACHER	

Aims

Connecting with students	**Be first point of contact for parents/students** **Know the student, forming rapport and taking an interest** **Nipping issues in the bud** **Being a teacher mentor**
Connecting with school	**Foster a sense of belonging** **Connecting to services, activities, sport etc** **Teach the connect program** **Set up buddy and friends** **Induct to rules and policies**

Role

Starting at school	**Provide a buddy for new student and organise tour** **Induct the policies and people: Key people, Assessment, Behaviour, Uniform & Evacuation** **Check in with the student at 2 weeks and 6 weeks** Check exam timetables/help structure reminders for assessment Check eLearning skills Emailing teachers to get feedback about transition, contacting parents and helping resolve issues.
Connect program	**Work with each student for 10 minutes at least once per semester** Prepare for the lessons Actively teach Find out about student needs and refer or resolve Structure the calendar with the students and ensure events are entered Attend the year events Support House and school spirit activities
Services and support	**Mark attendance accurately** **Collect form rolls and distribute materials included in the roll** **Familiarise with support services (Diagram)** Take your form class on a tour of care corner 5 weeks in Referrals for higher level issues Set and reinforce expectations for formal parade
Achievement	**Focus on successes** **Engage in ID Attend Positive Postcards/Message in diary** **Review Semester results** **Goal setting** **Follow up unexplained absence** Develop leadership Celebrate student successes (School and community), communicate to marketing etc
Opportunities and extensions	**Read notices** One School positive record involvement Encourage students Year 7 connect teachers engage in TCC 10-12 sport Year 12 reference preparation for every student Find out if students are involved in Musical etc and help them manage time management
Student networks	**Create team** **Service activity over the course of the year** Connect program teaching activities done in a way to make groups and work together Actively organise class and supervise in assembly
Futures and options	**Teaching Year 10 Connect with enthusiasm and monitor work experience** Know QCE and IB options Show the website Engage in future planning sessions, showcases and information in awareness, skill and work futures in Connect

YEAR COORDINATOR

Aims

Connecting with students	Set a positive tone for the group focusing on growth mindset Celebrate success Get to know students Spend time with students in Connect class, lunchtimes and at activities.
Connecting with school	Develop leadership and service Students are well informed, e.g. Read notices on parade Get students to class on time

Role

Starting at school	Meet and greet new students Check in with students and parents New student morning tea
Connect program	Meet with the year level Connect teachers once a term to discuss pastoral issues/activities/ and important, relevant year level business. Visit and actively engage with Connect classes Support teachers (e.g. Co-teach Connect) Create a Year teacher team and deliver/facilitate planning
Services and support	Monitor and support/reminder low level attendance, uniform, detentions Meet with DP regularly about students Manage low level referrals Case manage/Mentor Referrals Link with other year coordinators as appropriate to organise and deliver events/functions
Achievement	Conduct year assemblies Formal assemblies High achiever morning tea Awards and reward Maintain a notice board/celebration board Newsletter articles News items to Marketing
Opportunities and extensions	Advertise opportunities Create opportunities: clubs, sport, leadership, service, public speaking, lunchtime Year 10 and 11 co-ordinator to organise the design, order and purchase of senior jerseys Year 11 co-ordinator to organise the senior leadership process Year 12 co-ordinator to organise the senior formal; senior shirt; valedictory as well as the Year 12 Camp co-ordination.
Student networks	Service activity Develop Year leaders Events, Camps, Excursions Years 7, 8, 9 co-ordinators to organise activities and events for the final week of school. Deal with friendship issues
Futures and options	Meet with students on junctures Develop understanding of 'the next step' e.g. syllabus, SETP process, subject offerings, university, ATAR, IB, VET Facilitate student engagement in career education activities, SETP information, job markets etc.