Roma State College

Responsible Behaviour Plan for Students

1. Purpose

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

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

2. Consultation and data review

Roma State College developed this plan in collaboration with our school community. Throughout 2012, consultation with parents, staff and students was undertaken through community / group meetings / workshops. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents took place to inform this process.

The Plan has been endorsed by the Principal, the President of the P&C Association and the Regional Director and will be reviewed in 2016 as required in legislation.

3. Learning and behaviour statement

All areas of Roma State College are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Roma State College to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our college community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be committed to learning
- Be safe
- Be responsible
- Be respectful
These 4 expectations are on display in all areas of the school. Staff are encouraged to use these rules for the development of their classroom expectations in consultation with their students.

Our college expectations have been agreed upon and endorsed by all staff and our college P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland.

At Roma State College our values align with the five values which the Department of Education Training and the Arts is committed to: Professionalism, Excellence, Diversity and Inclusiveness, Innovation and Creativity and Accountability.

- **Respect**
- **Strive**
- **Contribute**

Our school expectations 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.

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

**School Wide Positive Behaviour Support**

<table>
<thead>
<tr>
<th>Academic Systems</th>
<th>Behavioural Systems</th>
</tr>
</thead>
</table>
| **Intensive, Individual Interventions**  
  • Individual Students 
  • Assessment-based 
  • High Intensity | **Intensive, Individual Interventions**  
  • Individual Students 
  • Assessment-based 
  • Intense, durable procedures |
| **Targeted Group Interventions**  
  • Some students (at-risk) 
  • High efficiency 
  • Rapid response | **Targeted Group Interventions**  
  • Some students (at-risk) 
  • High efficiency 
  • Rapid response |
| **Universal Interventions**  
  • All students 
  • Preventive, proactive | **Universal Interventions**  
  • All settings, all students 
  • Preventive, proactive |

- **1-5%**
- **5-10%**
- **80-90%**

Roma State College uses **School Wide Positive Behaviour Support** as an evidence-based framework for establishing the social culture needed for the college to be an effective learning environment for all students.
It is an organisational framework for identifying, adopting and applying evidence based practices for building and supporting academic and social success for all students.

SWPBS ensures that all students have the social and emotional skills needed to succeed in school and beyond.

SWPBS assists Roma State College to teach students expected social behaviours. This is the most effective response for preventing school-based behaviour problems including school violence and bullying. Teaching and supporting social behavioural skills to students creates student behavioural health and also contributes to academic support systems.

SWPBS applies data-based decision-making to discipline, academics and social and emotional learning.

4.1 Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Roma State College we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. This is also emphasised in our role as a School Wide Positive Behaviour School. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.
A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>SCHOOLWIDE LEARNING EXPECTATIONS FOR STUDENTS</th>
<th>ALL SCHOOL ASSOCIATED ACTIVITIES</th>
<th>CLASSROOM</th>
<th>PLAYGROUND and UNDERCOVER AREAS</th>
<th>STAIRWELL/HALLWAYS</th>
<th>TOILETS</th>
<th>BUS LINES/BIKE RACKS</th>
<th>TRANSITION TO / FROM SCHOOL / BETWEEN CAMPUS ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE COMMITTED TO LEARNING</td>
<td>• Use polite language</td>
<td>• Use an active listener</td>
<td>• Keep to the left</td>
<td>• Respect the privacy of others</td>
<td>• Use your own bike/scooter/transport only</td>
<td>• Demonstrate appropriate behaviour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Wait your turn</td>
<td>• Enter and exit rooms in an orderly manner</td>
<td>• Walk quietly so that others are not disturbed</td>
<td>• Wear protective equipment</td>
<td>• Use pedestrian crossings as directed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Follow instructions straight away</td>
<td>• Talk in turns</td>
<td>• Use designated entries/exits</td>
<td>• Walk, bike, scooter, transport in the school grounds</td>
<td>• Represent your school positively</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Wear the College uniform correctly as per the school dress code</td>
<td>• Respect others’ right to learn</td>
<td>• Speak quietly</td>
<td>• Be on time</td>
<td>• Move sensibly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Offer assistance to others</td>
<td>• Raise your hand to speak</td>
<td>• Be an active listener</td>
<td>• Be an active listener</td>
<td>• Move quietly so that others are not disturbed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Greet others appropriately</td>
<td>• Be honest</td>
<td>• Practice fair play</td>
<td>• Respect others’ personal space and property</td>
<td>• Secure your bike</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Care for equipment</td>
<td>• Remove hats indoors</td>
<td>• Be an active listener</td>
<td>• Remove hats indoors</td>
<td>• Move sensibly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Respect others’ personal space and property</td>
<td>• Be an active listener</td>
<td>• Practice fair play</td>
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<td></td>
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<td>• Be an active listener</td>
<td>• Practice fair play</td>
<td>• Be an active listener</td>
<td>• Move sensibly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE REponsible</td>
<td>• Be on time</td>
<td>• Be prepared</td>
<td>• Line up quietly outside the classroom</td>
<td>• Use toilets during breaks</td>
<td>• Check in with bus duty teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Be in the right place at the right time</td>
<td>• Complete set tasks</td>
<td>• Use lift only with permission</td>
<td>• Keep the area clean</td>
<td>• Leave school promptly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Bring personal items to school at your own risk</td>
<td>• Take an active role in classroom activities</td>
<td>• Report any issues to the staff member on duty</td>
<td>• Report any behaviour issues to the teacher on duty</td>
<td>• Keep your belongings with you</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use electronic devices/mobile phones only at the direction of the Head of Campus</td>
<td>• Keep work space tidy</td>
<td>• Participate in school approved games</td>
<td>• Be responsible</td>
<td>• Secure your bike</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Be sun safe; wear the College bucket hat outside</td>
<td>• Be a problem solver</td>
<td>• Care for the environment</td>
<td>• Be responsible</td>
<td>• Move sensibly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use social networking media safely and appropriately</td>
<td>• Return equipment to appropriate place</td>
<td>• Always wash your hands</td>
<td>• Be responsible</td>
<td>• Move quietly so that others are not disturbed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Follow the rules of Roma State College and the laws of society</td>
<td>• Put litter in the bin</td>
<td>• Walk</td>
<td>• Be responsible</td>
<td>• Be responsible</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Report any issues to the staff member on duty</td>
<td>• Report maintenance issues</td>
<td>• Be responsible</td>
<td>• Move sensibly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Participate in school approved games</td>
<td>• Use toilets during breaks</td>
<td>• Be responsible</td>
<td>• Move quietly so that others are not disturbed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Care for the environment</td>
<td>• Keep the area clean</td>
<td>• Be responsible</td>
<td>• Be responsible</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Line up quietly outside the classroom</td>
<td>• Report any issues to the staff member on duty</td>
<td>• Be responsible</td>
<td>• Move sensibly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use lift only with permission</td>
<td>• Be responsible</td>
<td>• Move sensibly</td>
<td>• Be responsible</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Be responsible</td>
<td>• Move sensibly</td>
<td>• Be responsible</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Move sensibly</td>
<td></td>
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</tr>
</tbody>
</table>
SCHOOLWIDE LEARNING EXPECTATIONS FOR STUDENTS

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

- Specific rules and expectations will be taught to each class across the college each week.
- Reinforcement of learning from behaviour lessons on Year Level Assemblies, College Assemblies and during active supervision by staff during classroom and non-classroom activities.

Roma State College implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter (prepared by members of the SWPB Team and Student Support & Intervention Teacher/s), enabling parents to be actively and positively involved in school behaviour expectations.
- School Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Roma State College Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual Behaviour Support Plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address including Appropriate Use of Technology Policy, Procedures for Preventing and Responding to Incidents of Bullying and School Dress Code (see RSC Student Diary).

POSITIVE BEHAVIOUR SUPPORT

The vast majority of effort must go into building positive relationships and reinforcing desirable behaviours. The code of behaviour must be used as a reference tool to model and reinforce correct behaviours in the school. A variety of positive reinforcers should be in place ranging from short-term to long-term in their consistency of application.

SHORT-TERM (In class every day)

- Verbal praise
- Opportunities are provided for children to give instructions, demonstrations & lead activities.
- Token rewards system (i.e. star chart, money chart, ticket in a draw, tuckshop vouchers)
  Tokens such as points or money can be awarded to students for displays of positive behaviour. These tokens can be displayed on a poster or chart and exchanged for material or tangible rewards. Material rewards may include stickers or other desirable prizes. Tangible rewards can be free activities, computer time, time to study in the library, class or lunchtime privileges.
- Gotchas (Staff members hand Gotchas out each day to students they observe following school expectations in both classroom and non-classroom areas.)

MEDIUM-TERM (Every week on assembly)

- Class/individual work displays for whole school praise.
- Lunchtime inter-house sporting competitions.
- Student of the week awards, specific to year level and/or subject areas.
- Sportsmanship awards for: Best and Fairest, Accepting defeat, Effort, Improvement
- Extra-curricular awards for effort and/or achievement (Music, Drama, Dance etc.)
- Postcards –send the 4B’s or Attendance support to encourage positive behaviour and spread the positive word
- Ripper Awards
- Year Level Parade

LONG-TERM (Once a Term/Semester)

- Gold & Silver Award Ceremonies with effort & behaviour results from semester report cards. Positive Behaviour Functions in year levels (Off-site activity such as movies, BBQ, water-games, pool).
- Community Award for Positive Behaviour exhibited outside of school
<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour Exhibited</th>
<th>Effort</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gold</td>
<td>Cooperates within a group in the classroom</td>
<td>Works independently when required without distracting others</td>
<td>• Students and parents notified in writing on official school letterhead</td>
</tr>
<tr>
<td></td>
<td>Shows respect and consideration to others</td>
<td>Remains focused</td>
<td>• Receive a Gold Certificate</td>
</tr>
<tr>
<td></td>
<td>Shows empathy to others</td>
<td>Completes set tasks</td>
<td>• Recognition via School Newsletter and parade</td>
</tr>
<tr>
<td></td>
<td>Actively discourages bullying behaviours</td>
<td>Assignments submitted on time</td>
<td>• Eligible to represent the school at special events</td>
</tr>
<tr>
<td></td>
<td>Uses humour appropriately</td>
<td>Seeks and uses teacher feedback/assistance</td>
<td>• Other privileges as deemed appropriate by the Administration</td>
</tr>
<tr>
<td></td>
<td>Does not use put-downs</td>
<td>Adapts to any learning approach</td>
<td>• Students will be expected to relinquish their Gold Level status should their behaviour, effort and performance be consistently below requirements</td>
</tr>
<tr>
<td></td>
<td>Encourages all team members</td>
<td>Contributes to class discussions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seeks to include everybody</td>
<td>Attempts difficult/ new tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Respects property</td>
<td>Starts tasks promptly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reacts to situations appropriately</td>
<td>Has subject specific equipment ready to use</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is punctual</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presents bookwork neatly</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Manages time effectively</td>
<td></td>
</tr>
<tr>
<td>Silver</td>
<td>Cooperates within a group in the classroom</td>
<td>Works independently when required without distracting others</td>
<td>• Students and parents notified in writing on official school letterhead</td>
</tr>
<tr>
<td></td>
<td>Shows respect and consideration to others</td>
<td>Remains focused</td>
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<td></td>
<td></td>
<td>Presents bookwork neatly</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Manages time effectively</td>
<td></td>
</tr>
<tr>
<td>Bronze</td>
<td>All students enter at this level at the beginning of every year or upon enrolment.</td>
<td>Works independently when required without distracting others</td>
<td>• Eligible for election to positions of responsibility</td>
</tr>
<tr>
<td></td>
<td>With prompting follows the 4 B’s and follows the behaviour and effort expectations</td>
<td>Remains focused</td>
<td>• Able to participate in all co-curricular activities such as camps, socials, sports</td>
</tr>
<tr>
<td></td>
<td>listed above.</td>
<td>Completes set tasks</td>
<td>• Able to fully participate in all aspects of daily school life</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignments submitted on time</td>
<td>• All issues are dealt with by the class teacher, form teacher or YLC.</td>
</tr>
</tbody>
</table>
4.2 Targeted behaviour support

The student is responsible for his/her own behaviour. Students requiring targeted behaviour support are regularly engaging in low level or repeated inappropriate behaviours frequently and are at risk of engaging in more serious behaviour.

Roma State College has a systematic approach to dealing with issues which may arise in the classroom or varying school contexts. In relation to the Roma State College Code of Behaviour, students who fail to make appropriate behaviour choices are given opportunities to correct their behaviour before further action is required. However, if inappropriate behaviour choices are made a series of Tracking Cards based on our level system will be utilised. These include Yellow Card (minor breaches of RSC Expectations), Orange Card (returning from 1-5 day suspension) and Red Card (returning from 6-20 day suspension). If unexplained absences is a concern students may be placed on a Pink Card by their Year Level Coordinator (Secondary Only).

Students receiving a Tracking Card must take the card home, which informs the parent/carer directly of the incident and actions taken by staff. All cards must be signed by the parent/carer and returned to the supporting staff member at school the following morning.

Students who receive a Tracking Card may be ineligible to attend school functions, events and reward activities (See College Representation Policy in RSC Student Diary) and may be at risk of suspension if continued poor behaviour choices are made. Students are not to be disadvantaged in terms of participation in curriculum or assessment related activities.
# Levels of Student Support

## Targeted Behaviour Support

Some behaviours may lead to instant downward progression from the Bronze Level.

If a student would like to move up to Bronze from Yellow – A Yellow Card must be successfully completed for minimum of 3 school days, approved by Year Level Coordinator and Head of Department (Secondary) Teacher and Head of Department (Primary).

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Supports</th>
</tr>
</thead>
</table>
| **Yellow** | **Teacher + YLC/HOD**  
Tracking Card Process  
Daily check-in with YLC  
Targeted teaching  
SSS referral  
Differentiation  
SEP support  
Mentoring and Feedback  
Chaplain  
Youth support worker  
GO |  
Minor/First Offence  
Talking disrespectfully to staff/students  
Not attempting/completing work  
Being unsafe to self and/or others  
Repeated disruptive behaviour that is hindering the rights of others to learn  
Harassment  
Repeated refusal to follow reasonable instructions  
IT Breach  
Mobile Phone Misconduct |
| **Orange** | **Teacher + YLC + HOD / HOC**  
Tracking Card Process  
Daily check-in with HOD  
Targeted teaching  
Differentiation  
SEP support  
Mentoring and Feedback  
Chaplain  
Youth support worker  
GO  
External agencies – DISCO, CYMHS etc |  
Major/Repeated  
Verbal threat / abuse of a student  
Smoking  
Verbal threat / abuse of an adult / staff member  
Physical threat / abuse of students  
Damage of school property  
Theft  
IT Breach  
Mobile Phone Misconduct  
Bullying |
| **Red** | **HOC**  
Individualised Support Plan |  
Unprovoked/vicious assault of student  
Physical abuse of an adult / staff member |
**YELLOW CARD PROCESS**
The system is used before a student is issued a “Yellow Card” which will track student behaviour for one day/one subject, allowing the student to modify their behaviour and receive positive comments for good behaviour.

**ORANGE CARD PROCESS**
Students will be placed on an Orange Card for monitoring upon returning from a 1 to 5 day suspension or if a student has shown minimal improvement on a Yellow Card (in negotiation with Head of Department or Head of Campus).

**RED CARD PROCESS**
Students will be placed on a Red Card for monitoring upon returning from a 6 to 20 day suspension or if a student has shown minimal improvement on an Orange Card (in negotiation with Head of Campus).

Students that are placed on a Red Card are identified as requiring intensive behaviour support.

(Appendix 1)

### 4.3 Intensive behaviour support

Roma State College is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

**Behaviour Support Team**
- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency

Following referral, parents/carers are contacted, and a team of relevant staff members begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff. As a part of this process an *Individualised Behaviour Support Plan* will be developed.

### 5. Emergency responses or critical incidents

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

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

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

**Basic defusing strategies**

*Avoid escalating the problem behaviour*

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

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

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

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

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

- must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.
## 6. Consequences for unacceptable behaviour

<table>
<thead>
<tr>
<th>Universal Prevention and Support</th>
<th>Targeted Level Support</th>
<th>Targeted/Intensive</th>
<th>Intensive Level Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Data</td>
<td>Enter on OneSchool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor Problem Behaviours</td>
<td>Minor Colleague/Staff Managed</td>
<td>ODR – Major Office Managed</td>
<td>ODR – Major (Crisis) Office Managed</td>
</tr>
<tr>
<td>Individual Staff/Classroom Managed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-establishing classroom</td>
<td>Giving a Choice</td>
<td>Restitution/ Logical Consequence</td>
<td>Restitution/ Logical Consequence</td>
</tr>
<tr>
<td>expectations</td>
<td>Following through</td>
<td>Parental/Carer contact</td>
<td>Parental/Carer contact</td>
</tr>
<tr>
<td>Re-issuing instruction</td>
<td>Formal Warning – Name on Board</td>
<td>Referral to YLC/HOD/HOC</td>
<td>Referral to YLC/HOD/HOC</td>
</tr>
<tr>
<td>Providing take up time</td>
<td>Second Warning</td>
<td>Lunch time detention</td>
<td>Lunch time /after school detention</td>
</tr>
<tr>
<td>Waiting and Scanning</td>
<td>Yellow Card issued</td>
<td>Restitution/ Logical Consequence</td>
<td>Suspension (6-20 days)</td>
</tr>
<tr>
<td>Non-Verbal cueing</td>
<td>Buddy Class referral</td>
<td>Parental/Carer contact</td>
<td>Red Card</td>
</tr>
<tr>
<td>Referring to positive behaviour</td>
<td>Lunch time detention</td>
<td>Referral to YLC/HOD/HOC</td>
<td>Individual Behaviour</td>
</tr>
<tr>
<td>Positive body language</td>
<td>Restitution</td>
<td>Suspension (1-5 days)</td>
<td>Support Plan</td>
</tr>
<tr>
<td>Descriptive Encouraging</td>
<td>Logical Consequence</td>
<td>Orange Card</td>
<td>Behaviour Improvement</td>
</tr>
<tr>
<td>Selective Attending</td>
<td>Parental/Carer contact</td>
<td>Individual Behaviour</td>
<td>Conditions</td>
</tr>
<tr>
<td>Verbal and Non-Verbal Redirecting</td>
<td>Referral to YLC/HOD/HOC</td>
<td>Support Plan</td>
<td>Exclusion</td>
</tr>
<tr>
<td>Giving a Choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Following through</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These are examples only and is not an exhaustive list.
7. Network of student support

Students at Roma State College are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents/carers
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Senior Guidance Officer
- School Chaplain
- Adopt-a-Cops
- School Based Youth Health Nurse
- Year Level Coordinator
- Youth Support Coordinator
- Head of Special Education Services
- Heads of Campus
- Principal
- Community Education Counsellor

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
- DISCO
- CWAATSICH
- Young Carers Queensland
- Maranoa Regional Council
- Roma Neighbourhood Centre
- Youth Justice
- Lifeline

8. Consideration of individual circumstances

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

Roma State College considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students’ age, gender, disability, cultural background, 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.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
• Commission for Children and Young People and Child Guardian Act 2000
• Judicial Review Act 1991
• Workplace Health and Safety Act 1995
• Workplace Health and Safety Regulation 1997
• Right to Information Act 2009
• Information Privacy (IP) Act 2009

10. Related policies

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

11. Some related resources

Roma State College Student Diary
Tracking Card

Endorsement

____________________________________  ______________________________________
Principal                                P&C President or Chair, School Council
                                      Regional Executive Director or Executive Director (Schools)

Date effective:

from ...................................................... to ......................................................