Responsible Behaviour Plan for Students 2014 - 2016

Reviewed in accordance with Education (Strengthening Discipline in State Schools) Amendment Bill 2013.

Endorsed: P&C 21 May 2014
Approved: School Council 28 May 2014
1. **Purpose**

The Queensland Academy for Creative Industries is committed to providing a safe, respectful and stimulating 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 personal growth and development 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**

The Queensland Academy for Creative Industries developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken throughout 2011 and 2012.

A review of the important data sets for this Academy relating to school opinion and satisfaction, attendance, behaviour incidents other inappropriate behaviour provide our community with quantitative and qualitative information about our progress and this plan’s effectiveness.

This plan was updated to reflect requirements in accordance with the Education (Strengthening Discipline in State Schools) Amendment Bill 2013. It was endorsed by the P&C Association in May 2014. This plan will be fully reviewed in 2016 as required by legislation.

Our expectations and approaches have been agreed upon and endorsed by all staff, our school P&C and School council. They are aligned with the values, principles and expected standards outlined in Education Queensland’s *Code of School Behaviour* and Statement of Expectations for a Disciplined School Environment. (appendix 10)

3. **Endorsement**

[Signatures and dates are present on the page, indicating endorsement by the principal, P&C president, and school council chairperson.]
The Queensland Academy for Creative Industries is a selected admissions state high school. To gain entry to year 10, students must demonstrate:

- Academic ability
- Creative talent and ability
- A high level of commitment, work ethic and application to independent study
- Very high standards of personal behaviour
- A sense of citizenship displayed through care and concern for others.

Displaying these characters shows that student’s capacity and capability to contribute to a likeminded team who pursue the vision and values of our Academy.

As a student has made an explicit choice to apply for the Queensland Academy for Creative Industries and gain entry, they will have displayed the characteristics above and one could reasonably expect that issues associated with inappropriate behaviour would be very infrequent. Our short history has shown this to be the case.

The emphasis of this plan is to communicate a framework for developing and maintaining a positive and highly supportive environment in which students have high levels of ownership of their individual learning and want to contribute to building the positive environment they share.

Building this culture around principles and focussing on key ideals and values will lead to an environment which has far less emphasis on reactive responses to negative behaviours.

“Simple, clear purpose and principles give rise to complex, intelligent behaviours.”  
Dee Hock  Founder Visa.

It is true that in the development of an individual, who operates in a community where people interact and have to make choices, that poor decisions will be made and are made.

This Responsible Behaviour Plan will also assist to minimise such situations and openly and transparently address situations when they do arise.

The Plan for Responsible Behaviour which follows is a requirement of all Education Queensland Schools and is based on the designated content and template required of all state schools in order to meet both legislative and procedural requirements.

John Jose
Principal

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A Conceptual Overview of this Plan

The diagram below provides a simple but powerful overview of the QACI emphasis on and approach to a positive school wide approach of:

High Challenge  
High Expectation  
High Care  
High Collaboration

The QACI Context

Understanding the QACI Learner  
(Section 2)

“Simple, clear purpose and principles give rise to complex, intelligent behaviours.”
Dee Hock, Founder Visa.

Proactive Development and Support for:
(Section 3)

Empowering Student Learning  
(pages 10-15)  
Fostering Positive Student Wellbeing  
(pages 16-22)

Behavioural Learning  
Responses & Process  
(Section 5)

Wellbeing Support  
Intervention Responses  
(Section 4)

Specific Appendices & Policies  
(Section 6)
Section 2

Understanding the QACI Learner
Research Based Evidence


- “If our young people can learn to cross borders of all types – disciplinary borders, geographical borders, relational borders - they are more likely to be successful in the world of 21st century work.”

- “The disposition to serious play, to deep and respectful engagement with unfamiliar things and people, to enjoy crossing boundaries, to seek out challenges and to be constructively self-critical – will serve the next generation better than any disposition born of regime of compliance and control.”

- “Second Generation creativity: Links creativity to an external world of team players, social processes and organisational settings. It removes us from the romance of the remote artist-in-a garrett-genius who has no need for social engagement and allows us to focus on ways of thinking and doing that are observable and replicable processes and practices within daily economic and social life.”

Richard Florida (2005)” The Rise of the Creative Class”

- discusses replacing traditional hierarchical systems of control with:

  “New forms of self-management, peer recognition and pressure and intrinsic forms of motivation.”

- “Creativity flourishes in a unique kind of social environment: One that is stable and secure enough to allow continuity of effort yet diverse and broad minded enough to nourish creative investigation and thought.”

John Bruer (1999) “In Search of Brain Based Education”

- “We need to value, create and sustain environments that are low in threat and high in challenge.”

Mark Warschaer “The Paradoxical Future of Digital Learning.”

“The challenge of education in this century is to equip young people to aim further ahead of a faster target’.”

Sir Ken Robinson  2001 “Out of Our Minds –Learning to be Creative “

“Creative prospers best under conditions where there is a flow of ideas between people who have different sorts of expertise. It requires an atmosphere where risk-taking and experimentation are encouraged rather than stifled. Creativity flourishes when there is systematic strategy to promote it.”
The QACI Student

QACI attracts a diverse range of students from a variety of high schools. While there is not a typical person who is attracted to the Academy, they may share similar attributes and areas of interest. They are likeminded:

Clever
They are seeking a rich and rigorous academic curriculum and learning experiences that challenge their previous learning.

Creative
Our students demand an environment where the culture is designed to foster creativity, innovation and enterprise.

Curious
They desire learning with like-minded peers where there is an exchange of ideas with people who hold different sorts of expertise.

Skilled
Our students have demonstrated creative potential through Visual Arts, Film, Music, Design & Technology, Film & New Media and Theatre, and they wish to develop their skills in these areas.

Our students are according to Erica McWilliam 2008, the ‘YUK/WOW Generation.” For this generation:

- Experience rules – here and now experience
- Everything is correctible – anything can be changed
- Learn it by doing it – impatient with instruction
- It’s not technology – it’s living – truth is assembled and dissembled in images and sounds
- Careers are things older people have
- Rebelling is uncool – political sensitivity is implicit
- Nothing is private
- Image matters
- Don’t trust hierarchies – expect flexibility from supervisors
The QACI Response & Environment

In developing and sustaining the QACI learning environment which is “The World Class learning environment of Choice for the Aspirational Creative Generation” we acknowledge the research and understand our learners.

We believe a learning environment which reflects our learners and harnesses ideas and creativity includes:

- Flexibility
- Openness
- Intrinsic motivation
- Readiness for change

The Academy learning ethos is one of Engagement and Empowerment resulting in an environment where the student emotionally and intellectually connects.

<table>
<thead>
<tr>
<th>Engagement through:</th>
<th>Empowerment through:</th>
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<tbody>
<tr>
<td>• Rigorous curriculum – International</td>
<td>• Earned Autonomy &amp; 5 Pillars for Success</td>
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<tr>
<td>Baccalaureate Diploma</td>
<td>• QACI Effective Learner</td>
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<td>• IB Learner Profile</td>
<td>• QACI Great Teacher</td>
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<tr>
<td>• Digital Immersion</td>
<td>• Environment of:</td>
</tr>
<tr>
<td>• Creative Industries</td>
<td>- High care</td>
</tr>
<tr>
<td>• Artistic praxis</td>
<td>- High collaboration</td>
</tr>
<tr>
<td>• Cultural understanding</td>
<td>- High challenge</td>
</tr>
<tr>
<td>• Borderless learning</td>
<td>- High expectation</td>
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Learning is underpinned by the QACI Pedagogical framework and led by the QACI Great teacher.

Learning which has:

<table>
<thead>
<tr>
<th>Less of</th>
<th>More of</th>
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<tbody>
<tr>
<td>Memorialisation</td>
<td>High concept – High touch</td>
</tr>
<tr>
<td>Instruction</td>
<td>Problem – solving</td>
</tr>
<tr>
<td>Control and command</td>
<td>Direction and support</td>
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<tr>
<td>Compliance</td>
<td>Self – management</td>
</tr>
<tr>
<td>Imitation</td>
<td>Co-creation</td>
</tr>
<tr>
<td>Performance testing</td>
<td>Risk – taking</td>
</tr>
<tr>
<td>Competitive individuals</td>
<td>Learning to learn</td>
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<td></td>
<td>Dynamic teams</td>
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Our approach operates within a paradigm and mindset we refer to as the Nexus Paradigm which is a future focussed approach to educating young people.
Nexus Paradigm:

- **New attitudes** – shared input, shared responsibility, new ways of doing business with and for students
- **New media** – engagement with the digital world in new and creative ways
- **New momentum** – increased learning networks, networks of networks and learning partnerships
- **New standards** – identifying and building on strengths and talent of individuals
- **New outlooks** – planetism, ethics, enterprise
- **New control** – soft control: self-management, peer recognition and pressure and intrinsic forms of motivation
- **New realities** – flexibility, adaptability, sustainability, creative capital, life balance

Our school community has identified the following approaches to individual responsibility and development and promoting our high standards of learning, responsible behaviour and wise decision making:

- QACI character ideals
- Earned Autonomy within a Charter of Student Rights and Responsibilities
- Five Pillars (5P’s) for success
- QACI Effective Learner
- International Baccalaureate Learner Profile

A partnership in Learning: “It takes the whole village to educate a child”

Whilst emphasis is placed on individual responsibility of the student we acknowledge that parents play a primary role in supporting and nurturing their young adults. We believe the home is a significant source of learning and encouragement and strive to gain parental input and involvement in all aspects of Academy operations. There is a strong **three way partnership** between student, parent and teachers in attaining the best possible learning outcomes for the student.
Section 3

Proactive Development of a Culture for

Student Learning  Student Wellbeing

A proactive approach to development of the individual student in an environment of:

High Care
High Collaboration
High Challenge
High Expectation
Empowering Student Learning

The Queensland Academy for Creative Industry’s learning environment and culture has a number of unique features that we believe will facilitate the development of the QACI Graduate. We believe that by ensuring that all Academy members are focussed on developing an environment of Earned autonomy and empowering students through the QACI Effective Learner through engaging and empowering teaching, learning and everyday interaction we will create a very positive and engaging environment which will maximise positive and ethical behaviour by all.

We aim to expose and encourage in students the values and opportunities that will enable them to develop sound judgment, make wise and ethical choices and respect others in the global community. We encourage students to create not only a better place of learning but a better world through intercultural and interpersonal understanding and respect.

There are inherent rights and responsibilities that come with being a student at the Queensland Academy for Creative Industries. Responsibilities are what we should do without being told. Some of these things we do for others and some of these we do for ourselves. A right is that to which we are entitled for as long as we accept

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<thead>
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<th>CHARTER OF STUDENT RIGHTS AND RESPONSIBILITIES</th>
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<tr>
<td><strong>Students have the right to:</strong></td>
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<tr>
<td>• expect the Academy to provide a high quality of education including a high standard of teaching and support and an engaging curriculum.</td>
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<tr>
<td>• have every teacher strives to be a QACI Great Teacher</td>
</tr>
<tr>
<td>• enjoy the advantages of the International Baccalaureate Curriculum including the many opportunities it presents for students to demonstrate and to build on their positive qualities.</td>
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<tr>
<td>• be proud of the Academy’s reputation and share in the opportunities that being part of the Academy team provides.</td>
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<td>• access accurate, timely and sufficient information concerning study, including timetabling, assessment details, excursion information, fees and attendance requirements.</td>
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<td>• access quality and timely feedback on their learning and assessment progress.</td>
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<tr>
<td>• participate actively in the learning environment by:</td>
</tr>
<tr>
<td>• striving to be the QACI Effective learner</td>
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<tr>
<td>• Adopting the 5 P’s for success</td>
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<tr>
<td>• expressing their learning needs</td>
</tr>
<tr>
<td>• taking advantage of opportunities provided</td>
</tr>
<tr>
<td>• maintain currency of knowledge in regard to Academy policies and procedures relevant to the International Baccalaureate.</td>
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<tr>
<td>• meet all challenges the IB presents—academic, creative and sporting—as well as a service and community responsibility, through the Creativity, Action, Service (CAS) requirement.</td>
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<tr>
<td>• uphold the reputation of the Academy at all times and in a variety of contexts.</td>
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<tr>
<td>• not to purport to speak or act on behalf of the Academy unless explicitly authorised to do so.</td>
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<td>• maintain an awareness of subject information and course requirements.</td>
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<td>• engage in Academy communication processes.</td>
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<tr>
<td>• seek and incorporate feedback into their learning and access support structures to maximize their performance.</td>
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<tr>
<td>• act at all times in a way that respects the rights and privileges of others. Live the QACI character ideals</td>
</tr>
<tr>
<td>• respect Academy facilities and the property of others.</td>
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<tr>
<td>• respect and adhere to Academy policies including uniform, technology and assessment.</td>
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<tr>
<td>• make wise decisions when exposed to societal challenges and maintain a healthy lifestyle.</td>
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<tr>
<td>• respect the equity and diversity of all members of the Academy community - Live the QACI character ideals</td>
</tr>
<tr>
<td>• show tolerance, inclusion and understanding</td>
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<tr>
<td>• treat all members of the academy community with respect and dignity</td>
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<tr>
<td>• have intellectual property and copyright recognised</td>
</tr>
<tr>
<td>• respect and uphold principles of scholarly integrity, particularly with regards to our ‘Academic Honesty’ policy</td>
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<tr>
<td>• have a role in the governance and direction of the Academy</td>
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<tr>
<td>• representation on decision-making bodies of the Academy either through direct election or by nomination through a recognised student body</td>
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<tr>
<td>• engage in conversation with peers and staff that will develop cultural understanding</td>
</tr>
<tr>
<td>• support Academy processes around decision making and provide input and feedback through recognized forums and structures</td>
</tr>
<tr>
<td>• participate in student leadership and governance activities</td>
</tr>
<tr>
<td>• Lead a healthy lifestyle conducive to learning at school and home</td>
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Global Influencers

Learning Inspired

Entrepreneurial and Enterprising

Ideas architects

Ethically and socially responsible

Life designers
# The QACI Effective Learner

Highly effective learners do more things the same than they do differently.

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<th><strong>Motivation</strong></th>
<th>You know why you are at QACI and have a purpose behind all you do.</th>
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<td><strong>Goal Orientation (G.R.O.W.T.H.)</strong></td>
<td>You make clear plans and set goals—these are written down.</td>
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<tr>
<td><strong>Self Efficacy</strong></td>
<td>You are aware of your capabilities to organise and execute actions to attain the performance you are seeking.</td>
</tr>
<tr>
<td><strong>Control</strong></td>
<td>You control internal factors (effort, ability, motivation) rather than rely on or blame external factors (luck, chance).</td>
</tr>
<tr>
<td><strong>Self-Regulation</strong></td>
<td>You control your interest attitude and effort towards each task.</td>
</tr>
<tr>
<td><strong>Language of Learning</strong></td>
<td>You understand and use the language of the subject and use this in setting goals, monitoring progress and participating in feedback and progress discussions.</td>
</tr>
<tr>
<td><strong>Metacognition</strong></td>
<td>You analyse, reflect upon and understand your learning processes. You identify the appropriate learning strategies in the right context.</td>
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EARNED AUTONOMY

Trust
Empowerment
Capacity Building
High Expectations

Compliance Culture

INCREASE

HONESTY
TRUSTWORTHINESS

RESPECT

OWNING OURSELVES

TEAM

UNDERSTANDING
TOLERANCE
INCLUSION

RESPONSIBILITY

COMMUNITY

INCREASE

ETHICAL CITIZENSHIP

DECREASE

CHARACTER IDEALS

Pillars for Success

Pride
Demonstrated in our ownership of QACI & representation of ourselves

Positivity
Demonstrated by our consistent productive and proactive outlook

Persistence
Demonstrated by our continuous drive to succeed, achieve and advance

Preparedness
Demonstrated through our readiness to participate and maximise every opportunity

Principled
Demonstrated through our daily living of the character ideals
<table>
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<th>Our Pillars</th>
<th>Responsibilities</th>
<th>Actions</th>
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</thead>
</table>
| **Preparedness** | Be personally ready and organised to maximise learning and opportunities  
Be connected and engaged in QACI communication and conversation | Punctuality (8.40am at school/5min before class begins)  
Minimise absence and account for absences  
Have necessary resources to maximise learning | Meet deadlines and returns  
Maintain a time planner and diary  
Checks emails twice daily | Have necessary technology ever ready  
Use the QACI website, OneSchool, & calendar proactively  
Check communication in the 8.40–8.45am communication time. |
| **Persistence** | **Academic Commitment:**  
Embrace the Effective Learner profile  
Respecting conventions of academic and creative scholarship  
Maximising the power for learning of digital technologies | Respect conventions of Academic honesty and copyright  
Complete homework independently  
Reflect on learning and plans for improvement  
Revise class work regularly | Maximise the use of digital technology  
Complete assessment with time support  
Make explicit goals prioritise  
Fully prepare for assessment | Meet workload expectations  
Seek feedback, clarification and support  
Monitor workload demands and feedback, clarification and support  
Ask questions and seek clarification |
| **Positivity** | **Citizenship:**  
Collaborating with others in learning  
Contributing to QACI community and life beyond the classroom  
Being familiar with the Graduate attributes and striving to acquire them  
Respecting the viewpoint of others  
Be a GOOSE | Promote positivity  
Looking after our environment and resources  
Giving recognition where due | Engage in QACI dialogue  
Take personal responsibility  
Support others  
Support Academy events | Smile  
Catch others doing the right thing  
Role model high expectation  
Celebrate successes of others |
| **Pride** | **Representation:**  
Contributing to and sharing QACI's brand and reputation at all times  
Valuing personal integrity and your personal reputation  
Promoting the academy | Maintain a sense of time and place  
Maintain appropriate use of language and personal interactions | Positively promote the Academy  
Maintain a positive and safe cyber profile | Wear the uniform with pride  
Ethical use of technology  
Use resources efficiently and ethically |
| **Principled** | **Accountability:**  
For decisions and actions  
For maintaining currency of knowledge about processes, procedures and policy  
For personal and academic outcomes | Understand and accept the student enrolment agreement  
Maintain knowledge of policy  
Facilitate communication between Academy and home | Reflect upon personal development  
Ethical use of technology  
Use resources efficiently and ethically |
IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.
THE QACI GREAT TEACHER
- A “MEDDLER IN THE MIDDLE”
WHO PLACES A HIGH PRIORITY ON:

GOALS
I know how my students learn and have high expectations and differentiated plans for their learning

RELATIONSHIPS
I build positive relationships with students and their parents, building confidence and trust

PLANNING & PREPARATION
I have long and short term plans ensuring curriculum delivery aligns with our core focus: Clever, Creative, Global

DELIBERATE PRACTICE
I am deliberate in my use of evidence based strategies for each and every lesson

REFLECTION
I am self reflective and evaluate the effectiveness of my teaching and my student’s learning with a focus on improving learning

SHARED PROFESSIONAL PRACTICE
I seek to share practice and engage with colleagues about effective teaching practice and learning

PROFESSIONAL GROWTH
I place a high priority on professional learning and develop and implement plans for my professional growth
These spheres of support are activated by the Success and Wellbeing framework and proactive success coaching.
Support may be also be 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
- Neighbourhood Centre
# Support Roles at QACI

## The QACI Great teacher

The "Meddler in the Middle .
Delivering a highly engaging curriculum through intellectually engaging learning experiences aligned to the QACI pedagogical framework.

## Success coach

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<th>Coordination</th>
<th>C</th>
<th>Care</th>
</tr>
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<tbody>
<tr>
<td>Organisation</td>
<td>O</td>
<td>Ownership</td>
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<tr>
<td>Advice</td>
<td>A</td>
<td>Accountability</td>
</tr>
<tr>
<td>Connections</td>
<td>C</td>
<td>Communication</td>
</tr>
<tr>
<td>High Expectation</td>
<td>H</td>
<td>House</td>
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</table>

See Explicit Accountability Framework – Student Wellbeing & Development
CAS monitoring for IB students in Success Group

## House coordinator

- Targeted Behaviour Support and Intervention as per RBPS
- Referral and Intervention:
  - Attendance Patterns
  - Student Wellbeing
  - Organisation and Time Management
- House Activities, Spirit and Ideals
- House Leadership
- Coordination of Annual Student Activity

## House administration

- Intensive behaviour support and intervention (as per Responsible Plan for Student Behaviour)
- Case management of high need referred by House Coordinator
  - Attendance
  - Wellbeing
  - Work ethic and progress
  - Course change
  - Assessment extensions and process
  - Accountability issues - uniform

## Specialised Support Roles

<table>
<thead>
<tr>
<th>WHO</th>
<th>HOW</th>
<th>ROLE</th>
</tr>
</thead>
</table>
| GUIDANCE OFFICER | • Direct student self referral  
• Direct parent referral & request  
• Teacher referral  
  ↓  
Success Coach  
  ↓  
House Administrator  
(referral must be through the House Admin) | • Working directly with students and teachers, support personnel, family and other specialists / professionals  
• Providing guidance and counselling services to students and their families  
• Performing case management and referral services to optimize students’ access and engagement in education  
• Preparing and implementing professional and personal skill development programs for administrators, teachers and parents  
• Working collaboratively with other school-based support personnel to assess and address the needs of students  
• Planning or assisting in planning support programs that can help students achieve positive outcomes  
• Identifying factors that can be barriers to the learning and development of students  
• Supporting the personal and social development of students  
• Designing and implementing programs regarding education and career pathways  
• Supporting students through tertiary application processes  
• Providing career counselling through the year levels  
• Supporting students with study organisation and management skills |
### SCHOOL BASED YOUTH HEALTH NURSE

- Direct student self-referral
- Direct parent referral & request
- Guidance Officer or House Administrator referral
- Teacher request to provide input into class activity

- Providing support for the school curriculum, teaching and learning activities
- Supporting the planning, implementation and evaluation of health promotion activities
- Supporting the development of partnerships with relevant government and non-government agencies, and community members
- Supporting the development of a healthy school environment and ethos
- Providing advice and information about health education resources, including relevant Queensland Health policies and programs, and facilitating health related teacher in-service
- Advocating on behalf of young people on issues affecting their health and wellbeing
- Providing individual health consultations for student, parents and members of the school community

Some reasons for accessing services may include:
- Health concerns
- Nutrition and exercise
- Puberty
- Sexual health
- Relationships / peer pressure / bullying
- Smoking, alcohol and other drugs
- Help with health related assignment information
- Personal and family problems
- Overall anything that affects health and wellbeing

### SCHOOL CHAPLAIN

- Direct student self referral
- Direct parent referral & request
- Guidance or Administration referral
- Teacher request for participation in activities
- Note if one to one meetings are ongoing then written parental consent is required.

Chaplains are present in schools at the invitation of the Principal, in consultation with the local community, and with the support of the P&C Association. The partnership between the school and the Chaplaincy Service, supported by local churches, businesses and community organisations, provides a network of local support and assistance. These positive relationships help young people to face difficult issues, and provide hope, connection, meaning, and purpose.

- Providing spiritual, ethical, and personal support to school communities.
- Providing positive adult role models for students.
- A safe person for young people to connect with at school and provides a listening ear, caring presence, and a message of hope.
- Running positive, fun activities for students and assist in fostering supportive, caring school communities.
- Working with other members of the school’s support team to care for students struggling with issues such as difficult relationships with other children or family members, poor self-esteem, family breakdown, and depression.
- The Chaplaincy Service is available to everyone in the school community regardless of their religious beliefs.

### INTERNATIONAL STUDENT & HOMESTAY COORDINATOR

- Homestay students & families
- Teachers through Success Coach
- House Administrators

Homestay at the Academy is managed by external provider Australian Homestay Network (AHN). AHN provides students and hosts with positive and safe Homestay experiences.

- Homestay students are monitored within the Academy by the Head of Student Services and Wellbeing and staff are requested to note Homestay students within their Success groups or classes. If any issues arise concerning Homestay arrangements, the Head of Student Services must be informed.

### INDIGENOUS STUDENT SUPPORT

- Indigenous students and families
- Teachers through Success Coach

Each identified Indigenous student has an Individual Education Plan which is developed in consultation with them and their family by the HOD Student Services and Wellbeing.

- This forms part of the QACI Indigenous Education Strategy

### STUDENT WITH SPECIAL NEEDS COORDINATION

- Special needs request to IB coordinator
- Application to IB
- Student profile updated and circulated to teachers

- Coordination of support of students with special needs
- Coordination with IB coordinator special conditions for assessment block
Success Coaching
### Success Coaching Unpacked

Success coaching at the Academy recognises that a student at QACI works in an environment of High Challenge & High Expectation. The role of the Success Coach is to create strong relationships and contribute to a strong environment of High Care & High Collaboration linking the three major stakeholders in student success: Teacher, Student, Parent.

The Role of Success Coach is one of Care and Coaching with an emphasis on coaching.

**Coaching Is**: a focussed conversation with deliberate and results orientated context that creates interdependence. It involves Supervisory involvement/ Goal setting/ Collaboration/ Problem Solving/ Feedback/ Evaluation of results. It moves a student from awareness to responsibility to action to review.

The agenda is set by the coach.

Success Coaching occurs in both formal scheduled time and informally at other times when student and their success coach collaborate.

<table>
<thead>
<tr>
<th>Key focus value of role</th>
<th>What specific accountabilities of the success group coach would achieve this focus?</th>
<th>How will we know if we are successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>COORDINATION</td>
<td>Central point of information for each individual student in the group. Knowledge of each student. High collaboration. First point of contact for parents about an individual students.</td>
<td>2. Student Engagement. Gauged through evidence from: Student participation in Success/ House activities. Utilisation of Ourschool &amp; Time Planner. Quality of ›GROWTH‹ conversations. Student connections to Success group/ Success Coach. Continuity of Student progress and quality of tracking.</td>
</tr>
<tr>
<td>ORGANISATION</td>
<td>Develop a sense of belonging and responsibility within the care group. Share leadership opportunities within the group. Create individual identity for the care group. Be an advocate for individuals and the group. Publicise achievements Academy wide members of the group.</td>
<td></td>
</tr>
<tr>
<td>ACCOUNTABILITY</td>
<td>Maintain high expectations in regard to student progress. Maintain high expectations and consistency in the application of the Student Earned Autonomy framework. Act consistently and persistence with school processes &amp; procedures in regard to the transactional responsibilities of the success coach role eg One school, Time Planner, Calendar.</td>
<td>3. Achievement of High standards Gauged through: Attendance Data. High Autonomy-Low Compliance culture. Unexplained absences. Quality of student uniform. Quality of Student conduct.</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>Regular and proactive communication with parents. Documenting advice and communications in one school as a reference for all staff. Foster effective communication within the school and between teachers for the benefit of the individual and student issues. Promotion of Academy discourse &amp; vision (5 Ps). Documenting students progress in success in semester reports. Facilitate referrals for, Welfare support. Career Guidance. Connecting &amp; Coordinating students for academic support. Connecting other staff and a student's progress. The overall outlook of a student's achievement.</td>
<td></td>
</tr>
<tr>
<td>CONNECTIONS</td>
<td>Promote and encourage student engagement in Academy and House activities. Positive promotion of house sport &amp; deals. Support House Managers.</td>
<td></td>
</tr>
<tr>
<td>HOUSE</td>
<td>Creating a positive outlook towards challenge. Maintaining high expectations of student progress. Promote &amp; maintain high expectations in regard to the Earned Autonomy Framework and implement corrective action if necessary.</td>
<td></td>
</tr>
</tbody>
</table>

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23
These strategies and tools will vary in the degree of implementation and focus depending on the student’s stage (Year level) in the QACI journey.

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>EXPLANATION</th>
<th>TOOLS</th>
</tr>
</thead>
</table>
| GROWTH CONVERSATIONS | - Framework for a focussed performance conversation with a student  
- The Success Coach should aim to discuss the GROWTH reflection and plan **twice a semester**                                                                                                                          | - The student completes a GROWTH reflection and plan after each report is issued  
- OneSchool Student Profile  
  Career  
  Personal |
| ORGANISATION & TIME MANAGEMENT | - Ensuring each student has processes in place to effectively manage the many demands upon their time  
- Ensuring each student has processes in place to meet deadlines – work flow management                                                                                                                                   | - Time Budget  
- Fortnightly Priority Placemat  
- Use of calendars |
| ATTENDANCE         | - Success Coach monitors attendance and responds as per Attendance Concern Response Plan  
- House Coordinator supports attendance monitoring for House  
- Attendance must be greater than 90%                                                                                                                                                                                                                                           | - Attendance Concern Response Plan  
- ID attend records  
- OneSchool |
| CAS MONITORING     | - Year 11 & 12 students  
- Support students to create a balanced CAS Program  
- Approve CAS Proposal  
- Approve suitable CAS activities  
- Develop students’ powers of reflection through group discussion and individual consultation  
- Regularly monitor student CAS progress, both of activities and reflections  
- Identify and support at-risk students through counselling  
- Complete CAS progress checklists  
- Sign off on CAS portfolios at their completion                                                                                                                                                                                                                      | - Managebac  
- CAS handbook & CAS Coordinator |
Section 4

Student Wellbeing Support & Intervention Responses
## Attendance Support Response Plan

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Who</th>
<th>Category of Attendance Issue – Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Unexplained Absences</strong></td>
</tr>
<tr>
<td><strong>Stage 1</strong></td>
<td>Success Coach</td>
<td>1 Daily monitoring of roll to ensure students bring note upon return to school following an absence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Fortnightly unexplained absences must be at nil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 Contact parent if this is becoming a repeated problem</td>
</tr>
<tr>
<td><strong>Stage 2</strong></td>
<td>House Coordinator</td>
<td>If student fails to respond to the Success Coach’s actions and accumulates 3 days unexplained for term:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Letter will be generated for 3 or more unexplained absences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Follow up meeting with parent if required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Stage 3</strong></td>
<td>House Administration</td>
<td>If student absence continues and student is not attending regularly or parent does not respond then formal process under “Managing Student absences and Enforcing Enrolment and Attendance in State Schools Policy” to be followed.</td>
</tr>
</tbody>
</table>

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**Notes:**
- **Stage 1:** Focuses on identifying unexplained absences and ensuring communication with parents.
- **Stage 2:** Involves the House Coordinator to follow up if the Success Coach’s actions are not responded to, with measures to escalate the issue.
- **Stage 3:** The final stage involves house administration to escalate the situation further, possibly engaging with the formal process outlined in the state’s policy.
Section 5

Behavioural Learning Support & Response
Universal Behaviour Support – Awareness, Reflection & Response (ARR)

Students come to school to learn. Behaviour support and redirection represents an important opportunity for learning how to make wise decisions and contribute to a community.

When a student exhibits low-level and/or infrequent unaligned behaviour or poor decision making, the first response of school staff members is to create awareness and remind the student of our Academy ideals, and their responsibilities as developing as a QACI Effective Learner, then ask them to reflect and positively respond and modify their behaviour so that it aligns with our values and high expectations.

Our preferred way of re-directing low-level problem behaviour is to ask students to reflect upon their decisions and action how they might be able to act more reasonably, more respectfully or more responsibly. This encourages students to take ownership of their decisions and actions, evaluate them against Academy Community expectation, and plan and respond in a positive and developmental manner.

Awareness – Reflection – Response

Targeted behaviour support: Identify, Modify and Grow (IMG)

Each year a small number students at the Queensland Academy for Creative Industries are identified as needing a little bit extra in the way of targeted behavioural guidance.

Students identified in the Identify Modify and Grow Phase, are exposed to additional support and increased opportunities to identify, modify their nonaligned behaviour. Where required, adjustments are made to their program through academic support, mentoring or coordinated case management.

The IMG is coordinated by an Academy based team with active House based support and staff involvement. All staff members are provided with professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the IMG, or whose previous record indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: Reflect, Refocus and Reconnect Response (RRR)

At the Queensland Academy for Creative we recognise that students may be faced with highly complex and specific challenges to their progress or participation in the Academy learning environment or may be involved in a single critical incident. This may result in a disconnect and a need to reflect, refocus and reconnect with the Academy learning environment and ideals. In such situations these students may need comprehensive systems of support that require regular reviews in consultation with parents / caregivers, Academy Administration and other relevant specialist staff. The student's behaviour in these situations may require time away from the day to day QACI learning environment in order for them to reflect and refocus their outlook and goals towards their education and to reassess their impact on the environment and / or wellbeing of others.
Behaviour Responses & Approach

The Queensland Academy for Creative Industries makes systematic efforts through teaching and positively promoting the Academy culture and ideals on an ongoing basis. When behaviour incidents occur, it is important that responses and consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour and the academy environment and culture.

Consequences are to be applied to:

- Provide the opportunity for all students to learn
- Ensure the safety of staff and students
- Assist students who exhibit poor decision making and challenging behaviours to accept responsibility for themselves and their actions.

In responding to a variation from the required standard of decision making and conduct, the individual circumstances and actions of the student and the needs and rights of the Academy community will be considered at all times.

In the application of behavioural learning and support addressing behaviours inconsistent with the Queensland Academy for Creative Industries character ideals or charter of student rights and responsibilities we will:

Gathering Information

In gathering information about a single incident or pattern of behaviour which may lead to disciplinary decision, school staff involved in the process will gather and record information from a range of sources. Guidelines to assist with this process are available in Appendix 9.

Relate problem behaviours to expected academy beliefs, values and ideals

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected academy behaviour. One method that staff members might use to achieve this is to have students:

- Articulate the relevant expected Academy character ideals and associated behaviour,
- Explain how their behaviour differs from expected academy behaviour,
- Explain the impact upon themselves and others,
- Describe the likely consequences if the problem behaviour continues; and
- Identify what they will do to change their behaviour in line with the expected Academy ideals & expectations

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Student disciplinary absences (suspension and exclusion) may be considered:

- In the event of a serious, one-off behaviour incident or
- Continuation of a pattern of behaviour(s) after consideration has been given to all other responses.

Ensuring consistent responses to problem behaviour as per the Overview of behaviour processes, responses & roles

At the Queensland Academy for Creative Industries staff members authorised to issue consequences for inappropriate behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the academy.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Ensuring open communication

At the Queensland Academy for Creative Industries we commit to open communication of concerns and actions between staff, students and parents so that there is transparency, common understanding and cooperation in resolving difficulties and concerns.
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.

The Queensland Academy for Creative Industries considers the individual circumstances of students when applying support and consequences by:

- Promoting and developing a safe (emotional and physical) learning environment
- 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 information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan)
- Recognising and taking into account the student’s level of control in the decision making process and the impact of this decision on the rights of others and
- 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
  - Receive adjustments appropriate to their learning and/or impairment needs
  - Provide written or verbal statements that will be taken into consideration in the decision making processes
  - Ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.
  - Be safe, emotionally and physically at school.
# Explanation of specific consequences

<table>
<thead>
<tr>
<th>Temporary Removal of Property</th>
<th>A principal or staff member of the Queensland Academy for Creative Industries has the power to temporarily remove property from a student, as per the procedure <a href="#">Temporary Removal of Student Property by School Staff</a>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detentions</td>
<td>Detentions are included in the school behaviour plan as a disciplinary option.</td>
</tr>
<tr>
<td>School specific procedures have been developed by the school that meet the requirements set out in the Safe, supportive and disciplined school environment procedure. These procedures include: when detentions will occur; the maximum length of detention dependent on age of student; food and toilet breaks; and which teachers are authorised to impose the various types of detentions.</td>
<td></td>
</tr>
<tr>
<td>Teachers have been authorised by the principal to implement school detentions.</td>
<td></td>
</tr>
<tr>
<td>If the detention is to be undertaken outside of school hours, including Saturday:</td>
<td></td>
</tr>
<tr>
<td>- If out-of-school hours detentions are to be used, arrangements have been made for the principal or teachers to supervise students.</td>
<td></td>
</tr>
<tr>
<td>- A risk assessment has been completed and a risk management plan developed.</td>
<td></td>
</tr>
<tr>
<td>- Parents have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent.</td>
<td></td>
</tr>
<tr>
<td>- Parents have been consulted about suitable times for the detention to be completed within the parameters set by the school.</td>
<td></td>
</tr>
<tr>
<td>- Parents have been informed of:</td>
<td></td>
</tr>
<tr>
<td>- Location and duration of the detention.</td>
<td></td>
</tr>
<tr>
<td>- Their responsibility to arrange travel/supervision to and from the detention, where appropriate.</td>
<td></td>
</tr>
<tr>
<td>Discipline Improvement Plan</td>
<td>Discipline improvement plans are included in the school behaviour plan as a disciplinary option.</td>
</tr>
<tr>
<td>The discipline improvement plan exemplar template is considered.</td>
<td></td>
</tr>
<tr>
<td>The principal determines that a discipline improvement plan should be imposed.</td>
<td></td>
</tr>
<tr>
<td>The conditions of the discipline improvement plan are established in collaboration with the student and their parent/s including:</td>
<td></td>
</tr>
<tr>
<td>- Behaviours expected of the student.</td>
<td></td>
</tr>
<tr>
<td>- Consequences for not meeting the expected behaviours.</td>
<td></td>
</tr>
<tr>
<td>- Participation in relevant programs to address inappropriate behaviour (where appropriate).</td>
<td></td>
</tr>
<tr>
<td>- Support to be provided by school (e.g. particular programs, support person) and.</td>
<td></td>
</tr>
<tr>
<td>- The duration of the plan.</td>
<td></td>
</tr>
<tr>
<td>Community Service Intervention</td>
<td>School led community service intervention (conducted under the direct supervision of school staff member).</td>
</tr>
<tr>
<td>Behaviour plan</td>
<td>A community service intervention is included in the school behaviour plan as a disciplinary option.</td>
</tr>
<tr>
<td>Risk management</td>
<td>A risk assessment is undertaken and risk management procedures are put in place.</td>
</tr>
<tr>
<td>Staff supervision</td>
<td>Staff have been authorised to impose community service interventions.</td>
</tr>
<tr>
<td>Arrangements have been made for supervision of students participating in the community service intervention at all times.</td>
<td></td>
</tr>
<tr>
<td>Parental consent</td>
<td>Parent consent form has been obtained and relevant form is provided and signed.</td>
</tr>
<tr>
<td>Proportionality</td>
<td>The use of a community service intervention as a disciplinary consequence is fair and proportionate to the student’s behaviour.</td>
</tr>
<tr>
<td>Individual circumstances</td>
<td>The individual circumstances of the student have been taken into account (e.g. disability, religious or cultural background, home arrangements).</td>
</tr>
<tr>
<td>Student development</td>
<td>The community service intervention activity is constructive, challenging and appropriate for the age of the student.</td>
</tr>
</tbody>
</table>
### School Disciplinary Absences

These may be used after consideration has to be given to other possible responses to inappropriate behaviour and the appropriateness of these responses. See Section 8.

<table>
<thead>
<tr>
<th>Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considers whether behaviour constitutes one or more of the following grounds under s.282 of the EGPA</td>
</tr>
<tr>
<td>- disobedience</td>
</tr>
<tr>
<td>- misbehaviour</td>
</tr>
<tr>
<td>- conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school</td>
</tr>
<tr>
<td>- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school</td>
</tr>
<tr>
<td>- the student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school</td>
</tr>
</tbody>
</table>

| Considers whether the student’s behaviour constitutes one or more of the following grounds under s.282 of the EGPA |
| - the student is charged with a serious offence (as defined in the Commission for Children Young People and Child Guardian Act 2000); |
| - 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 |

- This may be a short suspension: 1 to 10 days (the student or parent cannot appeal the Principal’s decision)
- This may be a long suspension: 11-20 days (this decision may be appealed through the designated process)

### Proposed exclusion or recommended exclusion

A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:

A Principal of a state school can exclude a student from their school on the following grounds:

- Persistent disobedience
- Misbehaviour
- Conduct of the student, including conduct occurring outside of school grounds and outside of school hours, that:
  - Adversely affects, or is likely to adversely affect other students enrolled at the school.
  - Adversely affects, or is likely to adversely affect the good order and management of the school.
- The student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school.
- The student has been convicted of an offence and the Principal is reasonable satisfied it would not be in the best interests of other students or staff for the student to continue to be enrolled at the school.

The Principal must be satisfied that suspension of the student from the school would be inadequate to deal with the student’s behaviour, unless the student poses an unacceptable risk to the safety or wellbeing of other students or staff or the student has been convicted on an offence.

### Cancellation of enrolment

The Principal can cancel the enrolment of a post compulsory school age student if the student refuses to participate in the educational program. If a student’s enrolment is cancelled, it means they can no longer attend that school. A student is no longer of compulsory school age once they turn 16 years of age or complete Year 10, whichever comes first.

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.
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 that are taken are responsive to the safety and well being of students and staff.

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.

Immediate Strategies

- Avoid escalating the unacceptable 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 situation or incident, 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.

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.

- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual 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.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

Staff may make legitimate the use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that the Queensland Academy for Creative Industries staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. 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.

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

Section 6

Policy and Procedures & Appendices
Related Legislation

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

Related Procedures

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

Some Related Resources

- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

Queensland Academy for Creative Industries Related Support Processes & Policies

- QACI Student Success & Wellbeing Framework
- QACI Assessment Policy
- QACI Success Coaching Program
- QACI – Social Networking and Web based communication (appendix 3)
- QACI – Personal Technology Devices use at school (appendix 1) & eLearning expectations (appendix 2)
- QACI – Uniform guidelines and policy
- QACI – Respectful Relationships Strategy (appendix 4)
- QACI – Positive Management of concerns processes
- QACI – Special Education Needs Policy
- Information Technology and Communication Policies, Procedures and Agreements
- eSmart school program – A whole-school system for cybersafety and wellbeing
Appendix 1

Education Queensland
The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

Students are asked to consider not bringing valuable personal technology devices like cameras, digital video cameras or MP3 players to school unless required for a specific learning activity. If a device is a distraction or being used inappropriately it may be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

Confiscation

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

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images

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

We uphold the value of trust and the right to privacy at the Queensland Academy for Creative Industries. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying\(^1\), including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion).

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\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

**Text communication**

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

**Assumption of cheating**

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

**Recording Private Conversations and the Invasion of Privacy Act 1971**

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

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

**Special Circumstances Arrangement**

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

**Inappropriate behaviour outside of school hours**

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

*Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

*Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*

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**Personal Technology Devices Policy at QACI – Summary**

If the answer to any of the following questions is YES then your use of the device is not acceptable within our environment or community.

- Will your use of the device breach trust?
- Is your use of the device unethical?
- Is your use of the device illegal?
- Will your use of the device offend or harass another person(s)?
- Will your use of the device misrepresent an individual or our Academy?
- Will the device interrupt learning or your readiness for learning in anyway?

If the answer could be YES then reconsider the decision you are about to make.
**Appendix 2**

**QACI Essential e Learning expectations**

Absolutely key to all we do at QACI is TRUST.

The application of **trust**, wise decision making and a sense of time and place in the use of ICT at the Academy is of paramount importance.

Misuse of ICT can be damaging to learning, not an enhancement as meant to be. As part of a large system network (Education Queensland) we all have to abide by some important protocols. If we do not show wisdom and responsibility in the use of technology then we will become entangled in rules and consequences. In the use of ICT at QACI “ignorance” will not be accepted as an excuse for misuse.

Remember you have signed an ICT agreement for the use of your laptop at QACI. Below are some essential guidelines YOU have RESPONSIBILITY for ensuring EVERYDAY.

**Acceptable Use** – The network, EQ Internet access, computers and other equipment/devices are for educational purposes appropriate to the Academy environment. Access to the EQ wireless network for your Laptops must be in accordance with the guidelines. It is unacceptable to use personal mobile broadband, to load inappropriate or unlicensed software, games, movies, music or TV programs on your laptop to use while at the Academy, or violate laws regarding sending inappropriate emails or copyright. Keep your own authorised programs on your external for use at home.

**Privileges** – The use of the Network is a privilege, not a right, and inappropriate use may result in restriction or termination of that privilege. You are given **administration rights** to your laptop under strict conditions outlined in the ICT Agreement forms.

**Protocols so we all benefit:**

1. **Time and place. Respect the classroom environment and activity.** Does the device need to be used at that particular time and place in the lesson?
2. **Be polite and respectful in all communication and use of the device.** All emails are scanned by the Department for inappropriate content.
3. **Sending post chain letters or engaging in “spamming,”** (the sending of an annoying or unnecessary message to a large number of people) clogs inboxes and gets in the way of important information.
4. **Software updates** are distributed remotely which means your laptop must be accessible to the computer technician on the network at all times. You must not alter the Academy image installed on your laptop.
5. **We only get a certain amount of bandwidth.** Be considered in how you use it. Listening to or sharing Internet music, sending large images, music or video files across the network, or any process that would max out bandwidth capabilities diminishes the true intent and capability of the device.
6. **Communication** is essential for an effective team. Check your email before 8.40am each day and during recess breaks.
7. **eLearn ‘Blackboard’** is your access to online class material and interaction. You should regularly access your subject virtual classrooms and respond to all emails sent via Blackboard regarding updates and activities. All students are enrolled in all subjects in the eLearn space but you should only engage in the subjects you are enrolled in, including QACI Central and QACI Virtual Library.
8. **Respect security** of your system and others (passwords etc) – every student should be able to rely on this. A deliberate breach of security will be treated the same as theft. It is the ultimate breach of trust.
9. **Use your external drive (which you keep at home) and Time Machine program to backup each evening.** **If data is lost because you have not backed up to your external drive, we cannot help.**
10. **As a Creative Industries student you must understand the guidelines for using the material of others in your work electronically or in hard copy.** You need to be aware of copyright rules relating to any creative product you publish in your subject area and follow QUT Cite/Write guidelines for referencing. For advice regarding copyright issues, see IRC staff, your teacher and online sources. The Academy uses the QUT Harvard referencing system and this is mandatory for all assignments.

Intentional misuse or taking a decision to bypass expectations will unfortunately result in immediate withdrawal of the right to use the device on our network.

Remember the concept of “private” does not exist in the cyber world. Anything you do on your laptop is accessible both to Education system monitors, through QACI internal processes and to anyone you communicate with. Take care to protect both your reputation and integrity.
Appendix 3

Queensland Academy for Creative Industries
Use of Social Networking Sites and Web based communication

BACKGROUND

Social networking sites (SNS) are like virtual communities, providing a social lifeline for today’s youth. Sites like MySpace, Bebo, Facebook and Xanga allow users/members to create an online profile or web page. Members can then post personal information, photographs, blogs, music clips and other information about their interests online. A big part of customising their space is to upload photos or images. Most sites also have a blog where users can write their thoughts, encourage others to join in and post comments.

What are the dangers?

Social networking sites hold significant appeal for young people. Whilst such sites provide opportunities for self-expression and identity formation, they also pose risks.

These include:
- Posting inappropriate content. Risks arise when young people give out information that is too personal or allows others to know who they are or where they live.
- Exposure to anti-social or illegal material.
- Being targeted by sex offenders.
- Cyber bullying.
- Identity theft – many people within social networking sites encourage users to join their space or view their profile by encouraging them to click on links that ask for username and passwords. This allows others to gain access to their passwords and other private information.

USE OF THE QUEENSLAND ACADEMY FOR CREATIVE INDUSTRIES BRAND ON PUBLIC SITES

The reputation and standing of the Queensland Academy for Creative Industries brand, represented by name in written texts, by the Academy logo or the Academy uniform, can have both a positive and negative impact on all students and staff who attend the Academy, have attended or those who aspire to attend the Academy.

Any conduct or behaviour deliberate or not intended which may bring the brand into disrepute or portray the Academy community in a negative manner, or place another person at risk, is unacceptable and incongruent with the Queensland Academy for Creative Industries character ideals of:

Respect
Responsibility
Understanding and Tolerance
Honesty and Trustworthiness

- The posting or communication of any image or text which can be identified as or associated with the Queensland Academy for Creative Industries without the written approval of the Principal will be viewed as a serious breach of the Queensland Academy for Creative Industries Responsible Behaviour Plan for students and the Education Queensland Code of School Behaviour, specifically.

- “Demonstrate respect for themselves, other members of the school community and the school environment”. *Posting and communication: includes but is not restricted to websites, social networking sites, email, mobile phone and video.

NEGATIVELY REPRESENTING A MEMBER OF THE QACI COMMUNITY ON PUBLIC SITES

Any conduct or communication on the internet or social media site which negatively portrays or diminishes the standing or reputation of an individual or group who attend the Academy, have attended the Academy or aspire to attend the Academy will be viewed as a very serious breach of the Academy Character Ideals and will warrant the most serious consequences under the Queensland Academy for Creative Industries Responsible Behaviour Plan for Students. This action may be judged to be cyberbullying.

BREACHES AND CONSEQUENCES

Following a thorough investigation and dependent on the intent and nature of the breach, a first offence may result in a student’s suspension from the Academy.

Any action which targets another student or staff member will lead to serious consequences under the QACI Responsible Behaviour Plan and may be referred to the police.

Any action which is illegal will be referred to the Police in addition to serious consequences under the Queensland Academy for Creative Industries Responsible Behaviour Plan.

HOW CAN PARENTS SUPPORT THIS POLICY?

In regard to Social networking

- Encourage children to only upload pictures that you as their parents/guardians would be happy to see
- Make sure they don’t put any personal information on their profile such as phone number, personal email address, home or school addresses
- or other personally identifying information
- Ask them to show you how to use a social networking site – getting involved will empower them to share the experience with you
- Ensure they set their profile to private – but emphasise that a private profile is still public. Nothing on the internet is private or protected
- Encourage them to limit friendship links to known friends
- Regularly review your child’s profile
- Negotiate an online contract
- Make use of free web filters eg K9 web protection www.1.k9webprotection.com
Appendix 4

Respectful Relationships Strategy
(Anti harassment and Anti-Bullying Strategy & Including Cyberbullying)
To be read in conjunction with Education Queensland’s Generic Statement

Beliefs
At the Queensland Academy for Creative Industries our character ideals of

- Respect
- Responsibility
- Honesty & Trustworthiness
- Understanding, Tolerance & Inclusion

allow no room for antisocial behaviours such as harassment or bullying in any form.

For our collaborative learning environment to be effective, allowing students to realise their potential we need to be able to:

“Show the me behind the Mask”

and feel totally comfortable to do so.

Our community celebrates diversity and individual differences and harnesses the flow of ideas and interactions between diverse but likeminded individuals to create dynamic processes and learning.

There is no place for judgement in such an environment.

Creative individuals and knowledge workers respond well to environments based on solid values, clear ideals, open communication and fair treatment.

At the Queensland Academy for Creative Industries we believe every individual within our community and our community as a collective must work together to protect our beliefs.

Our Commitment
We believe there must be open communication about bullying and harassment and as individuals and an organisation we commit to follow up on any identification of these negative and antisocial behaviours.

We believe that for any individual to ignore bullying is to become part of the problem.

Definition
Bullying behaviours that will not be tolerated at the Queensland Academy for Creative Industries include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:
- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

At the Queensland Academy for Creative Industries there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, friends or enemies, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.
In an environment which values relationships so strongly and relies on peer collaboration and engagement bullying does not occur in isolation from learning itself.

**Empowerment and Engagement = Achievement**

Bullying damages relationships and engagement and thus our future potential even if we are not directly involved.

**Three Step Student Self Help Guide**

1. Stay cool – you do not have the problem. Ignore the behaviour.
   Or
   Be assertive – inform the offender to stop their behaviour.
   Calmly walk away. Do not fight back.

2. Ask for help:
   - Peer mentor
   - Teacher
   - Success Coach
   - Administration

   Reporting the bullying enables you to get support from someone you can trust!!!

3. Make a formal complaint.
   The Academy will investigate the matter and take action under our Respectful Relationships Policy and Responsible Behaviour Plan.

**Helping Others**

- Step 1: If you see someone being bullied, do not ignore it.
- Step 2: Discourage others from supporting or joining in.
   This is ‘passive’ bullying and doing nothing encourages bullying.
- Step 3: Support someone by being proactive, ie. Inform someone you can trust.

**How can Parents Help?**

- Take an active interest in your child’s social life.
- Watch for signs of change in behaviour and disengagement.
- Encourage resilience (ie. be assertive but not physical).
- Help child develop strategies.
- Model appropriate behaviours at home and external to the school.
- Discuss bullying observations openly (eg. Media, football)

**Action**

- Believe your child
- Stay calm
- Enquire what they have done already to deal with it.
- Ask what outcome they would like.
- Ask how you can support them and "walk beside them"
- Empower and encourage.

As individuals and a community we should:

**Ask often**

Is what I am about to do going to make another person’s day worse?

If the answer is YES it is not QACI behaviour.

Show the Sense of the Goose.

**Reflect Often – Develop understanding & tolerance**

By discovering another's story you will find a piece of you in that story.
Appendix 4a

Education Queensland generic statement on:
Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying) as applied to the Queensland Academy for Creative Industries

Purpose

1. The Queensland Academy for Creative Industries strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in the Queensland Academy for Creative Industries. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at the Queensland Academy for Creative Industries include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At the Queensland Academy for Creative Industries there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Queensland Academy for Creative Industries are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.
**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the QACI character ideals and have been taught the expected behaviours attached to each ideal in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

The Queensland Academy for Creative Industries will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

11. An initial introductory lesson is delivered, which teaches the Three Step – Student Self Help Guide to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

13. The Queensland Academy for Creative Industries will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at the Queensland Academy for Creative Industries takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

15. The Queensland Academy for Creative Industries uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 5

Discipline Improvement Plan for Student Name

Student problem behaviour/incident
Insert description of behaviour(s)/ incident(s) that has led to the requirement for this plan.

School support
Insert description of support, resources, program/ strategies to assist the student’s improvement.

Expected behaviour
Examples
• You will be punctual, attend school and participate in all classroom learning activities for the next 2 weeks.
• You will attend and participate in the xxx program (e.g. drug and alcohol) run by (staff member name) for (number) weeks.
• You will meet with your year coordinator on Mondays and Wednesdays at 10:00am to learn how to behave respectfully to your teachers.
• You will meet with the guidance officer at lunch times for the next 3 weeks or until the guidance officer is satisfied that you have learned how to play safely with other children.
• You will check in and check out daily with (staff member name) every morning at 8:30 am for the next 2 weeks. They will ensure you have all of the equipment you need for the day and that you have had your daily behaviour monitoring sheet signed by relevant staff and your parents.

Consequences for non-compliance
Include clear consequences for non-compliance (it is inappropriate to include consequences which are formal processes, for example, suspension or exclusion as the behaviour of the student must meet one of the grounds and due process must be followed)

People who can support you
• Include name of school support people

Agreement
I/We agree to Student Name’s plan outlined above and understand that this plan will begin on day month year and be reviewed on day month year.

Signatures:

Student
Date

Principal
Date

Parent/s
Date

Other
Date

Review date:
Appendix 6

Community service intervention consent form

Date

Dear Parent/Student

I have been given information that Student Name has engaged in inappropriate behaviour, namely (specify) on day month year. I am presently considering various options to address the inappropriate behaviour.

As an alternative to suspension or exclusion, I ask that you give consent for Student Name to undertake a community service intervention, namely (specify).

The aims of the activity are: (insert disciplinary aims)

- Activity details:
  Outline all relevant details about the community service intervention. Schools need to ensure that sufficient information is given to parents about the nature of the activities that will be undertaken so that they can give informed consent to their child’s participation. This information should include:
  - activity details (date, times, locations, etc.)
  - what the students will be doing (e.g. gardening, removing litter from school grounds etc.)
  - where the students will be (classroom, outdoors, restricted space, pool, creek etc.)
  - any potential hazards (if required)
  - transportation (detail how the student(s) will be getting to the activity)
  - dress code (e.g. suitable clothing to be worn, appropriate to the activity)
  - any precautions to be taken (e.g. sunscreen)
  - any information relevant to students with medical requirements (e.g. due to conditions such as diabetes, asthma, travel sickness, allergies or anaphylaxis).

The activity will be supervised by Staff member name. Staff member name’s contact details are:

- During school hours phone number: phone number
- After school hours phone number: phone number
- Email: email address

If you consent to your child’s participation in the activity, please complete this consent form and return all pages (including this page) to:

School contact’s name
School contact’s address

For further information about the community service interventions, please contact school contact on telephone number.

If you do not consent to your child’s participation in this activity, or your child refuses to satisfactorily undertake the activity despite your consent, then I will proceed with my consideration of formal disciplinary consequences and will advise you in due course of my decision.

Yours sincerely

School Principal’s name
Principal
School name

Supervisor’s name
Supervisor’s position
School name
Consent
If you agree to all of the following, please sign below:

- I am aware that the Department of Education, Training and Employment does not have personal accident insurance cover for students. I understand that this means if my child is injured as a result of an accident, I may be responsible for out-of-pocket expenses (for example, for medical services not covered by Medicare or private health insurance).
- I understand that if my child becomes ill or has an accident during the activity, the supervising staff will generally contact a parent immediately, in advance of treatment being sought. However, this will not necessarily happen in the event of an emergency, where immediate action is required, or if the parent cannot be reached. The school staff member supervising may contact Doctor listed on OneSchool, the department’s case management system, if a parent cannot be reached and it is not an emergency.
- In such circumstances I authorise school staff to obtain any medical assistance or treatment my child may reasonably require.
- I authorise the supervising staff to administer such first aid as the supervising staff considers to be reasonably necessary.
- I have provided the school all relevant details relating to my child’s medical or physical needs on enrolment and where relevant have updated this information.
- I have read all of the information contained in this form in relation to the community service intervention (including any attached material) and I give consent for my child, _________________________ (print child’s name) in class ________ (print class details), to participate in the activity detailed above.

Parent name: _______________________________________ (Please Print)
Parent signature: __________________________________
Date: ________/______/_______
Emergency contact number for the duration of the activity: _______________________
Second emergency contact number for the duration of the activity: __________________

Additional medical information
The school collected medical information about your child at enrolment. This information is stored in OneSchool. Please give full details of any new or changed conditions (medical, physical or management) which may affect your child’s full participation in the activity described in the form.

_____________________________________________________________________________________________
_____________________________________________________________________________________________

You may also wish to provide the following information:*  
Name of child’s medical practitioner: ________________________________
Telephone No.: ________________________

*If an enrolment form for your child has been completed or updated since October 2012 this information will already be recorded on OneSchool.

I would like this additional information about my child’s medical and physical details to be recorded in OneSchool records.

Privacy notice
The Department of Education, Training and Employment is collecting the personal information requested in this form in order to:
- obtain lawful consent for your child to participate in the activity;
- help coordinate the activity;
- respond to any injury or medical condition that may arise during, or as a result of the activity; and
- update school records where necessary.

The information will only be accessed by authorised school staff and will be dealt with in accordance with the confidentiality requirements of s.426 of the Education (General Provisions) Act 2006 (Qld) and the Information Privacy Act 2009 (Qld).

The information will not be disclosed to any other person or agency unless it is for a purpose stated above, the disclosure is authorised or required by law, or you have given DETE permission for the information to be disclosed.
Inside School Hours

- The detention duration (and activities within the detention) should reflect the nature of the behaviour which led to this consequence.

- A detention should be utilised if it is the most appropriate strategy to assist the student to learn about and modify their behaviour and grow by:
  - Reflecting upon the behaviour which led to the inappropriate behaviour
  - Assisting them to meet responsibilities which have not been fulfilled

- A detention which occurs during a recess should allow at least 25% of the scheduled recess time for a student to access toilets, a drink and food during the recess.

  It is reasonable to allow a student to eat and drink during the detention in addition to that provided above if the student’s completion of the detention is not impacted upon and the environment allows for eating.

- A detention will be recorded on OneSchool.

- A student should fully understand the reason for the detention and its purpose.

External Detention

- A decision to employ an external detention will be made by a member of the administration team after consultation with a teacher and consideration of the student’s pattern of behaviour or single incident and the range of intervention strategies available.

- Procedures will be followed as per that outlined in the Explanation of Consequences.

- The record of out-of-school hours detention record will be completed and parental approval will be gained prior to the out-of-hours detention being implemented (Appendix 8)
# Appendix 8

## Record of out-of-school hours detention

### Detention details:

<table>
<thead>
<tr>
<th>Student:</th>
<th>Student Name</th>
<th>Class:</th>
<th>E.g. 6B</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Day:</th>
<th>Day</th>
<th>Date:</th>
<th>xx/xx/xx</th>
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Circumstances leading to detention/reasons for detention:
- Outline behaviours that warrant a detention (in line with school’s behaviour plan)
- 

### Detention activity details:

Outline all relevant details about the out-of-school hours detention. Schools need to ensure that sufficient information is given to parents about the nature of the activities that will be undertaken so that they can give informed consent to their child’s participation. This information should include:
- What the student will be doing (e.g. school work, revision of school rules and policies, restorative practices, etc)
- Where the student will be (classroom, office etc)
- Any potential hazards (as appropriate)
- Transportation (detail how the student will be getting to the activity, e.g. parent transport)
- Dress code (e.g. uniform or other suitable clothing to be worn)
- Other items to bring (e.g. school work, food or drink, hat)
- Any information relevant to students with medical requirements (e.g. due to conditions such as diabetes, asthma, travel sickness, allergies or anaphylaxis).

Staff Name: | Name | Email: | xxx@eq.edu.au |
|----------|------|--------|---------------|

| School Hours Phone: | xxxxxxxx | After School Hours Phone: | xxxxxxxx |

### Principal’s Authorisation:

I have made this decision under section 276 of the *Education (General Provisions) Act* 2006.
- [ ] a risk assessment has been completed and a risk management plan developed where necessary
- [ ] parents have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur
- [ ] parents have been consulted about suitable times for the detention to be completed within the parameters set by the school
- [ ] parents have been informed of:
  - [ ] location and duration of the detention
  - [ ] their responsibility to arrange travel/supervision to and from the detention, where appropriate

Principal’s name: ____________________________
Principal’s signature: ____________________________
Date: ____/____/____

### Parent’s Consent:

If you consent to your child’s participation in the out-of-school hours detention outlined above, please complete below and return all pages to (contact name and address).
- [ ] I have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur
- [ ] I have been consulted about suitable times for the detention to be completed within the parameters set by the school
- [ ] I have been informed of:
  - [ ] the location and duration of the detention
  - [ ] my responsibility to arrange travel/supervision to and from the detention (if necessary)
- [ ] I give consent for my child, ________________ (child’s name in class ______), to participate in the out-of-school hours detention detailed above.

Parent’s name: ____________________________
Parent’s signature: ____________________________
Date: ____/____/____
Debriefing Report

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

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

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

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

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

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

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

Guidelines to assist with disciplinary decisions

This is an optional resource designed to assist you with making disciplinary decisions. Gathering and recording evidence is a process that will necessarily vary for each decision. The information provided below may assist you in determining the best approach.

You are only required to provide the student with the material facts, supported by relevant evidence that you used to make the disciplinary decision. Quality is more important than quantity.

What documentation may be considered in investigations?

- Chapter 12, Part 3, Education (General Provisions) Act 2006
- Department policies and procedures e.g., Safe, supportive and disciplined school environment procedure
- School’s Responsible Behaviour Plan for Students
- OneSchool student’s behaviour record incident report
- Staff reports – OneSchool record of contact
- Audio/visual recording of an incident
- Signed and dated statements/records of interview/student’s response to allegations
- Evidence of individual adjustments and supports implemented for the student/s
- Evidence of interventions or supports to manage behaviour (particularly the behaviour that led to the school disciplinary absence)
- Parent response or submission or other relevant correspondence received from parents or sent to parents
- Evidence of criminal charges and/or bail conditions
- Records of referrals to other specialists and/or government agencies
- Report cards
- Medical/psychological reports
- Notes from guidance officer or other staff such as Youth Support Coordinator or school chaplain
- Any plans including individual support plans
- Other information that is relevant to the investigation.

Statements

- Obtaining a verbal or written statement is one way of capturing a person’s view of what happened.
- When taking statements from children, take care and use your skills to find out what they know about an incident by eliciting, clarifying key information and making an accurate record of it.
- You may record the student’s statement by writing down what they say in their own words, being careful not to ask leading questions.
- Ask the student to read and sign your notes.

Criminal charges, court matters and bail conditions

- Ask the student and/or the student’s carers to confirm whether or not the student has been charged and the details of the charges and bail conditions.
- You can also contact the police who are investigating the matter. Police may advise you of the charges and any relevant bail conditions.
- You can contact the regional office of the Department of Justice and Attorney-General for information.
- You may obtain information from media sources or from police press releases about the incident.
- When you become aware that a student has been charged with or is alleged to have committed a serious criminal offence/s, for example, physical or sexual assault, notify the Regional Director and consider taking appropriate disciplinary action.

Audio/visual records of the incident

- Footage from school security cameras and recordings may be used as evidence.
- A note of caution: where the footage is the property of a third party (e.g., on a student’s personal mobile phone), you must have their consent to view it and to take a copy. If the images are otherwise publicly available (such as on the internet), you may view the images without obtaining specific consent.
- A copy of audio/visual records must not be supplied as part of the material considered. In such cases, you should invite the relevant parties to view the audio/visual records at school by appointment.
Appendix 11

Statement of Expectations for a Disciplined School Environment

- Gain staff commitment to implementing the school's behaviour plan consistently and with the highest degree of integrity.

2. Parent and community engagement
- Develop a shared understanding of behavioural expectations and actively seek parent and community participation in the development of the school's behaviour plan.
- Engage in regular positive, respectful interactions with family and community members such that positive, respectful, and valued relationships are established.
- Communicate clearly the school's expectations for student behaviour to students and their parents at enrolment and throughout the student's enrolment.
- Engage parents as partners to support their child's learning and behaviour.
- Promptly inform parents if their child requires additional support with behaviour and engage parents in developing strategies to support the student.
- Provide opportunities for parents to enhance their skills to positively support behaviour success at school.

3. Data informed decision making
- Regularly and frequently enter data about positive and inappropriate student behaviour into OneSchool, using agreed procedures and protocols.
- Employ standard evaluation questions that consider (a) what, where, when and why students engage in particular behaviours; (b) staff members involved; and (c) accuracy and consistency of implementation of the positive whole-school approach.
- Regularly analyse student behaviour and achievement data at student and systems levels to evaluate the implementation and effectiveness of the positive whole-school approach; and, inform revision of the school's behaviour plan.
- Regularly communicate and discuss findings with school staff and parents to inform decision-making about individual, group and school-wide responses.

4. Clear consistent expectations for behaviour
- Set high expectations for behaviour and learning across the whole-school community and for all students.
- Identify, define and describe three to five positive behaviour expectations that are important in all school settings and for all students and staff members.
- Develop and implement formal lesson plans using positive behaviour examples that are representative of typical school settings and each of the three to five positive expectations.
- Develop and implement procedures for responding to inappropriate behaviour and train staff to ensure consistent effective implementation.
• Set disciplinary consequences for unacceptable behaviour that align with the legislative requirements of the Education (General Provisions) Act 2006 and department policies and procedures. Apply them fairly and consistently.

5. Explicit teaching of appropriate behaviour to all students

• Provide differentiated curriculum within the school’s pedagogical framework to engage students and promote learning.

• Select evidence-based behaviour strategies that can be organised into a tiered continuum of behaviour supports.

• Define, teach, reteach and model the expected behaviours and provide opportunities for practice in the settings in which they will be used.

• Actively supervise students, promote expected behaviour, prevent and correct inappropriate behaviour and acknowledge positive behaviour continuously.

• Differentiate behaviour support practices and strategies, based on data related to student progress and responsiveness, to teach appropriate behaviour and social and emotional skills to:
  • all students
  • identified groups of students whose behaviour still does not meet the behaviour expectations despite the teaching given to all students
  • identified individual students whose behaviour continues to be inappropriate despite participating in the teaching given to all students and their involvement in small group programs.

• Ensure differentiated approaches recognise disability, while not accepting inappropriate behaviour.