Yeronga State High School
Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose

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

The Responsible Behaviour Plan for Students (the Plan) is designed to support this learning environment through facilitating high standards of behaviour. The Plan applies to all students whether at school or outside school where they can be easily identified as a member of Yeronga State High School community (eg. when representing the school, travelling to or from school, while wearing the uniform).

At the core of our school’s plan is our vision for the future: Quality Pathways to Success – Quality, Harmony and Sustainability.

2. Consultation and data review

Yeronga State High School developed this Plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and meetings held during November 2012. The development process was informed by a review of the following important school data relating to attendance, unexplained absences, cancellations, and disciplinary actions and absences. Disciplinary actions included those related to online behaviour, inappropriate use of mobile phones or other electronic devices, bullying and harassment, theft, disobedience and actions that were prejudicial to the good order and management of the school.

The Plan endorsed by the Principal, the President of the P&C and the Assistant Regional Director in December 2012, and will be reviewed in 2015 as required by legislation.

3. Learning and behaviour statement

Our Responsible Behaviour Plan is based on Education Queensland’s “Code of School Behaviour” (Appendix 1), from which Yeronga SHS’s “Rights & Responsibilities” and “Code of Behaviour” (Appendix 2) are drawn. The key behavioural elements of both codes centre around behavioural elements that are embodied in Yeronga SHS’s four "Rs" -

Rights – to be safe and to learn unhindered
Respect – to treat all people with dignity and respect properly
Responsibilities – to uphold the rights of all and follow the school rules
Reputation – to take pride in self and school through positive action

Our core values of Quality, Harmony and Sustainability define how these behavioural elements are expressed. Quality infers that members of our community need to behave in ways that uphold high standards, while Harmony reflects the need to behave in ways that promote positive relationships. Sustainability is about behaving in ways that maintain both Quality and Harmony within our school.

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

Yeronga SHS uses a three tiered approach to ensuring that the key behavioural elements and core values are enacted and also in responding to unacceptable behaviour. These tiers are: Universal, Targeted and Intensive levels of support.

4.1 Universal behaviour support

Students come to school to learn. In this context behaviour support represents an important opportunity for students to learn how to get along with others. At Yeronga SHS strategies are in place for the large majority of students to acquire and display the positive social behaviours associated with the 4 Rs (Rights, Responsibilities, Respect, and Reputation). The strategies include:

- Engaging, challenging and inclusive curriculum.
- Quality teaching, learning, assessment and reporting practices.
- Comprehensive induction programs in the Yeronga SHS Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Weekly address by Principal focusing on behaviour and rewarding students for success and achievement.
- School Newsletter articles related to responsible use of ICTs.
- School diary which provides students with information on school expectations, values and rules.
- Promotion of Yeronga SHS 5 Ps focus: (Being – Positive, Punctual, Prepared, Productive, Proud)
- Positive role modelling – teachers, administrators, parents & student leaders.
- Proactive and consistent classroom strategies.
- Clearly articulated boundaries and rules.
- Positive relationships and respectful interactions.
- Social skills/life skills programs.
- Student leadership opportunities.
- Active and engaged student council promoting active school citizenship.
- Promoting healthy lifestyles (tuckshop, sport, HPE)
- Proactive and caring Year Level Co-ordinators.
- Classroom rules – developed & displayed.
- Guest/motivational speakers.
- Implementation of specific policies to address:
  - The use of personal property technology devices at school (Appendix 3) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
  - Procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 4).
  - Procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 5).
  - Drug Education and Response (Appendix 6).

From time to time even students who display positive social behaviours for the majority of the time require re-direction for low-level and infrequent problem behaviour. In these situations, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations. Our preferred way of re-directing low-level problem behaviour is to ask them
- how they might be able to act to better support the Rights of all and by being more Responsible and
- how they might be more Respectful to facilitate a more positive Reputation of which all can be proud.
This encourages students to reflect on their own behaviour, compare it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

### 4.2 Targeted behaviour support

At Yeronga SHS a small group of students who do not respond to the universal (whole school) behaviour support may require additional or targeted support. This support may be provided by a range of personnel including:
- Peers;
- Teachers;
- Year level co-ordinators;
- Head of Departments;
- Executive Leadership – Principal, Deputy Principals, Head of Special Education Services
- School community liaison staff;
- School support staff – Guidance Officer, School Chaplain, Youth Support Worker, School Based Youth Health Nurse;
- External community agency staff.

The strategies used by these people include:
- Student withdrawal or detention;
- Monitoring plans – behaviour, attendance, and industry;
- Restitution – apologies, community service;
- Mediation processes – peer mediation;
- Referral to specific external agencies;
- Parent/family/guardian involvement;
- Data monitoring – incident reports/referrals, attendance;
- Specific strategies support – eg motivation & engagement program; student exit strategies.

The Student Support Management Group (SSMG) comprising Guidance Officer, Junior Schooling HOD, Senior School HOD, Deputy Principals and HOSES, meet weekly to assess student referrals from staff, determine and implement appropriate support strategies based upon individual need and circumstances, and monitor student progress.

All of these strategies are aimed at helping students feel accepted and engaged with school, so that they feel they are part of the school community. These are important factors in developing lifelong resilience.
4.3 Intensive behaviour support

As with all schools, a very small percentage of students may need intensive support and/or flexible learning options. Students requiring this level of support are identified through the SSMG process (mentioned in Targeted Behaviour Support), and through monitoring of OneSchool behaviour records and attendance records. The following are the minimum expectations for this type of support:

- Each case is treated on an individual basis, with individual Behaviour Support Plan and Monitoring Program, with the goal of re-engaging the student in learning and maintaining their sense of well-being.
- Students and parents/caregivers are informed of key interventions or processes such as:
  - Alternative Learning Pathway/Program/Timetable
  - Suspension (Any students placed on a 6-20 Day suspension have the opportunity to attend a Short Term Intervention Program located at the district's city site at Milton)
  - Exclusion
- Consultation with relevant school-based and/or EQ personnel and external agencies is planned.
  - AVT Behaviour Support Intervention (student/family)
  - Guidance Officer Support & Student Services Support
  - Counselling
  - External Agency Support
  - District Behaviour Team
- Teacher meetings to review and monitor progress of individual students are conducted.

5. Consequences for Inappropriate or unacceptable behaviour

Yeronga SHS school rules are based on the values of Quality, Harmony and Sustainability and aim to help students a) be aware of the Rights and Responsibilities of all; b) appreciate and Respect others and their property; and c) be aware of the implications of a positive Reputation on each individual and our school. Consequently, we enforce clear standards of academic and social behaviour where teaching and learning rights are promoted.

Our school makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable, consistent and proportionate to the nature of the behaviour.

There are two main methods used to ensure this fairness of consequences.

Firstly, there is a process of peer consultation among staff at the various levels of behaviour management within Yeronga SHS (Appendix 7). As an example, teachers discuss consequences with colleagues and HODs while Deputy Principals discuss consequences with other members of the school executive and HODs to determine an appropriate action.

Secondly, inappropriate and unacceptable behaviour is classified as either MINOR or MAJOR in nature so that all members of our community understand the difference.

Staff members also use the classification to determine at which level of intervention the behaviour is managed:

- Minor behaviour incidents are handled by teachers, year coordinators and HODs at the time it happens.
- Major behaviour incidents are referred directly to the school Administration team.

The following outlines how Yeronga SHS defines these behaviours and the possible consequences.

5.1 Minor Inappropriate Behaviours

a) Minor problem behaviours are those that:

- Are minor breaches of the school rules.
- Do not seriously harm others or cause you to suspect that the student may be harmed.
- Do not violate the rights of others in any other serious way.
- Are not part of a pattern of inappropriate behaviours.
- Do not require involvement of specialist support staff or Administration.

b) Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution, detention for work completion, or temporary removal of property.
A re-direction process where a staff member takes the student aside and:

1. Names the behaviour that student is displaying.
2. Asks the student to name expected school behaviour.
3. States and explains the expected school behaviour if necessary.
4. Gives positive verbal acknowledgement for expected school behaviour.

c) Definition of Consequences

<table>
<thead>
<tr>
<th>Time out</th>
<th>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detention</td>
<td>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</td>
</tr>
<tr>
<td>Temporary Removal of Property</td>
<td>A principal or staff member of Yeronga SHS has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff. Examples of property include those that are illegal, put at risk the safety or well-being of staff and students, do not foster mutual respect or preserve the learning environment OR are prohibited according to the RBPS. At Yeronga SHS prohibited items include personal electronic devices other than mobile phones, skateboards, other similar recreation devices, excessive jewellery.</td>
</tr>
</tbody>
</table>

5.2 Major Unacceptable Behaviours

a) Major behaviours are those that:

- Significantly violate the rights of others.
- Put others or self at risk of harm.
- Require the involvement of school Administration.

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then arranges for the student to be escorted to Administration. A report of the student’s behaviour is recorded on OneSchool.

b) Major unacceptable behaviours may result in the following consequences:

- Level One: Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour. AND/OR

- Level Two: Parent contact, referral to Guidance Officer, referral to school based Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.

- Level Three: Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

5.3 Student Disciplinary Absences (Suspension/Exclusions)

Disciplinary actions for a student enrolled at a State school may be enacted for any unacceptable behaviour committed whether at school or outside school where they can be easily identified as a member of Yeronga State High School community (eg. when representing the school, travelling to or from school, while wearing the uniform).

Principals may suspend students for a period of up to 20 days for ‘Disobedience’, ‘Misconduct’ or ‘Other conduct that is prejudicial to the good order and management of the school’.

a) There are two types of suspensions: one to five days and six to 20 days. If a student is suspended:

- For up to five days the school must take reasonable steps to ensure the student is given school work to allow them to continue with their education. The suspension may not be appealed.
- For more than five school days, the school must coordinate arrangements for placing the student in an alternative education program that allows them to continue with their education. The suspension may be appealed.
b) Grounds for Suspension with a Recommendation for Exclusion

A student may be suspended with a recommendation to exclude as per grounds outlined for suspension, but the student’s disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour. Before applying suspension with recommendation to exclude, the principal may consider using Behaviour Improvement Condition. A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school’s principal. The program must be:
- Reasonably appropriate to the challenging behaviour.
- Conducted by an appropriately qualified person.
- Designed to help the student not to re-engage in the challenging behaviour.

Additionally, a student may be suspended with a recommendation to exclude for the student’s contravention of a Behaviour Improvement Condition.

c) Return from Suspension

When a student returns from a suspension, they and their parents must meet with the relevant Deputy Principal and make an appointment with the Guidance Officer. After a suspension, students are not allowed to represent the school or attend extra-curricular activities for a period of 10 weeks to enable them to regain good standing in the school community. Good standing can be reduced by 5 weeks if students engage in school community service activities or successful lesson monitoring negotiated with the relevant Deputy Principal.

d) Grounds for Cancellation of Enrolment

The enrolment of a post compulsory age student may be cancelled if the student displays persistent refusal to participate in the program of instruction.

Students of Yeronga SHS involved in possessing, taking, selling or supplying drugs, violent assaults or possession of and use of weapons could expect to be recommended for exclusion. If illegal items are found by the school the Queensland Police Service must be notified.

![School Disciplinary Absences (SDA) Defined](image)

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour. Student disciplinary absences are generally used after consideration has been given to all other responses.

5.5 Off Campus Learning Activities:

Students are at risk of being withdrawn from off-campus activities if they have a history of major/ significant inappropriate behaviours and present a significant risk to the success, safety and/or wellbeing of themselves and/or others. Where an off-campus activity (eg. excursion) is an essential part of the learning program, the HOD will organise for an alternative learning task to be undertaken back at school.
Appendix 8 outlines examples of inappropriate and unacceptable behaviour.

6. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions 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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

6.1 Immediate Strategies

a) 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.

b) 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.

c) 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.

6.2 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.

6.3 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.

6.4 Physical Intervention

Staff may make legitimate use of physical intervention if 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 Yeronga State High School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

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

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.
- Take into account the age, stature, disability, understanding and gender of the student.

6.5 Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Physical Intervention Report Involving a Staff Member and a Student. (Appendix 9)
- Health and Safety incident record (link)
- Debriefing report (for student and staff). (Appendix 10)

7. Network of student support

Students at Yeronga SHS are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

<table>
<thead>
<tr>
<th>Parents</th>
<th>English as an Additional Language (EAL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>AVT Behaviour Support</td>
</tr>
<tr>
<td>Support Staff</td>
<td>Youth Support Worker</td>
</tr>
<tr>
<td>Head of Departments</td>
<td>Cultural Liaison Worker</td>
</tr>
<tr>
<td>Administration Staff</td>
<td>Pregnant &amp; Parenting Support Officer</td>
</tr>
<tr>
<td>Guidance Services</td>
<td>Reconnect Officer</td>
</tr>
<tr>
<td>Guidance Officer</td>
<td>School Chaplain</td>
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<tr>
<td>Year Level Co-ordinators</td>
<td>School Based Youth School Nurse</td>
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</tbody>
</table>

As a result of our diverse student population we have developed Inter-Agency Partnerships with multiple groups, both government and community based including:

<table>
<thead>
<tr>
<th>Queensland Program Assisting Survivors of Torture and Trauma (QPASTT)</th>
<th>Support Services Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harmony Place</td>
<td>Disability Services Queensland</td>
</tr>
<tr>
<td>Multilink</td>
<td>Queensland Health</td>
</tr>
<tr>
<td>Multicultural Centre</td>
<td>Department of Communities (Child Safety Services)</td>
</tr>
<tr>
<td>Mercy Family Services</td>
<td>Police</td>
</tr>
<tr>
<td>Child Youth &amp; Mental Health</td>
<td>Local Council</td>
</tr>
<tr>
<td>Queensland Police Cultural Liaison Officer</td>
<td>Neighbourhood Centre</td>
</tr>
</tbody>
</table>

All students are monitored through the school’s Student Management Database which keeps track of all student behaviour issues. It is the central point of information collation and referral for all behaviour issues involving students and enables systematic tracking and monitoring of individual students, types of incidents and locations.

8. Consideration of individual circumstances

Yeronga State High School’s values and beliefs inform our Responsible Behaviour Plan. This ensures that we treat each case on an individual basis and that our response to inappropriate behaviour takes account of particular contexts and situations.

In all circumstances Yeronga State High School follows the principles of Natural Justice. Before a decision is made on an issue of student behaviour, we seek input and explanations from all involved to ascertain all factual details and consider prior issues, student conduct and mitigating circumstances.

Our commitment to a consideration of both the individual circumstances, actions of the student, and the needs and rights of school community members is shown by our emphasis on:

- Positive relationships and a respect for diversity and difference.
A broad and flexible range of interventions, with a focus on learning from mistakes and developing responsibility.
- Prevention, and keeping students engaged in mainstream schooling wherever possible.
- Taking students' circumstances and other relevant factors into account.
- Clear and consistent communication between home and school.
- A multi-disciplinary approach so that students' chances of success are maximized.
- Involvement from parents/carers.
- Links with relevant external agencies and specialists.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- 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

11. Some related resources

- Schoolwide Positive Behaviour Support
- 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
12. Endorsement

Principal

P&C President or

Chair, School Council

Effective Date: 13/12/12 to 11/12/15
Appendix 1

EQ's CODE OF SCHOOL BEHAVIOUR

Queensland state schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. State schools are strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. They prepare students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of state schooling in Queensland.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:
- the rights of all students to learn
- the rights of teachers to teach
- the rights of all to be safe.

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

It outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents. The Code has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

School communities will use The Code as a basis for providing:
- positive support to promote high standards of achievement and behaviour
- clearly articulated responses and consequences for inappropriate behaviour.

Each school will detail particular strategies to promote appropriate behaviour as well as consequences for unacceptable behaviour within its Responsible Behaviour Plan for Students.

Proposed legislation will provide for an "enrolment agreement" from 1 July 2006. On enrolment, all parties will be expected to sign this agreement, including students (where appropriate), parents/carers and principals. This agreement will require all parties to abide by The Code of School Behaviour and other endorsed conditions stipulated by the school.

STANDARDS:

State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. Staff are to maintain high standards of ethical behaviour as established in the Department of Education's Code of Conduct. All members of school communities are to abide by The Code of School Behaviour in accordance with the following standards.

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

Students are expected to:
- participate actively in the school’s education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- cooperate with staff and others in authority.

Parents/carers are expected to:
- show an active interest in their child’s schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child.

Schools are expected to:
- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents/carers
- promote the skills of responsible self-management.
Principals are expected to:
• play a strong leadership role in implementing and communicating The Code in the school community
• ensure consistency and fairness in implementing the school’s Responsible Behaviour Plan for Students
• communicate high expectations for individual achievement and behaviour
• review and monitor the effectiveness of school practices and their impact on student learning
• support staff in ensuring compliance with The Code and facilitate professional development to improve the skills of staff to promote responsible behaviour.

Regional Executive Directors or Executive Directors (Schools) are expected to:
• endorse the school’s Responsible Behaviour Plan for Students that aligns with The Code and complies with legislation
• ensure that school plans are implemented consistently, fairly and reasonably
• exercise leadership in support of school principals’ responsibilities under The Code and promote improvement of the professional skills of principals accordingly.

The Senior Management Team of Education Queensland is expected to:
• determine policy directions and monitor the efficiency and effectiveness of resource allocations and services to support responsible behaviour throughout Queensland schools.

CONSEQUENCES FOR UNACCEPTABLE STUDENT BEHAVIOUR:
Student behaviour that does not comply with the expected standards is not acceptable. The Responsible Behaviour Plan for Students will set out the range and level of responses and consequences for student behaviour that is not consistent with these standards.

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 challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Schools use a range of consequences that are authorised by Education Queensland which include:
• suspensions
• exclusions
• cancellations of enrolment.

These consequences are to be used after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

THE CODE OF SCHOOL BEHAVIOUR IS BASED ON THE FOLLOWING VALUES AND PRINCIPLES:

Values
The Department’s Strategic Plan defines the following values:

• Professionalism: committing to the highest standards of accountability and performance
• Respect: treating all people with respect and dignity
• Innovation and Creativity: fostering safe environments that support innovative and creative practice
• Diversity and Inclusiveness: encouraging all Queenslanders to participate in education and cultural activities
• Excellence: supporting the pursuit of excellence.

Principles
The Code is underpinned by the following principles:

• State schools expect high standards of personal achievement and behaviour.
• The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
• Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership.
• Partnerships with parents/carers, the wider school community and other support agencies contribute to positive behaviour in schools.
• Staff expertise is valued and developed.
• Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
• Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.
YERONGA STATE HIGH SCHOOL - CODE OF BEHAVIOUR

The Yeronga State High School Code of Behaviour is structured around the 4 R’s – Rights, Responsibilities, Respect and Reputation.

All members of the school community are expected to uphold this code whether at school or outside school where they can be easily identified as a member of Yeronga State High School community (e.g. when representing the school on trips or camps, travelling to or from school, while wearing the uniform).

**OUR CODE OF BEHAVIOUR**

**RIGHTS**  
- to be safe and to learn unhindered

**RESPECT**  
- to treat all people with dignity and respect property

**RESPONSIBILITY**  
- to uphold the rights of all and follow the school rules

**REPUTATION**  
- to take pride in self and school through positive action

**WHAT THE CODE MEANS:**

<table>
<thead>
<tr>
<th>Rights</th>
<th>All members of our school community have the fundamental right to learn unhindered and enjoy a safe and supportive environment, free from bullying, harassment, intimidation or fear.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>All members of the school community must treat others with dignity and respect property. With this in mind the following examples are unacceptable behaviours under all circumstances –</td>
</tr>
<tr>
<td>Spitting</td>
<td></td>
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<tr>
<td>Chewing Gum</td>
<td></td>
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<tr>
<td>Graffiti</td>
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<tr>
<td>Violence</td>
<td></td>
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<td>Bullying</td>
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</tr>
<tr>
<td>Loud or Lurid Behaviour</td>
<td></td>
</tr>
<tr>
<td>Spitting</td>
<td></td>
</tr>
<tr>
<td>Chewing Gum</td>
<td></td>
</tr>
<tr>
<td>Graffiti</td>
<td></td>
</tr>
<tr>
<td>Violence</td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td></td>
</tr>
<tr>
<td>Loud or Lurid Behaviour</td>
<td></td>
</tr>
<tr>
<td>Items not to be brought to school under any circumstances:</td>
<td></td>
</tr>
<tr>
<td>Alcohol</td>
<td>Cigarettes</td>
</tr>
<tr>
<td>Illegal drugs</td>
<td>Weapons (including knives and other dangerous items)</td>
</tr>
<tr>
<td>Skateboards or similar high risk devices</td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td>It is everyone’s responsibility to ensure that their behaviour choices uphold the rights of others, follow the school rules and contribute to caring interpersonal relationships that promote learning.</td>
</tr>
<tr>
<td></td>
<td>The 5 P’s are actions that assist in achieving this goal. Students and staff have a responsibility to be –</td>
</tr>
<tr>
<td></td>
<td>Positive; Punctual, Prepared Productive &amp; Proud</td>
</tr>
<tr>
<td></td>
<td>Students who display behaviour that denies others the rights to learn unhindered or be safe can expect redirection to think about their behaviour or other consequences ranging from detention to suspension.</td>
</tr>
<tr>
<td></td>
<td>Students, staff and parents also have a responsibility to be aware of and follow Yeronga SHS’s rules and policies relating to Students welfare &amp; Support; General Procedures; Assessment &amp; Study; Responsible Behaviours. These can be found in documents such as the student diary and enrolment packages.</td>
</tr>
<tr>
<td></td>
<td>Individuals also need to be responsible for completing work within timelines, the safe use of school equipment, security of valuables and possessions, keeping the school environment clean, tidy and healthy.</td>
</tr>
<tr>
<td>Reputation</td>
<td>The reputation of a school and the individuals that comprise it can be significantly beneficial to these individuals in the broader social context.</td>
</tr>
<tr>
<td></td>
<td>In order to foster these opportunities, students, guardians and staff need to be -</td>
</tr>
<tr>
<td></td>
<td>Well groomed and appropriately dressed.</td>
</tr>
<tr>
<td></td>
<td>Courteous and considerate of others.</td>
</tr>
<tr>
<td></td>
<td>Well behaved in public.</td>
</tr>
<tr>
<td></td>
<td>Polite and Respectful</td>
</tr>
</tbody>
</table>
Appendix 3

The Use of Personal Technology Devices at School

This policy reflects the importance the school places on students upholding the 4 R’s Rights, Responsibility, Respect and Reputation whenever they are using personal technology devices. The devices in question include but are not limited to mobile phones, cameras, music players and gaming devices.

Personal Technology Device Usage

Students are encouraged not to bring mobile phones or other personal electronic devices to school. Usage of devices at school can –

- infringe the rights of students to learn unhindered
- infringe the rights of students to be safe and free from harassment
- result in theft as security cannot be guaranteed.

Where devices are brought to school they must be turned off and kept out of sight. Breaches of this code will result in the device being confiscated by school staff and may result in disciplinary consequences.

Confiscation

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.

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 Yeronga SHS. 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.

[^1]: *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
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).

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.
Appendix 4

Procedures for Preventing and Responding to Incidents of Bullying
(including Cyber-bullying)

Purpose

1. Yeronga SHS 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 Yeronga SHS. 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 Yeronga SHS 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 Yeronga SHS 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 Yeronga SHS 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 school wide 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 4R’s and have been taught the expected behaviours attached to each rule 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. Cyber-bullying often does not occur at school. Students are explicitly taught Cyber-safety for example how to safely conduct and internet search, what cyber-bullying 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 cyber-bullying to parents and/or teachers immediately.

Subject to its jurisdiction, Yeronga SHS will then investigate and respond to any incident of cyber-bullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide 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 3-step process 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. Yeronga SHS 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 Yeronga SHS 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. Yeronga SHS 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

WORKING TOGETHER TO KEEP YERONGA SHS SAFE

We can work together to keep knives out of school. At Yeronga SHS:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal of Yeronga SHS can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences eg suspension 5-10 days.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Yeronga SHS safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Deputy Principal
Appendix 6

Drug Education and Response

Rationale

The use of alcohol, tobacco and other drugs is a source of concern and debate in general Australian society and within the school community. The use of drugs in school is usually a result of a combination of influences that this policy will address with an emphasis on education and harm minimisation. This policy provides a framework to address alcohol, tobacco and other drug related problems in a caring and consistent manner within the Yeronga State High School community.

The policy and the procedures contained within it conform to legislative requirements and have been developed in consultation with staff and students and are endorsed by the Parents and Citizens Association.

This policy is binding on all students whether at school or outside school where they can be easily identified as a member of Yeronga State High School community (eg. when representing the school, travelling to or from school, while wearing the uniform). The policy also applies to visitors to the school and school organised activities whether on the school premises or at an outside venue.

Aims

This policy aims to:

- Promote and maintain a health-promoting school environment in which the health, welfare and safety of all school community members are paramount.
- Outline the role of Yeronga State High School in the prevention of drug related problems.
- Document the school's position on, and procedures for, dealing with drug related incidents and problems.

Prevention of Unlawful and Unsafe Drug Use

Yeronga State High School will ensure that the following preventative measures are implemented:

- Health and Drug Education is to be taught as part of both the subject based curriculum and Lifeskills and Forum programs. Over the five year period from Year 8 to Year 12 students are to be provided with the knowledge and skills (appropriate to their age and maturity) that will enable them to safeguard their health in relation to drugs and alcohol and the lifestyle issues associated with them.
- To ensure that teachers have currency with the knowledge and skills associated with Drug and Alcohol Education, all staff involved will attend professional development opportunities as required. Sufficient funds will be made available through the school budget to allow this to happen.
- Yeronga State High School will be involved in student, parent and community health education programs wherever practicable. This includes the provision of parent awareness programs and ongoing interaction with community groups.
- This policy will comply with relevant state laws with regard to drug and alcohol use and the school will cooperate with other government and non-government bodies to ensure its effectiveness. This would include such bodies as Queensland Health and the Queensland Police Service.
- This policy is consistent with the State Government’s policy framework with regard to drug use.
- This policy is to be reviewed annually to ensure it addresses the current needs of the school. This review is to be undertaken as part of the school’s Workplace Health and Safety Program audit.
- This policy is to be made available to all stakeholders in the school community so that they are aware of the school’s policies towards drug use, the preventative measures taken to prevent it and the consequences of drug and alcohol use in a school context.

Policy: Drug and Alcohol Use at School

Yeronga State High School forbids students (of whatever age) whilst on school premises, at any school function, excursion or camp to:

- Smoke and/or possess tobacco products.
- Consume and/or possess alcohol or to be under the influence of alcohol.
- Deliberately inhale volatile substances (solvents) or be affected by such substances.
- Possess and/or use pharmaceutical drugs for non-medical purposes or be affected by such use.
- Possess and/or use illegal drugs or be under the influence of such drugs.
- Possess and/or use drug related equipment such as syringes bongs or pipes (except in the case of lawful medical use).
- Possess materials that promote the gratuitous use of drugs.
School staff should administer prescribed medication where there is an agreement between staff, caregivers and the Principal and where written instructions for the dispensing of the drug have been provided. If a student is required to carry and self-administer prescribed medicine while at school, the caregiver must advise the Principal of all relevant details. For short term conditions where analgesics are administered by the student, notification of self-medication by the student is not required.

All school premises are non-smoking areas in accordance with Education Queensland’s Administrative Circular No. 214 and the revised Smoking Policy of 1997.

**Intervention**
The following intervention procedures are designed to address incidents of tobacco, alcohol and drug use at all school activities and are designed to ensure the health and well being of all parties. All interventions are to comply with legal requirements.
The procedures outlined below have been developed with the welfare of students and staff as the prime consideration and are to be followed as closely as possible.
If an incident of drug or alcohol use is detected or suspected the following procedures are to be followed.

- Ensure the student’s immediate safety. Apply or organise the application of first aid where necessary. (Follow the school’s normal emergency procedures for a medical problem)
- If practical, accompany the student and take any substances involved to the school administration. It is important that the student is not sent to the office unaccompanied by an adult. If in a class, send a student or a colleague to request a member of the administration to attend the scene. As soon as possible document the incident in written form and provide this documentation to the administration.
- The school administration is to identify an individual to manage the incident, to be referred to as the Incident Manager. He or she may request the assistance of support people such as the Guidance Officer, HOSES or School Nurse in managing the incident and subsequent follow up actions. This person or persons should take into account issues such as ethnicity, language, culture, background and the gender of the student. The Incident Manager may elect to form a small group of people to assist with the management of the incident.
- The Incident Manager is to establish the factual basis of the incident by interviewing those involved and, if appropriate, requesting them to submit a written statement. He or she should document the substance involved, who was involved, where and when the incident took place and any other relevant information including the names of witnesses.
- The Incident Manager should report the outcomes of the investigation to the Principal and may recommend a subsequent course of action.
- Once the Principal has decided on a course of action, all those involved, Incident Manager, student/s, caregivers and staff should be informed of the decision that has been made, in some cases this notification should be in written form. A record of the incident and its outcomes (if the case was substantiated) should be recorded in the students’ anecdotal records on SMS. If the drug use has involved an illicit substance the police must be informed at the earliest possible opportunity and any substances stored securely until the first opportunity they can be handed to police.

**Consequences of Drug Use for Students**
Once it has been established that a drug related incident has occurred, the school must decide on a course of action. This may vary depending on the details of the incident, including the substance involved, the behavioural history of the student/s involved and the impact of the incident on other students.
The following suggested consequences should be considered in the context of the student’s age, life and family situation, mental and emotional health, intellectual ability and the degree to which they have been in control of their actions and decisions. Consideration must also be taken of their past behavioural record and their response to earlier intervention strategies.

<table>
<thead>
<tr>
<th>Action</th>
<th>Possible Consequences</th>
</tr>
</thead>
</table>
| Knowledge of drug-related activities at school not communicated to teachers or administration. | • Counselling by administration  
• Caregivers notified |
| Requesting supply of an illicit substance (including tobacco) from another student on school premises. Request not fulfilled. | • Counselling by administration  
• Caregivers notified |
| Involvement via proximity to an activity involving illicit substances (including tobacco or being in the presence of others using or supplying illicit substances (including tobacco). | • Counselling by administration  
• Caregivers notified  
• Detention  
• Possible withdrawal from non-class activities |
| Smoking tobacco or possessing tobacco on school premises, at a school function or while in school uniform. (First occasion) | • Counselling by administration and Health Nurse  
• Caregivers notified  
• Health warning  
• Five lunchtime detentions  
• Possible withdrawal from non-class activities |
Smoking tobacco or possessing tobacco on school premises, at a school function or while in school uniform. (Second occasion)

- Quit program with Health Nurse
- Caregivers notified
- Five lunchtime detentions
- Withdrawal from non-class activities

Smoking tobacco or possessing tobacco on school premises, at a school function or while in school uniform. (Third and subsequent occasions)

- Caregivers notified
- Suspension
- Withdrawal from non-class activities

Using alcohol on school premises or at a school function or coming intoxicated onto school premises or to a school function

- Health and illegality warnings
- Caregivers notified
- Five day suspension
- Withdrawal from non-class activities

Supplying alcohol on school premises or at a school function.

- Health and illegality warnings
- Caregivers notified
- Five day suspension
- Withdrawal from non-class activities

Possession or use of an illicit substance on school premises or at a school function.

- Health and illegality warnings
- Caregivers notified
- Police notified
- BIC, Suspension or recommendation of exclusion
- Withdrawal from non-class activities

Sale or supply of illicit substances on school premises or at a school function

- Health and illegality warnings
- Caregivers notified
- Police notified
- BIC or Recommendation of Exclusion

Police involvement in drug incidents

Requirement for police involvement in drug incidents
(Advice provided by Queensland Police Service, Alcohol and Drug Coordination Unit)

<table>
<thead>
<tr>
<th>Description of drug related incident at school</th>
<th>Must inform police?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A substance believed to be an illicit drug is found</td>
<td>Yes</td>
</tr>
<tr>
<td>Student admits to drug use at school but no substance is found</td>
<td>No</td>
</tr>
<tr>
<td>There is reason to believe (reliable witness) that a student has an illicit drug in their possession or in their bag or locker</td>
<td>Yes</td>
</tr>
<tr>
<td>A student is seen flushing what is thought (or a student or teacher thinks) to be a drug down a toilet, no substance is obtained</td>
<td>No</td>
</tr>
<tr>
<td>A bong is found, no student and no substance</td>
<td>Yes</td>
</tr>
<tr>
<td>A student admits to using marijuana on a Saturday night at an activity unrelated to the school</td>
<td>No</td>
</tr>
<tr>
<td>A student is reported to be using a drug by another student but no evidence is presented</td>
<td>No</td>
</tr>
<tr>
<td>Reasonable evidence is presented that a student is selling drugs to other students</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Responses indicated above are in line with police procedures and comply with relevant laws. They are only a guide and each situation needs to be assessed on a case by case basis.

In the case of the bong (Point 5) teaching staff do not have powers under the Drugs Misuse Act 1986-1993 to deal with it in any way, including destroying it. It should be placed in a secure place with details of when and where it was found until police can collect it. Local police may provide advice to the school related to this issue.

Even when not mandatory it may be desirable to involve police, for example a Juvenile Aid Bureau officer, in a counselling situation with the student/s and caregivers.
### Examples of Inappropriate and Unacceptable Behaviour and Possible Consequences

#### Examples of Minor Inappropriate Behaviour:

<table>
<thead>
<tr>
<th>Inappropriate Behaviours</th>
<th>Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Persistent talking in class</td>
<td>• Isolation within the classroom</td>
</tr>
<tr>
<td>• Moving around teaching area without permission</td>
<td>• Removal from the room to another teacher's supervision</td>
</tr>
<tr>
<td>• Lateness to class</td>
<td>• Detention in student's own time</td>
</tr>
<tr>
<td>• Student Diary not brought to school</td>
<td>• Student writes out &quot;Respect Sheet&quot;</td>
</tr>
<tr>
<td>• Failing to complete homework / classwork</td>
<td>• Meeting with parents/guardians</td>
</tr>
<tr>
<td>• Littering</td>
<td>• Verbal/written apologies</td>
</tr>
<tr>
<td>• Not bringing materials to class</td>
<td>• Restitution</td>
</tr>
<tr>
<td>• Swearing in general conversation</td>
<td>• Involvement of support personnel</td>
</tr>
<tr>
<td>• Physical contact eg pushing/shoving</td>
<td>• Building/grounds improvement</td>
</tr>
<tr>
<td>• Minor Harassment / Bullying</td>
<td>• Referral to Year Co-ordinator/HOD/DP</td>
</tr>
<tr>
<td>• Being out of bounds or off school premises without permission</td>
<td>• Internal suspension</td>
</tr>
<tr>
<td>• Failing to attend detention</td>
<td>• Withdrawal from class/activity</td>
</tr>
<tr>
<td>• Misuse of the Internet</td>
<td>• Suspension</td>
</tr>
<tr>
<td>• Using mobile phones or devices at school</td>
<td>• Temporary removal of device or equipment</td>
</tr>
<tr>
<td>• Bringing skateboards (recreation device) to school</td>
<td>• Loss of privileges</td>
</tr>
<tr>
<td>• Infringements of the uniform policy eg Wearing make-up; Multi-coloured hair; Inappropriate haircuts/styles; Facial piercings</td>
<td>• Removal of make-up</td>
</tr>
<tr>
<td>• Visible tattoos over the age of 18</td>
<td>• Removal/or cover-up of facial piercings</td>
</tr>
<tr>
<td></td>
<td>• Cover up tattoos</td>
</tr>
<tr>
<td></td>
<td>• Internet &amp;/or email account suspension</td>
</tr>
</tbody>
</table>

#### Examples of Major Unacceptable Behaviour:

<table>
<thead>
<tr>
<th>Unacceptable Behaviours</th>
<th>Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Illegal Actions</strong></td>
<td>• Parents/Guardians notified</td>
</tr>
<tr>
<td>• Theft</td>
<td>• Administration interview</td>
</tr>
<tr>
<td>• Violence - physical assault of staff/students</td>
<td>• Alternative program</td>
</tr>
<tr>
<td>• Abusive/inappropriate   language</td>
<td>• Counselling (internal/external agencies)</td>
</tr>
<tr>
<td>• Smoking</td>
<td>• Suspension/Exclusion</td>
</tr>
<tr>
<td>• Harassment</td>
<td>• Police notified</td>
</tr>
<tr>
<td>• Possession/selling/using illegal drugs</td>
<td>• Behaviour Monitoring Program</td>
</tr>
<tr>
<td>• Possession &amp; consumption of alcohol</td>
<td>• Individual Behaviour Plan</td>
</tr>
<tr>
<td>• Vandalism/Graffiti</td>
<td>• Restitution</td>
</tr>
<tr>
<td>• Having tattoos under the age of 18</td>
<td>• Verbal/written apology</td>
</tr>
<tr>
<td>• Possessing Knives / Weapons</td>
<td></td>
</tr>
</tbody>
</table>

#### Disadvantaging the Wellbeing of Self and Others:

<table>
<thead>
<tr>
<th>Disadvantaging the Wellbeing of Self and Others</th>
<th>Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Persistent refusal to allow others to enjoy quality learning.</td>
<td>• Parents/Guardians notified</td>
</tr>
<tr>
<td>• Dangerous/careless actions at school or while travelling to and from school</td>
<td>• Administration interview</td>
</tr>
<tr>
<td>• Harassment / Bullying / Intimidation</td>
<td>• Alternative program</td>
</tr>
<tr>
<td>• Racist language or behaviour</td>
<td>• Counselling (internal/external agencies)</td>
</tr>
<tr>
<td>• Unacceptable moral behaviour.</td>
<td>• Suspension/Exclusion</td>
</tr>
<tr>
<td>• Inappropriate intimacy</td>
<td>• Police notified</td>
</tr>
<tr>
<td>• Direct disobedience of a staff member’s directions</td>
<td>• Behaviour Monitoring Program</td>
</tr>
<tr>
<td>• Cheating/Plagiarism</td>
<td>• Individual Behaviour Plan</td>
</tr>
<tr>
<td>• Persistent failure to engage in learning eg truancy / unexplained absences, non-completion of work</td>
<td>• Restitution</td>
</tr>
<tr>
<td>• Continual refusal to comply with the school's Behaviour Management Policy</td>
<td>• Verbal/written apology</td>
</tr>
<tr>
<td>• Other Conduct prejudicial to the good order and management of the school</td>
<td>• Cancellation of enrolment</td>
</tr>
</tbody>
</table>
Appendix 9

Physical Intervention Report Involving a Staff Member and a Student

Name: 

Date:

Person Completing Form:

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
</tr>
</thead>
</table>

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was staff when the incident occurred?

Who was next to the student when the incident occurred?

Who else was in the immediate area when the incident occurred?

What was the general atmosphere like at the time of the incident?

What was the student doing at the time of the incident?

What occurred immediately before the incident? Describe the activity, task, event.

Describe what the student did during the incident.

Describe the level of severity of the incident. (e.g. damage, injury to self/others)

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?

Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).
Appendix 10

Debriefing Report Following a Physical Intervention

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
- Address organisational problems and make appropriate changes

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).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- 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 you do that was helpful?
- What did you do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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