MAREEBA STATE HIGH SCHOOL

RESPONSIBLE BEHAVIOUR PLAN

FOR STUDENTS

Based on The Code of School Behaviour

2017 – 2019
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Mareeba State High School

Responsible Behaviour Plan for Students based on the Code of School Behaviour

1. Purpose
Mareeba State High School is committed to providing education responsive to the needs of all learners in the school community. It is the school community's aim to create the best possible environment for effective teaching and learning by: all school community members accepting ownership of their behaviour, their responsibilities and respecting the rights of others; prompting the development of self disciplined behaviour in all community members; and, promoting a harmonious school environment where conflict and stress are minimised for all.

The focus at our school is for students to embody the personal attributes of Respect, Organisation, Learning and Safety, in order to create a safe, orderly and supportive environment for all concerned.

The Responsible Behaviour Plan for Students is the means by which we ensure that this supportive school environment is established and maintained. It has been developed and endorsed in conjunction with the school's Parents and Citizens' Association. It should be reviewed annually.

Department of Education and Training (DET) is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and Data Review
Mareeba State High School has continued to develop this plan in collaboration with our school community. The process of consultation with parents, staff and students began through the planning stages of the 'School Wide Positive Behaviour Support' (Positive Behaviour for Learning) process held throughout 2012. School data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents has continued to inform the development process.

Other sources that inform this document include:
- School Improvement Unit Report (2016)
- Annual effective Behaviour Support survey
- Annual School-Wide Evaluation Tool survey
- Staff Consultation surveys
- Parent and Community Consultation

The Plan was endorsed by the Principal, the President of the P&C and (Assistant Regional Director) in Term 4 2016, and will be reviewed in 2018 as required in legislation.
3. **Learning and behaviour statement**

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

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

**Our school community believes in:**

- Excellence and enthusiasm in teaching and learning to achieve the best possible range of outcomes.
- A quality curriculum that meets and responds to the diverse needs of all students.
- High standards of work habits, manners and personal presentation.
- Continuous improvement through innovative, responsive and accountable leadership.
- Positive management practices which empower students to accept responsibility for their learning and behaviour.
- The development of self-esteem, team work, respect and positive interpersonal relationships.
- Innovative critical and creative teaching and learning practices incorporating new technologies.
- The enhancement of learning opportunities through productive community partnerships.

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

- We are Respectful.
- We are Organised.
- We are Learners.
- We are Safe.

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

At Mareeba State High School we address the behaviour support needs of all students within a whole school context. Our approach considers support from the following perspectives:

- Whole school support – universal (Green – Level 0).
- Targeted and classroom support (Yellow and Amber Level 1 & 2).
- Intensive and individual student support (Red – Level 3).
**Behaviour Model: Descriptors and Strategies**

**Mareeba State High School**

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**Academic**

**Universal Enhancement and prevention:**
- Quality teaching
- Productive pedagogies
- School-wide and classroom expectations
- School recognition system (e.g. certificates) Whole school assemblies/Year parades
- Tutorials
- Gifted and Talented Program

**Positive Behaviours - Classroom Teacher** - e.g. On task, Following staff directions, Using appropriate language, Being honest and taking responsibility, Showing courtesy & consideration, Be in the right place at the right time, Participating in activities, Sharing with others, Wearing the uniform correctly, Giving your best effort, Representing the school positively, Modelling positive behaviours, Following class & school rules

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**Behavioural**

**Level 3**

- **Strategies for Major Behaviours** - Interview with DP, contact with parent/guardian, monitoring card, Progress report, feedback to teachers (email/One school referral), Suspension (external), Cancellation, letters, Exclusion. Re-entry interview with GO or DP. Timetable changes. Referrals for external agency support. QUIT Program.

One school entry & parent contact

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**Level 2**

- **Strategies for Intermediate Behaviours** - Timeout/Student Referral room and re-entry, Interview with HOD or Year Coordinator, monitoring card, detention, Progress report, data collection of frequency of behaviours, contact with parent/guardian, negotiation with teacher, buddy class. Referral for support to CEC, GO, SBYHN and Special Ed. Alternative timetable, modified programme, Behaviour Support Plan, interview, feedback to teacher.

One school entry & parent contact

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**Level 1**

- **Strategies for Minor Behaviours** - Micro skills (Cueing, Proximity, Non-verbal), Individual close talk, Verbal re-directions, Individual close talk, Give choice, Follow through), monitoring card, Contact with parent/guardian, (phone/letter) Timeout and re-entry, detention, Student referral room, data collection of frequency of behaviours.

One school entry & parent contact

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**Targeted enhancement and intervention:**
- All of the below plus:
  - Literacy and numeracy programs
  - Monitoring cards
  - Peer mentor program
  - Work experience, careers talks
  - Individual Curriculum
  - Plan/Behavioural Intervention Plan
  - Alternate program

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**Intensive and Individualised enhancement and intervention:**
- All of the below plus:
  - Individual Curriculum Plan/Behavioural Intervention Plan
  - Time table modifications
  - Educational programs by outside providers
  - Tutorials, teacher aide support
  - Alternate Programs

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**Major Behaviours** - Sustained, repeated level 2 behaviours, Refusing or using HOD Instructed Physical assaulting others, Sexual Harassing others, Possessing/using or using drugs, Stealing, Vandalising, Provoking or using weapons, Smoking, Refusing to follow reasonable teacher direction

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**Intermediate Behaviours** - Sustained repeated minor behaviours that were dealt with in Level 1, Using deliberate inappropriate language, Behaving aggressively toward others, Inciting fights, Leaning leaving class without permission, Trusting, Using ICTs & Electronics Inappropriately, Verbally assaulting others, Bullying, Throwing objects, Spotting, Smoking, Refusing to follow reasonable teacher direction

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**Minor Behaviours - Classroom Teacher** - For example: Calling out, Late for class, Not meeting uniform expectations. Off task, Work incomplete, Not meeting assessment deadlines, Failing to bring equipment eg pens, text, Disrupting Learning, Rude to others, Littering, Giving inappropriate displays of affection, Not following minor health and safety rules eg. Swinging on chairs, throwing small objects, Eating and drinking in the classroom (water OK), Incooperative, Making undue noise (tapping pencils), Using inappropriate language/comments (including conversational swearings). Moving around the school in an unsafe manner eg running

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One school entry & parent contact
Whole School Behaviour Support

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

A set of behavioural expectations in specific settings has been attached to each of our four school expectations. The School Wide Expectations Teaching Matrix below outlines our agreed specific behavioural expectations in all school settings.

Procedures for upholding The Code of School Behaviour and teaching whole school expectations

Some positive strategies that staff practise at Mareeba State High School include:

- Working collaboratively with other staff/Administration members to resolve conflict
- Modelling the values which we espouse
- Knowing and understanding school policies, expectations, and how to discuss and explain their necessity in relation to students as individuals and as part of a very large school community
- Displaying a positive attitude and using positive language when working with students (reinforcing appropriate behaviour)
- Focusing on the behaviour rather than the individual when dealing with inappropriate behaviour
- Using positive reinforcement including:
  - Certificates
  - Positive communication with parents (eg. Phone calls, written praise)
  - Praise of student or group
  - Public recognition of achievements (e.g. Assembly, Newsletter, Presentation Night Awards and Sports Night Awards)
- Referring regularly to and reinforcing School-Wide values displayed on classroom walls
- Using least intrusive to most intrusive intervention style
- Actively seeking parental assistance and cooperation through notes, phones or conferencing in resolving issues with students
- Avoiding the concept of punishment for inappropriate behaviour and replacing it with the concept of logical consequences
- Attempting to resolve issues with students before the situation requires more severe consequences
- Using mediation to resolve conflict
### MAREEBA STATE HIGH SCHOOL’S STUDENT BEHAVIOUR EXPECTATION MATRIX

<table>
<thead>
<tr>
<th>We are Respectful</th>
<th>We are Organised</th>
<th>We are Learners</th>
<th>We are Safe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Settings</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Look, listen and follow staff instructions</td>
<td>• Bring required equipment.</td>
<td>• Participate in all activities and try new things</td>
<td>• Look out for others and seek help</td>
</tr>
<tr>
<td>• Use appropriate language</td>
<td>• Be on time</td>
<td>• Complete all required tasks</td>
<td>• Keep our hands and feet to ourselves</td>
</tr>
<tr>
<td>• Accept difference and show tolerance</td>
<td>• Be in the right place at the right time</td>
<td>• Keep an open mind and a positive attitude</td>
<td>• Use equipment for intended purpose</td>
</tr>
<tr>
<td>• Be honest and take responsibility for our own actions</td>
<td>• Wear uniform correctly</td>
<td>• Ask for help if unsure</td>
<td>• Keep valuables in a safe place</td>
</tr>
<tr>
<td>• Show courtesy and consideration for others, their property and the school environment</td>
<td></td>
<td>• Give our best effort</td>
<td>• Look after property and our environment</td>
</tr>
<tr>
<td>• Show pride in our school and represent it positively</td>
<td></td>
<td>• Model positive behaviours to allow others to learn</td>
<td>• Show self-control</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Follow the safety rules of activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Show sensitivity to the needs and feelings of others</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Sit, stand and move in a calm orderly manner.</td>
</tr>
<tr>
<td><strong>Classrooms</strong></td>
<td>• Line up quietly outside the classroom</td>
<td>• Care about our own learning</td>
<td>• Treat all equipment with care as demonstrated</td>
</tr>
<tr>
<td></td>
<td>• Arrive prepared</td>
<td>• Stay on task</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Complete set tasks to the best of our ability and on time</td>
<td>• Do our personal best</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Attend all lessons</td>
<td>• Strive to achieve our best in all class work, homework and assessment</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Learn and are engaged</td>
<td></td>
</tr>
<tr>
<td><strong>School Grounds</strong></td>
<td>• Be considerate of others</td>
<td>• Participate in organised activities e.g. student council.</td>
<td>• Follow safe practices</td>
</tr>
<tr>
<td></td>
<td>• Show good sportsmanship</td>
<td>• Enjoy a relaxing and safe break</td>
<td>• Report hazards to staff</td>
</tr>
<tr>
<td></td>
<td>• Look out for others</td>
<td></td>
<td>• Keep to the left of the walkways and stairs</td>
</tr>
<tr>
<td></td>
<td>• Respect others belongings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Care for the environment</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td><strong>Tuckshop &amp; Eating Areas</strong></td>
<td>• Stay in approved areas</td>
<td>• Make healthy choices</td>
<td>• Maintain personal boundaries</td>
</tr>
<tr>
<td></td>
<td>• Keep areas clean</td>
<td></td>
<td>• Queue in a safe manner</td>
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<tr>
<td></td>
<td>• Stay alert to unauthorised visitors and inform teaching staff</td>
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<tr>
<td></td>
<td>• Move purposefully between classes</td>
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<tr>
<td><strong>Before &amp; After School</strong></td>
<td>• Place litter in the bin</td>
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<td></td>
<td>• Monitor and maintain noise levels</td>
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<td></td>
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<tr>
<td></td>
<td>• Have orders and payment ready</td>
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<tr>
<td></td>
<td>• Keep area tidy</td>
<td></td>
<td>• Encourage others to act in a caring way</td>
</tr>
<tr>
<td></td>
<td>• Travel to and from school directly</td>
<td>• Learn and apply student driver policy</td>
<td>• Apply road rules around vehicles</td>
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<td></td>
<td></td>
<td></td>
<td>• Board the bus in an orderly fashion</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Go directly into the school grounds on arrival</td>
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</tbody>
</table>
In order to encourage and maintain positive learning and teaching at Mareeba State High School, the focus of our whole school approach is on responsible student behaviour, characterised by:

- Students identifying when their behaviour is inappropriate with a view to displaying expected behaviours on future occasions
- Employing consequences that move from the least intrusive to the most intrusive
- Having classroom expectations that:
  - reflect the values of the wider school community via the PB4L Matrix
  - embody the key messages and a common language of Respect, Organisation, Learning and Safety
  - recognise and focus on positive practices
  - are fair, clear and framed in a positive way
  - are modelled by staff
  - are implemented in a consistent, fair and just manner

**Student Referral Room**

**Description**
The Student Referral Room (SRR) will be a central and single space for the withdrawal of persistant disruptive students. The SRR will be situated in Student Services (A Block) and will be staffed on a permanent basis by specially designated Administrative Officer.

Once all ESCMs have been exhausted and a clear warning given, teachers will complete a standard referral form to send a disruptive student to the SRR. Once in the SRR, students will be given a Student Contract – comprising of reflection, apology and commitment to improve – to complete. The contract will be checked and approved by the SRR officer. Once the contract is completed, the student will remain in the SRR until the next recess and will then take the contract to the referring teacher for approval. Once approved, the student will return the contract to the SRR for registering and filing by the AO.

**Benefits**
- Provide a centrally managed withdrawal space for disruptive students.
- Eliminate the need for teachers to pre-arrange separate Buddy Classes.
- Eliminate the disruption of a student arriving at a Buddy Class.
- Allow close monitoring of student behaviour patterns through careful registering of SRR referrals.
- Allow for systematic increase of consequences.
- Provide accurate data to inform support and intervention strategies for behaviourally at-risk students.

**Procedures (see procedural flow chart)**
For situations in which a student is displaying Level 1 or 2 disruptive behaviours in the classroom:
1. Classroom teacher should strategically use ESCMs to manage behaviour.
2. Teacher should give the disruptive student a clear warning and a statement of choice.
3. Teacher should fully complete an SRR referral form, being careful to tick ESCM strategies used and provide a clear description of the primary disruptive behaviour.

**NOTE:** If a student refuses referral or absconds, teacher must notify the Behaviour Support Teacher immediately.
4. Teacher will call home and outline the behaviours that caused the student to go to SRR and exit the classroom.
5. Student arrives at SRR, submits the referral form to the AO and receives a contract which is completed that lesson.
6. Once completed, the student submits the contract to the AO for initial approval.
7. At the next recess, the student takes the contract to the referring teacher for final approval.
8. Student returns approved contract to SRR to be registered and filed.
9. A student will be suspended on the fifth SRR, then the 8th and then each subsequent 2 referrals. The referral count will reset each term.

**Referral count consequences:**
1st Referral: Documented by SRR AO
2nd Referral: Formal letter sent home; home contact by phone made by SRR officer
3rd Referral: Interview with Junior/Senior School HOD; commencement of behaviour monitoring card; formal letter sent home; home contact by phone made by HOD.
4th Referral: Formal letter sent home.
5th Referral: Suspension.

**Targeted behaviour support**

At Mareeba State High School, targeted behaviour support is provided by one of the Student Support team members. The Guidance Officer, Youth Support Worker, Year Co-ordinator, School Based Police Officer, School Chaplain and School Based Youth Health Nurse work collaboratively with the assistance of Deputy Principals, Heads of Junior and Senior School, Curriculum Head of Departments and Classroom teachers to develop and implement strategies that aim to prevent or minimize the occurrence of any unacceptable or potentially unacceptable behaviour. These targeted students are identified by the following tools and processes:

- One School Incident Reports
- Referrals from staff, parents and external agencies
- Student profile information gained from feeder primary schools
- Student Support Team weekly meetings
- Student disclosures and self-referrals to Student Support Team members
- Previous secondary school records
At Mareeba State High School, we respond to identified targeted students as a priority, in the following ways

| Curriculum Adjustment | Staff determine whether a student may need further support in curriculum related areas, and adjustment are made where necessary. This may involve:  
|                       | - adjusted class/assessment work or ICP needed  
|                       | - working with a teacher-aide or learning support teacher  
|                       | - working with a peer or older student |

| Timetable Modification | A student’s timetable will be modified to ensure that the student has the opportunity to experience success. This may involve:  
|                        | - extra numeracy or literacy time  
|                        | - a change of class  
|                        | - accelerated subject selection  
|                        | - extra sessions in a targeted subject area |

| Increased attention | Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:  
|                     | - one-on-one curriculum support with a teacher  
|                     | - teacher aide support  
|                     | - ongoing individual support from a member of the Student Support team |

| Communication within the school community | Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home. |

| External agency support/ programs | Students may be referred to external agencies to attend programs which aim to modify unacceptable behaviour. Furthermore, students may be referred to individual case workers within agencies who provide a counselling role |

| Teacher support | Teachers are provided with necessary information to specifically adapt their approach to fit the needs of targeted students within their classrooms. |
Intensive behaviour support

Intensive behaviour support is required to support students who demonstrate chronic and/or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others. The levels of support generally occurs when less intensive support strategies have been used but have not fully met the student’s learning support needs.

Students who have reached this point typically exhibit a detailed profile that has covered parent interviews, classroom teacher feedback, referrals to and from Student Support Team, interaction with Deputy Principals and case management from a member of the Student Support Team. All these levels of behaviour modification have regrettably not been able to successfully modify the behaviour of the student.

At Mareeba State High School, our first priority is to minimise any potential harm to the students themselves, other students or to staff. We therefore call on external agencies to provide extraordinary support and services for these individuals. Often, numerous external agencies are engaged, providing services which cover psychological profiling, medical referrals, family service intervention, criminal investigation (if necessary) and individual counselling support for the student.

On a school level, we may modify the student’s timetable so that it is reduced and is heavily monitored. This may include providing parents with viable alternative options for their child’s learning including vocational pathways if the student is unable to engage in an appropriate way in a school setting.

5. Consequences for unacceptable behaviour

These consequences apply during school hours on the school grounds, on school excursions, on the way to and from school, at all times when students are in school uniform and if student action is deemed to bring the schools name into disrepute. School disciplinary absences are used after consideration has been given to all other responses.

6. Positive Rewards, Eligibility for Extra-Curricular Activities and school representative activities.

Student eligibility for extra-curricular events and as a school representative at Mareeba State High School is subject to meeting behaviour expectations (ROLS). If a student is suspended or on behaviour monitoring then they will be restricted from attending these events. This process resets every 10 school weeks.

Examples for these activities include: year level reward trips, year 12 formal, gala sporting days, district/regional sports and all other school events or activities which involve positive rewards, are extra-curricular activities and are school representative activities.
# Student Behaviour & Staff Actions

<table>
<thead>
<tr>
<th>Student Behaviour</th>
<th>Actions</th>
<th>Staff Follow-Up</th>
</tr>
</thead>
</table>
| **POSITIVE** Level 0 | - Attending every day  
- Arriving at school by 8.30am  
- Prepared for learning (eat breakfast, bring equipment)  
- On time to every class  
- On task & giving your best effort  
- Following staff directions  
- Using appropriate language  
- Being honest and taking responsibility  
- Showing courtesy & consideration  
- Participating in activities  
- Sharing with others  
- Wearing the uniform correctly  
- Representing the school positively  
- Modelling positive behaviours  
- Following class & school expectations | **Staff actions may include:**  
- Praise, encouragement & positive feedback  
- Trust  
- Rewards and vouchers  
- Certificates  
- Stickers  
- Recognition on parades, newsletters & newspaper  
- Displays of student work / achievement  
- Leadership opportunities  
- Positive feedback to parents  
- Postcard home  
- Extra-curricular activities  
- School dance | On OneSchool:  
- ✓ Record Positive  
- ✓ Print OneSchool Certificate  
- ✓ Record Parent Contact  
You may ask one of the Leadership Team to present these rewards on Parade |
| **MINOR** Level 1 | - Late for class  
- Not meeting uniform / hair / makeup expectations  
- Off task / work incomplete  
- Calling out  
- Not meeting assessment deadlines  
- Failing to bring equipment (e.g. pens, textbook)  
- Disrupting learning  
- Rude to others  
- Littering  
- Not following minor health and safety requirements  
- Eating and drinking in the classroom (water OK)  
- Not following teacher instructions  
- Making undue noise (e.g. tapping pencils)  
- Using inappropriate language (e.g. conversational swearing)  
- Moving around the school in an unsafe manner (e.g. running)  
- Using aerosol deodorant, chewing gum, permanent pen or white out  
- Missing class detention/consequence | **Teacher/Teacher Aide actions should include a process to de-escalate the behaviour and may include:**  
- ESCM’s (Micro skills)  
- Give choice / warning  
- Verbal correction  
- Apology  
- Post lesson discussion  
- Seating plan  
- Contact/phone parents  
- Verbal negotiation  
- Reminder of classroom expectations  
- In-class separation or isolation  
- In-class detention  
- Litter duty with a teacher on PGD  
- Student Referral Room | On OneSchool:  
- ✓ May record the Incident (Do not refer to anyone)  
- ✓ Record Parent Contact  
**May seek advice from:**  
- Colleagues  
- HOD / HOSES  
- Year Coordinators |
<table>
<thead>
<tr>
<th>Student Behaviour</th>
<th>Actions</th>
<th>Staff Follow-Up</th>
</tr>
</thead>
</table>
| **MAJOR Level 2** Sustained repeated Minor behaviours that were documented and dealt with in Level 1 using the possible actions  
• Using deliberate inappropriate language (i.e. aggressive, racist, sexist)  
• Behaving aggressively toward others (harassment-victimisation)  
• Inappropriately touching others  
• Inciting fights (including electronic messages)  
• Leaving the school grounds without permission  
• Truanting  
• Using ICT’s & Electronic devices inappropriately  
• Swearing at other students  
• Bullying (including cyber bullying)  
• Spitting at others  
• Repeatedly refusing to follow reasonable teacher directions  
• Smoking tobacco  
• Selling / trading items for personal profit | Follow up actions may include:  
• Parent contact  
• Student referral room  
• Mediation or restorative conference  
• Referral for assessment and specialist support (SSS/MLC)  
• Individual Behaviour Support Plan  
• Recess or after-school detention  
• Interagency referral  
• Detention room reflection  
• Monitoring Card  
• Time out card  
• Intervention Program (e.g. Rock & Water, Drumbeat)  
• Suspension | On OneSchool:  
✓ Record the Incident (Refer to appropriate HOD)  
✓ HOD to record parent contact |
| **MAJOR Level 3** Sustained repeated wilful behaviours that were documented and dealt with in Level 2 using the Possible Actions  
• Refusing to follow HOD / DP instructions  
• Physical assaulting others including students & staff  
• Possessing pornographic images  
• Using electronic devices to record without permission  
• Possessing, supplying and / or using drugs / drug implements / alcohol  
• Stealing  
• Vandalising – wilful damage  
• Possessing and / or using weapons  
• Swearing directly at a staff member  
• Throwing dangerous objects at others  
• Threatening staff or students with violence  
• Repeatedly non-compliant with the Electronic Device Policy  
• Repeatedly non-compliant with the Student Services consequences | Follow up actions may include:  
• Referral to relevant support team to review Individual Behaviour Support Plan  
• Police notification  
• Restorative conference on return from suspension  
• Discipline Improvement Plan  
• Timetable modification  
• Work placement  
• Cancelation of enrolment  
• Suspension  
• Suspension with recommendation for exclusion or Behaviour Improvement Condition  
• Non-participation in extra-curricular activities | On OneSchool:  
✓ Record the Incident (Refer to Student Services)  
✓ Student Services to record parent contact |

Consequences depend upon factors such as the prior history of the student, circumstances of situation with student and impact upon the good order and management of the school. Considerations may also include Individual Support Plans. Subsequent suspensions for similar behaviour may increase in length each time.
7. Emergency or critical incident responses

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

In the event of a critical incident such as an evacuation, lockdown or medical emergency, students are expected to explicitly follow staff instructions and school protocols.

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

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

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

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

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

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

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

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

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.
Appropriate physical intervention may be used to ensure that Mareeba State High School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

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

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

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

Record keeping
Each instance involving the use of physical intervention must be formally documented. Incident reports in One School must be maintained.
8. **The network of student support**

Students at Mareeba State High School are supported through positive reinforcement by the following school based and external agency personnel:

<table>
<thead>
<tr>
<th>School Based Services</th>
<th>District &amp; Other Education QLD Services</th>
<th>Community Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Youth Support Worker</td>
<td>Vocational Partnerships Group</td>
</tr>
<tr>
<td>Teacher-aides</td>
<td>Senior Guidance Officer</td>
<td>Mareeba Shire Council Community Services</td>
</tr>
<tr>
<td>Year Co-ordinators</td>
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<td>Child and Youth Mental Health</td>
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<td>Administration staff</td>
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<td>Department of Child Safety</td>
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<td>Guidance Officer</td>
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<td>Police/Youth Justice</td>
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<tr>
<td>Student Support Team</td>
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<td>School Chaplain</td>
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<tr>
<td>School Based Youth Health Nurse</td>
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<tr>
<td>School Based Police Officer</td>
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<tr>
<td>Community Education Counsellor</td>
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Refer to Appendix 1

9. **Consideration of individual circumstances**

Mareeba State High School considers the individual circumstances of students when applying support and consequences by:

- promoting a teaching/learning 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 least intrusive sanctions to the most stringent
- recognising and taking into account students’ age, gender, cultural background, impairments, socioeconomic situation, family care arrangements and their emotional state
- recognising the rights of all students to: express their opinions and version of events in an appropriate manner and at the appropriate time; to work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation or receive adjustments appropriate to their learning and/ or impairment needs

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 will be considered at all times.
10. 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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

11. 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 Interviews and Police or Staff Searches at State Educational Institutions
- Using the Department’s Corporate ICT Network
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

12. Some related resources

- National Sate Schools Framework (http://www.deewr.gov.au/schooling/nationalsafeschools/Pages/overview.aspx)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullyingnoway.com.au)
Appendix 1

MAREEBA STATE HIGH SCHOOL
‘BUILDING A BETTER FUTURE TOGETHER’

The network of student support

The value of productive partnerships in maximising effective services and student outcomes is recognised and valued at Mareeba State High School. Consequently we nurture a team approach to behaviour support that includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies.

<table>
<thead>
<tr>
<th>ADMINISTRATION TEAM</th>
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<tbody>
<tr>
<td>Focus on facilitating/ negotiating/ coordinating strategies and processes at all levels of support.</td>
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<tr>
<th>EDUCATION SERVICES</th>
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<tbody>
<tr>
<td>• HODs Curriculum related issues</td>
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<tr>
<td>• TEACHERS Classroom management</td>
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<tr>
<th>STUDENT SERVICES</th>
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<tbody>
<tr>
<td>• HOSES</td>
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<tr>
<td>• Head of Junior Schooling</td>
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<td>• Head of Senior Schooling</td>
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<tr>
<td>• Guidance Officer</td>
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<tr>
<td>• CEC</td>
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<tr>
<td>• School Based Health Nurse</td>
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<tr>
<td>• School Chaplain</td>
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<tr>
<td>• Youth Worker</td>
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<tr>
<td>• School Based Police Officer</td>
</tr>
<tr>
<td>• Student groups eg. peer mediators</td>
</tr>
<tr>
<td>• Behaviour Support Teacher</td>
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<tr>
<td>• Year Co-Ordinators</td>
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<tr>
<td>Referrals to Administration/ Student Support Team of unresolved issues.</td>
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<tr>
<th>INTER-AGENCY TEAM</th>
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<tr>
<td>• Youth Worker/VPG</td>
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<tr>
<td>• Personnel from other agencies eg. CYMHS, Dept Child Safety, sexual assault unit, Members of the wider community</td>
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</tbody>
</table>

Focus on providing specialist intervention and intensive support in coordination with school support team and staff.

Liaise/consult with school support team and administration regarding strategies/programs for targeted/intensive support.
Appendix 2

Targeted behaviour support corrective strategies

1. Tactical ignoring. Tactical ignoring involves the teacher deliberately letting an inappropriate behaviour go uncorrected. It represents a professional judgment that the behaviour is essentially non-disruptive, is not unsafe and that addressing the behaviour may be more disruptive than the behaviour itself.

2. Selective attending. The teacher initially lets the behaviour go uncorrected, but actively monitors the student (using peripheral vision or direct observation from a distance) to note whether the student self-corrects the behaviour.

3. Proximity. When teachers note an inappropriate behaviour in progress, they simply move themselves to the locality of that behaviour, whether they are talking to the whole class in the process, or whether the students are working independently on a task.

4. Proximity with touch interference. The teacher moves to a locality directly beside, in front of or behind the student. Without talking directly to the student or verbally addressing the behaviour, the teacher touches the student’s book (to indicate the need to focus on work), closes the book that should not be open, or picks up the object being played with and puts it back down on the desk away from immediate reach, signifying the end of play.

5. Body language encouraging. Body language encouraging involves the use of facial expression, stance, body movements and gestures to convey a message of expectation, approval or disapproval.

6. Waiting and scanning. The teacher issues an instruction and then adopts relatively relaxed body language and looks about the room, noting the progress of students in following the instruction. If the students are slow to comply, the teacher modifies body language to a more assertive stance and may add a simple verbal phrase or a time encourager, e.g. ‘I’m waiting’; or ‘5–4–3–2–1’.

7. Pause in talk. Pause in talk involves stopping mid-sentence or mid-explanation when there is inappropriate behaviour from someone in the class. Generally this behaviour will be a verbal interruption in one form or another, such as two students chatting, a student calling out or a silly noise. When teachers pause in talk, they may give body language encouragement, especially with facial expression, or they may simply adopt a ‘frozen in time’ expression as they pause, and then re-animate as they recommence the sentence that was disrupted.

8. Cueing. Cueing is used to model appropriate behaviour to students who exhibit inappropriate behaviour. In its simplest form, cueing involves the teacher telling the students what is required of them behaviourally, verbally and/or non-verbally, as they give an instruction. For example: ‘Put your hand up if you know the answer to Question 5.’ The teacher simultaneously raises a hand. In stating/re-stating expectations, teachers outline behaviour expectations to the class as they introduce the task, e.g. ‘You are expected to work independently and quietly on this task. Please raise your hand if you need help.’ In cueing with positive feedback/parallel acknowledgment, the teacher deliberately highlights the appropriate behaviour of a student or group of students through praise and encouragement, to reinforce the behaviour and cue others follow suit. With a description of reality, the teacher makes a statement of opinion that describes current behaviour in the classroom, to reinforce student behaviour or encourage change, e.g. ‘There is too much noise in this classroom’; or ‘It’s good seeing
9. **Descriptive encouraging.** After giving *instructions*, the teacher acknowledges those who have demonstrated immediate compliance, to encourage slower students to follow suit, e.g. ‘*Pencils down, thanks and eyes this way... Good to see Tom and Sarah are ready.*’ As students work on task, the teacher moves about the room, observing student work and behaviour and making simple, descriptive statements about the student behaviour, e.g. ‘*You’re working quietly*’; or ‘*You’re sitting correctly*’.

10. **Non-verbal redirection.** The teacher makes eye contact with the student and uses some form of non-verbal signal such as hand gesture or facial expression, to let the student know that the behaviour has been noted and modification is required.

11. **Distraction/diversion.** The teacher decides to temporarily suspend the curriculum in the interests of re-energising or re-focusing students who are going off task or behaving inappropriately, by introducing some activity that diverts them from their off-task behaviour. This may be in the form of a stretch or drink break, or an alternative activity. It may be directed at the *whole class* or at an *individual*.

12. **Non-verbal directional action.** A non-verbal directional action is any non-verbal action used to gain whole-group attention, to talk about behaviour or curriculum. It may involve the use of sound — via a whistle, bell, handclap, the turning off of music or noise-making machinery in the room — or a visual action such as flashing of lights or turning off the overhead projector or television. It can also involve a physical action, such as placing one’s hands on one’s head or initiating a clapping sequence which students copy as their attention is gained.

13. **Oral directional phrase.** Issuing of a set rehearsed phrase to gain whole-group attention. In high school settings, standard oral directional phrases include ‘*Pens down, eyes this way*’; and ‘*Stop work and look here*’. In the primary school setting, oral directional phrases are also used and in the lower year levels teachers also use sequenced phrases which the students can contribute to, e.g. ‘*1–2–3, eyes on me*’; or ‘*Stop, look and listen, eyes on me*’.

14. **Curriculum redirection.** The teacher uses a question about the task on which the student is supposed to be focusing, in order to re-focus students on that task and end the inappropriate behaviour. For example: ‘*Ben, how are you going with Question 15?*’

15. **Calling the student’s name.** Calling the student’s name simply involves speaking out the first name of the student who is misbehaving (or both first and last name if the first name is shared by more than one class member). This is done in a firm but controlled manner. It is used particularly when the teacher is on the other side of the room or some distance away. It can be linked with body language encouraging or a non-verbal redirection.

16. **Questioning to redirect.** The teacher questions the student about the behaviour, rather than using the curriculum as the means to the end. For example: ‘*Tom, what are you doing? What are you supposed to be doing?*’ A specific form of this strategy is the ‘*rule question*’, where the teacher queries the student about the rule that the current behaviour violates. For example: ‘*Travis, what is our rule about food in class?*’

17. **Individual close talk.** Individual close talk involves the teacher moving to the student’s desk to quietly discuss the behaviour, or summoning the student to the teacher’s own desk for the same purpose. The former method is the less intrusive of the two. Individual close talk is used as a private, non-humiliating means of directly discussing a student’s behaviour.

18. **Verbal redirection — directive question.** This is a statement of behaviour expectation disguised as a request by the addition of the word ‘*please*’ at the end of the statement. For example: ‘*Kym, put the magazine away please.*’ The teacher allows the student take-up time to follow the direction.
19. **Verbal redirection — directive statement.** A statement of behaviour expectation is used to redirect inappropriate behaviour, with the addition of the word ‘thanks’ at the end to imply trust but also to denote that choice is not an option. For example: ‘Kym, put the magazine away thanks.’ The teacher allows the student take-up time to follow the direction. In the form of an ‘I’ Message, the teacher redirects the student by expressing personal feelings about the behaviour and providing the preferred alternative in a carefully structured three-part statement: ‘I feel/am … when you … and I should like you to … ’ For example: ‘John, I am concerned about your lack of attention to this task. I’d like you to stop talking to Bill and start working now.’

20. **Give choices (incorporating consequences).** The teacher issues choices to the student when the behaviour is repeated despite previous verbal redirection. The choices given to the student are usually only two in number: to comply with the expected behaviour and reap the consequences of compliance or not to comply and face the logical consequence for non-compliance. The student is given time to consider the choices and to make a rational decision.

21. **State logical consequences.** Stating logical consequences gives the student only one choice: do what the teacher asks or face the consequences. Generally the delivery will take the form of an ‘If … then’ statement or an ‘Either … or’ statement. For example: ‘William, if you don’t sit properly in your seat, I will have to sit you on the carpet.’

22. **Follow through — enforce consequences.** Follow through occurs when the student has made the choice not to comply with the teacher’s directions after the teacher has stated the logical consequences, or has chosen the less appropriate of the two choices offered by the teacher. The teacher calmly states what the consequence will be and how it will be enforced.

23. **Move student in room.** In its proactive form, the teacher moves students prior to the commencement of the activity, based on knowledge of the student and circumstances, in order to prevent behaviour issues arising. In its reactive form, the teacher moves a student in the room to separate students who cannot work productively together, or to bring a more disruptive student into closer proximity for monitoring purposes.

24. **Move student to reflection or time-out area.** The student is instructed to move to a designated reflection or time-out area within the room, where the student might carry on with the set work, or alternatively might have to complete a reflection form that addresses the inappropriate behaviours and highlights more appropriate choices.

25. **Remove student from classroom.** A student is removed from the classroom to the office, or buddy class because the behaviour is so disruptive that the student can no longer remain in the environment.

26. **Have a third party remove student from classroom or area.** The teacher finds the student’s behaviour unsafe and/or unmanageable. The teacher sends a message, via intercom or a student, to a support person with more authority, such as a deputy principal or principal. This person then attempts to coerce the offending student to leave the classroom.

27. **Remove rest of class from room or area.** A teacher removes the class from the room to a safer location when an individual student is exhibiting explosive verbal or physical behaviour within the classroom environment. Student safety is seen to be at risk and it is considered either easier to remove the rest of the class or too dangerous to try to remove the offending student.

28. **Physical restraint.** The teacher physically holds and immobilises the student, in order to prevent harm to the student, to other students, to the teacher or even to elements of the environment such as expensive property.
Mareeba State High School “Building a Better Future Together”

Anti-Bullying Policy

Definitions
- Bullying is an act of repeated aggression causing embarrassment, pain or discomfort
- Bullying can be verbal, psychological, physical, social or cyber.
- Bullying is conducted by an individual or a group.
- It is done with the intention of causing distress.
- It can be planned or organised or it can be unintentional
- Bullying is an abuse of power.
- Bullying is the breakdown of someone’s self-esteem.

Anti-Bullying Code:
Every student has the right to an education free from fear and intimidation. Bullying is not tolerated.

Forms of Bullying

<table>
<thead>
<tr>
<th>DIRECT</th>
<th>INDIRECT</th>
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</thead>
<tbody>
<tr>
<td>PHYSICAL</td>
<td>Hitting, kicking, spitting, throwing stones, pushing, fighting, punching.</td>
</tr>
<tr>
<td>VERBAL</td>
<td>Name calling about someone’s disability, gender, age, physical characteristics (size, shape, appearance) racial or religious background.</td>
</tr>
<tr>
<td>PSYCHOLOGICAL</td>
<td>Threats; demanding money, making someone feel frightened, making obscene gestures</td>
</tr>
<tr>
<td>SOCIAL</td>
<td>Spreading rumours, leaving people out</td>
</tr>
<tr>
<td>CYBER</td>
<td>Sending threatening or abusive messages by text or email</td>
</tr>
</tbody>
</table>

Being Bullied?
Step 1: Tell the person who is harassing you that you do not want them to continue.
   If this is not successful
Step 2: Talk to your Year Co-ordinator
   If this is not successful
Step 3: Report the matter to Student Services

HOW YOU CAN PROTECT YOURSELF
Be careful where you post personal information. Always keep your name, address, mobile phone number and PIN or passwords private. Limit the number of people who have access to this information and you reduce your exposure. Think twice before you upload personal information on social networking websites (eg Facebook) especially inappropriate photos: this information could easily fall into the wrong hands.

Avoid making matters worse. If you receive a threatening message, do not respond, simply delete. Even though you may really want to, your response is exactly what cyber bullies want. They want to know that they’ve got you worried, upset or angry. They are trying to mess with your mind. Don’t give then the pleasure.
Responding with hostility is also likely to provoke a bully and make the situation worse. Depending on the circumstances, consider ignoring the issue. Often, bullies thrive on the reaction of their victims. Other options include changing your email address. If the bully doesn’t know your new address, the problem may stop.
Confide in someone you trust. If something makes you feel worried or uncomfortable, tell somebody.

Email: Use a Password. Consider using and maintaining a strict password system so others cannot send you an email without your permission.
Mareeba State High School “Building a Better Future Together”

Anti-Bullying Policy

Mobile Phone: Do not reply to missed calls if you don’t recognise the number. If calling someone other than a friend, use caller ID blocking to hide your number. Don’t give out your friends numbers to anyone without their permission and ask them to do likewise. If you do receive unwanted calls, SMS or emails, change your mobile number.

Keep a record of the activity Keep a record of any online or mobile bullying (emails, web pages, SMS messages etc) including relevant dates/times. Save unwanted phone messages too.

Report cyberbullying to your school, ISP or the police. It is a criminal offence to use a telecommunications network to menace, harass or offend another person.
Remember if you are being cyber-bullied, you are not alone and there is always someone there to help you.

REMINDER
This type of behaviour becomes harassment when you have said that it is unwelcome or unwanted, and if it does not stop immediately.

YOU HAVE THE RIGHT TO FEEL SAFE
Bullying and harassment will not be accepted at the Mareeba State High School.

Endorsement

Principal

P&C President or
Chair, School Council

Date effective: from ............................................... to ..................................................
Mareeba State High School “Building a Better Future Together”

Electronic Device Policy

Mareeba State High School believes that personal technology devices are not required for the purpose of quality teaching and learning and therefore are not permitted whilst at school. The Electronic Device Policy applies to the following items: Mobile phones, CD players, ipods, MP3’s, music players/walkmans, headphones, cameras, electronic games, trading cards, laser lights or any other electronic device that causes disruption to learning or safety.

The expectations outlined in this policy apply to all students from when they enter the school gates until 3.05pm (before school, after school or during breaks).

1. Students must not have such devices in their possession at any time.
2. Should students bring the devices to school, they must be handed in at Student Services when they enter the school grounds and collected at 3.05 pm. This ensures security of the devices.
3. If students are found to have them in their possession, or are using electronic devices (before school, after school or during breaks), teachers will request they be handed in to Student Services. Students will be issued a slip confirming they have handed the device into Student Services. The consequence will be as follows:
   1st Instance – Lunch Detention and Student collects the device at the end of the school day
   2nd Instance – Lunch Detention and Parent collects the device at their earliest convenience
   3rd Instance – Suspension and Parent collects the device at their earliest convenience
   Further Instances – Suspension of an increased length and Parent collects the device at their earliest convenience.
   Confiscation of mobile phones records will be reset at the start of each term.
4. If an electronic device is used during Exam/Test, student will be suspended.
5. Students using personal technology devices to record inappropriate behaviours or incidents while in school uniform (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means including distribution by phone or internet posting will result in suspension and may be reported to the Queensland Police Service.
6. Students are not permitted to bring personal cameras to school or use mobile phones to take photos of students or staff in the school grounds. Any student doing this will be suspended.
7. The only Electronic ITEM permitted to carry information will be a USB DRIVE (NO WRIST USB DRIVES) and this must only contain school work. (USB’s which contain inappropriate or offensive material will be confiscated and parent contacted).
8. Students participating in a subject that requires them to use a camera, digital camera, video camera or another electronic device as part of the course of study may use those devices as part of the study program. In most cases the use of these devices will be limited to the classroom or the specific area being used for learning. Students allowed possession of these devices are not allowed under any circumstance to use these devices at any other time (before school, after school or during breaks) for any other purpose or in any other area of the school (classrooms, parade area, school oval etc.)

All expectations will be applied in the interests of quality, safety & security.

(Endorsed P And C Meeting)
PROCEDURAL NOTES:
- Students displaying violent or grossly disrespectful Level 3 behaviours should be referred to the Behaviour Support Teacher.
- Students displaying non-disruptive level 1 behaviours such as lateness, failure to arrive prepared, failing to complete tasks should be managed using classroom strategies (detention, referral to curriculum HOD etc) and should ONLY be referred to the SRR if the behaviour becomes persistent.
- If a student is failing to meet ROLS expectations in classes, it is expected that teachers make home contact as a standard practice.
- Teachers must be careful and complete the SRR form completely or the SRR officer may redirect students back to class.
- A student will be suspended on the fifth SRR, then the 8th and then each subsequent 2 referrals. The referral count will reset each term.