RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS
2018-2020
Responsible Behaviour Plan for Students

1. Purpose

Pimpama State Secondary College;

- is committed to ensuring that every day, in every lesson, every student is learning and achieving within a safe, supportive and disciplined learning environment
- promotes a positive and inclusive school community that affirms the rights of all members of the school community to feel safe and be safe at school
- promotes positive behaviour and maintaining teaching and learning environments that support learning and wellbeing for all students
- recognises the reciprocal relationship between academic success and social behaviour

Pimpama State Secondary College sets clear, consistent and high expectations for behaviour and learning across the whole-school community. Using a Positive Behaviour for Learning (PBL) framework guides the development of proactive schoolwide systems that support practices implemented to define, teach and sustain appropriate behaviours in order to create successful and positive learning environments for students and teachers. PBL implementation in Queensland schools is associated with:

- reductions in the frequency of behaviour incidents and school disciplinary absences
- increases in instructional time
- improved climate and sense of well-being amongst the school community
- improved social and academic outcomes
• improved effectiveness of individual interventions

2. Consultation and data review

Pimpama State Secondary College developed this plan in collaboration with our college community. Broad consultation with parents, staff and students was undertaken through community meetings held during 2012. Our community values and expectations were considered while developing this plan. The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in October 2012. The Responsible Behaviour Plan for Students was reviewed in 2017 as required in legislation.

3. Learning and behaviour statement

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

At Pimpama State Secondary College, our school wide expectations are:

Look after yourself.
Look after each other.
Look after this place.

The behaviours that meet these expectations are taught explicitly across the school through a series of designated behaviour lessons and reinforced throughout the school day with re-teaching, regular acknowledgement and strategic use of a variety of corrective strategies.

Our college expectations have been agreed upon and endorsed by all staff and our college P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

We maintain that when parents enrol their students into our school they enter into a partnership with the school. This partnership is based upon shared responsibility and mutual respect and an understanding that a safe school environment exists. We aim to develop partnerships with parents such that the school environment is both productive and harmonious. The partnership must strive to create in the students an understanding of the values and ethics within our community and the wider community and foster the social outcomes of schooling.

Universal Behaviour Support
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Pimpama State Secondary College 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 positive behaviour standards in specific settings has been attached to each of our three college expectations. The Pimpama State Secondary College Expectations of Positive Behaviour below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Whole School</th>
<th>Classrooms</th>
<th>To and from school / excursion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look after ourselves</td>
<td>• Always comply with school routines, policies and procedures</td>
<td>• Enter classroom when directed by a teacher</td>
<td>• Be an active and positive member of the local community</td>
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<tr>
<td></td>
<td>• Follow staff instructions promptly</td>
<td>• Ask for permission to leave the classroom and use an out of class pass</td>
<td>• Be a resilient member of the school community</td>
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<tr>
<td></td>
<td>• Respond positively to instructions</td>
<td>• Respond positively to instructions</td>
<td>• Listen to and comply with adult instructions</td>
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<td></td>
<td>• Use respectful language and your manners</td>
<td>• Use software programs, ICT equipment and other activity specific equipment as directed by the teacher</td>
<td>• Listen to community members who are instructing the group</td>
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<td></td>
<td>• Be honest</td>
<td>• Follow appropriate assessment procedures</td>
<td>• Wear appropriate clothes and footwear</td>
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<td>• Wear your uniform with pride</td>
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<td></td>
<td>• Maintain personal hygiene and presentation</td>
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<tr>
<td><strong>Look after each other</strong></td>
<td><strong>Be in class, every day, every lesson</strong></td>
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<td>Be on time and ready to learn</td>
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<td>Use break time to get drinks or use the toilet</td>
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<td></td>
<td>Challenge yourself in school activities</td>
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<td></td>
<td>Show drive, determination and resilience to achieve your goals</td>
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<td><strong>Come prepared with all necessary equipment</strong></td>
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<td></td>
<td>Be a motivated learner</td>
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<td></td>
<td>Stay on task and be an independent and resilient learner</td>
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<td></td>
<td>Be an active listener</td>
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<td></td>
<td>Challenge yourself to be the best version of yourself</td>
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<td></td>
<td>Show pride in your work</td>
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<td></td>
<td>Seek assistance when required and meet deadlines</td>
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<td></td>
<td>Ensure all work is completed to the best of your ability</td>
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<td></td>
<td>Respond positively to feedback and make necessary changes/corrections</td>
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<td></td>
<td>Set realistic goals to improve your learning</td>
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<td></td>
<td>Complete and submit homework, drafts and final assessment on time</td>
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<td></td>
<td><strong>Bring correct equipment and support materials</strong></td>
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<td>Return appropriate permission forms, payments and paperwork in a timely manner</td>
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<table>
<thead>
<tr>
<th><strong>Look after each other</strong></th>
<th><strong>Be inclusive of all class members</strong></th>
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<tbody>
<tr>
<td></td>
<td>Engage willingly and actively in independent and collaborative activities</td>
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<td>Respect the right of others to participate, express their opinions and be heard</td>
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<td></td>
<td>Show respect to others by listening when they are speaking</td>
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<td></td>
<td>Be respectful and accept the values and beliefs of others</td>
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<td></td>
<td>Be considerate of other people’s equipment</td>
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<tr>
<td>Look after each this place</td>
<td>Respect school property and report vandalised/broken equipment</td>
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<td></td>
<td>Stay true to the values and beliefs of the school</td>
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<td></td>
<td>Be a positive ambassador for the school</td>
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<td></td>
<td>Keep equipment in good condition and use correctly</td>
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<td></td>
<td>Use port racks for school bags/equipment</td>
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<td></td>
<td>Move around the school in a safe manner</td>
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<td></td>
<td>Ensure your activity is occurring in the appropriate area</td>
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<td></td>
<td>Think ahead and be mindful of potential risks</td>
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<td></td>
<td>Stay within designated areas</td>
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<td></td>
<td>Keep the school environment safe and clean</td>
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<td></td>
<td>Respect the learning environment of others</td>
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<td>Use vocabulary that is not hurtful, offensive or defamatory</td>
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<td></td>
<td>Line up in an orderly manner before class</td>
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These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Reinforced during student welfare and leadership programs.

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

- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Regular articles in the college newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Active participation of families and the community in the development of college values and student expectations.
- Comprehensive induction programs in the Pimpama State Secondary College Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at school (Appendix 1)
  - Procedures for preventing and Responding to Incidents of Bullying (Appendix 2).
  - Appropriate Use of Social Media (Appendix 3).
  - Behaviour referral process (Appendix 4)
  - Debriefing report (Appendix 5)
  - Working together to keep Pimpama State Secondary College Safe (Appendix 6)
  - Searching and/or confiscating property (Appendix 7)
Reinforcing expected school behaviour
At Pimpama State Secondary College, communication of our key messages about behaviour is supported through regular reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are encouraged to give consistent and appropriate acknowledgement and rewards.

Pimpama State Secondary College Positive Reward System
VIVO’s
Staff members use the online VIVO Rewards System throughout all aspects of the school day to recognise students when they observe them following school rules. When they ‘catch’ a student following the rules they can choose to give them points on the student’s VIVO account. When students are given VIVOs, they can access their account online and view their progress. When a student is rewarded, they can use those points to purchase in school rewards and prizes that are delivered to the school. When a student uses their points, they then forfeit that tally. VIVO points are never removed as a consequence for problem behaviour.

GOTCHA’s
Staff members issue Gotcha Tickets to students they observe demonstrating positive behaviours in non-classroom areas during both lunch times. When staff ‘catch’ a student following the rules teachers can choose to issue students with a ticket. Students will place their tickets into Gotcha Boxes located in each staffroom. At year level assemblies a student will then be selected at random from the Gotcha Boxes to be presented with a certificate and prizes for their efforts.

Recognising student success
In junior and middle = based on academic and then a second based on effort and behaviour
Semester data
Academic Awards
5 out of 6 As
Behaviour and Effort
Week 3 or 4 following term
100% attendance – rewards day
Responding to unacceptable behaviour

1. Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, 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 to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

2. Targeted behaviour support: Student Support Team (SST)

Each year a small number of students at Pimpama State Secondary College are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Students monitored by the SST attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from Student Advisors / members of the SST and increased opportunities to receive positive reinforcement.

These students may be invited to participate in external programs as a means of intervention for intensive social skills training. These may include but are not limited to programs such as:

- Rock and Water
- Drumbeat
- Chillout
- Standup
- Brave
- Uniting Community Care

Intervention for these students may also occur through access to:

- Student Advisors
- Accoras U,nique
- Atsy
- Family and Child Connect
- Framing Futures
- Headspace
• School-based Health Nurse
• Guidance Officer
• Student Engagement and Wellbeing HOD

The SST is a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after engaging with the SST, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

3. Intensive behaviour support: College Leadership Team (CLT)

Pimpama State Secondary College is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The College Leadership Team:
- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the Student Support Team to achieve continuity and consistency.

The College Leadership Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and regional behavioural support staff.

5. Consequences for unacceptable behaviour

Pimpama State Secondary College makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.
Pimpama State Secondary College believes that a student’s individual circumstances should be considered when administering consequences and takes an approach to restorative justice practices. It is for this reason that a referral process to an advisory committee of staff, that are aware of a student’s circumstances are involved in evidence-based decision making processes.

Referral Process:

1 - Teacher manages classroom behaviour, administers appropriate consequence and informs parent of outcome. No OneSchool report or referral are required.

2 – Behaviour has become persistent despite teacher intervention. Teacher manages classroom behaviour, administers appropriate consequence. OneSchool report and referral to Year Level Student Advisor.

3 – Student Advisor uses information and OneSchool student profile to complete “Triage Process” by either:
   - Referring back to the teacher for follow up and intervention
   - Referral to curriculum HOD to offer support for the teacher
   - Referral to the sub-school HoD or Deputy Principal for further intervention.

4 – Behaviour is escalating despite support provisions. Refers behaviour to appropriate HODs or DPs. The Deputy Principal (or member of Administration) or HOD uses the evidence provided to make an evidence based decision on consequences for major incidences.

The Principal oversees the management of behavioural consequences across the school.

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the Year Level Student Advisor.

Minor 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 problem behaviours; and
• do not require involvement of specialist support staff or Administration, but may be referred to a HOD.

Minor problem behaviours may result in the following consequences:

• a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (buddy class), individual meeting with the student, apology, restitution or detention for work completion.

• a re-direction procedure. The staff member takes the student aside and:
  I. names the behaviour that the student is displaying;
  II. asks the student to name expected school behaviour;
  III. states and explains expected school behaviour if necessary; and
  IV. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:
• significantly violate the rights of others;
• put others / self at risk of harm; and
• require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member reports the incident and refers the student to the Year Level Student Advisor.

Major behaviours may result in the following consequences:
• **Level One:** Parent contact, time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to specialised programs;
• **Level Two:** Parent contact, referral to Guidance Officer, referral to Student Support Team, suspension from school
• **Level Three:** Students who engage in very serious problem behaviours such as committing a criminal offence, major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.
The following table outlines *examples* (but are not limited to) of minor and major problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
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<tbody>
<tr>
<td><strong>Movement around school</strong></td>
<td>• Running on concrete or around buildings</td>
<td>• Unsafe movement which adversely affects others</td>
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<td>• Running in stairwells</td>
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<td>• Not walking bike in school grounds</td>
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<td></td>
<td>• Being out of bounds</td>
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<tr>
<td><strong>Lunch Breaks</strong></td>
<td>• Incorrect use of equipment</td>
<td>• Throwing objects</td>
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<td>• Playing games not approved by the school</td>
<td>• Possession of weapons</td>
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<td></td>
<td>• Playing in toilets</td>
<td>• Vandalism</td>
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<tr>
<td><strong>Other</strong></td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
<td>• Possession or selling of drugs</td>
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<td>• Weapons including knives and any other items which could be considered a weapon being taken to school</td>
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<td></td>
<td>• Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
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<tr>
<td><strong>Rubbish</strong></td>
<td>• Littering</td>
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<td><strong>Class tasks</strong></td>
<td>• Not completing set tasks that are at an appropriate level</td>
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<td></td>
<td>• Refusing to work</td>
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<td><strong>Being in the right place</strong></td>
<td>• Not being punctual (eg: lateness after breaks)</td>
<td>• Leaving class without permission (out of sight)</td>
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<tr>
<td></td>
<td>• Not in the right place at the right time</td>
<td>• Leaving school without permission</td>
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<td><strong>Follow instructions</strong></td>
<td>• Low intensity failure to respond to adult request</td>
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<td></td>
<td>• Non compliance</td>
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<td>• Unco-operative behaviour</td>
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<td><strong>Correct Attire</strong></td>
<td>• Not wearing a hat in playground</td>
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<td>• Not wearing shoes outside</td>
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<tr>
<td>Accept outcomes for behaviour</td>
<td>Minor dishonesty (lying about involvement in a low-level incident)</td>
<td>Major dishonesty that has a negative impact on others</td>
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<td>Language (including while online)</td>
<td>Inappropriate language (written/verbal)</td>
<td>Offensive language</td>
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<td>Calling out</td>
<td>Aggressive language</td>
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<td>Poor attitude</td>
<td>Verbal abuse / directed profanity</td>
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<td>Disrespectful tone</td>
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<td>Mobile Phone or personal technology devices</td>
<td>Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</td>
<td>Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
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<td></td>
<td>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
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<tr>
<td>Property</td>
<td>Petty theft</td>
<td>Stealing / major theft</td>
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<td></td>
<td>Lack of care for the environment</td>
<td>Wilful property damage</td>
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<td>Vandalism</td>
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<tr>
<td>Others</td>
<td>Not playing fairly</td>
<td>Major bullying / victimisation /harassment</td>
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<td></td>
<td>Minor disruption to class</td>
<td>Major disruption to class</td>
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<td></td>
<td>Minor defiance</td>
<td>Blatant disrespect</td>
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<td></td>
<td>Minor bullying / victimisation/ harassment</td>
<td>Major defiance</td>
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<tr>
<td></td>
<td>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
<td>Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
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<tr>
<td>Look after each other</td>
<td>Minor physical contact (for example, pushing and shoving)</td>
<td>Serious physical aggression</td>
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<td>Fighting</td>
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Relate problem behaviours to expected school behaviours

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

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

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

Ensuring consistent responses to problem behaviour

At Pimpama State Secondary College staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

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

6. Emergency or critical incident responses

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

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

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

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected college 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 themselves or to others.

Appropriate physical intervention may be used to ensure that Pimpama State Secondary College’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 restraint that is more forceful.

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 and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.
Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx online. Staff who are involved in using physical intervention will be formally debriefed as soon as practicable (Appendix 5).

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Student Advisors
- Senior Guidance Officer
- School Based Youth Health Nurse

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre (Helensvale)
- South East Region Learning Colleges
- PCYC
- Wesley Mission
- Mission Australia
- You-thrive trauma Counselling Service
- Griffith University Social Work Clinic

8. Consideration of individual circumstances

To ensure alignment with the Code of College Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.
Pimpama State Secondary College considers the individual circumstances of students when applying support and consequences by:

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

9. Related legislation
11. Commonwealth Disability Standards for Education 2005
13. Education (General Provisions) Regulation 2006
14. Criminal Code Act 1899
18. Workplace Health and Safety Act 2011
19. Workplace Health and Safety Regulation 2011
20. Right to Information Act 2009

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

23. Some related resources

• National Safe Schools Framework
• Working Together resources for schools
• Cybersafety and schools resources
• Bullying. No way!
• Take a Stand Together
• STYMIE
• Safe Schools Hub

Endorsement

__________________________  ___________________________
Principal  P&C President or
Chair, School Council

Date effective: from …………………………………………. to ………………………………………..
APPENDICES

Appendix 1: The use of personal technology devices at school

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

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, mobile phones, smart watches, laptops, tablets, blue tooth speakers, cameras and/or voice recording devices (whether or not integrated with a mobile phone), and devices of a similar nature.

Students are discouraged from bringing valuable personal technology devices to school as there is a risk of damage or loss. Personal technology devices are not to be used at school (unless under staff supervision). The school does not assume liability for the loss, theft or damage of personal technology devices.

Confiscation

School staff may confiscate personal technology devices that are not part of the school’s ICT solution in cases where the device is being used in a manner that is prejudicial to the good order and management of the school. Students may collect devices at the end of the school day. Repeated offenses may result in the device being kept at school until collected by a parent or guardian. Breaches of this policy may result in disciplinary actions.

Staff may confiscate permitted personal technology devices such as laptops, tablets or iPads designated under the BYOD if that device is/has being used in such a way the behaviour is prejudicial to the good order and management of the school premises may be confiscated by school staff. At the discretion of the Principal, students may also have their access to the school Wi-Fi suspended as a consequence of inappropriate use of technology devices.

Consequences regarding the use of personal technology devices are in place to:

- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
encourage all students to take responsibility for their own behaviour and the consequences of their actions

provide for the effective administration of matters about the students of the school

ensure compliance with the school’s Responsible Behaviour Plan for Students or any other directive, guideline or policy.

Devices potentially containing evidence of criminal offences will 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.

Consequences of inappropriate use and distribution

The use of technology to harass, threaten or cause harm (mental/physical) to any member of the school community whether that behaviour occurred while at school or at other times of the day is a breach of the school’s Responsible Behaviour Plan and will result in disciplinary action such as (but not limited to):

- Referral to Deputy Principal
- Suspension (up to 20 days)
- Suspension with a recommendation for exclusion

Personal technology device etiquette

Bringing personal technology devices to school is discouraged because of the potential for damage, loss or disruption to learning. The school appreciates that some parents require students to carry with them a mobile phone for personal safety while travelling to and from school. Devices that are brought to school must be turned off and out of sight during the day. Devices may not be used unless accompanied by teacher supervision as part of the curriculum.

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 being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Pimpama State Secondary College. Students using personal devices to record inappropriate behaviours or incidents (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) builds 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 student at school 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 or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

**Text communication**

The sending of text messages that contain obscene language and/or threats of violence is regarded as bullying/harassment or 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 this 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 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.
Appendix 2: School policy for preventing and responding to incidents of bullying (including cyberbullying)

Definition
Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Bullying has three main features:
- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

Behaviours that do not constitute bullying include:
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts still need to be addressed and resolved.

Purpose
Pimpama State Secondary College strives to create a respectful, safe and inclusive environment for all students at all times of the day. The respectful and inclusive school environment is essential to:
- Ensuring all students are able to achieve to their potential.
- Improving attendance to enable every student the opportunity to participate fully in the curriculum.
- Promoting equality, inclusiveness and respect for diversity of culture, religion and background; and
- Ensuring the safety and well-being of all members of the school community.
Rationale
Many bullying behaviours are peer-maintained through the actions of bystanders. 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

Prevention
The anti-bullying procedures at Pimpama State Secondary College are in addition to our positive behaviour for learning support processes. Students are taught the expected behaviours in relation to the college expectation ‘Looking After Each Other’. Students are also taught about the impact that bullying can have on individuals and communities and the behaviours that constitute bullying. Adding lessons on bullying and how to prevent and respond to it is a priority within the college’s wellbeing framework.

- 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 3 school rules 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.

In order for bullying to be dealt with, it is important that students report incidents as soon as is practicable. Students may, at any time of the day report an incident of bullying to their classroom teacher and be provided with an incident report to complete. The student’s classroom teacher will send the referral to the appropriate student advisor.
Many times bullying occurs away from the school grounds before and after school. These incidents often involve the inappropriate use of social media. Students may report bullying of this nature using an online reporting system called Stymie https://www.stymie.com.au/

**Consequences**
Possible consequences for incidences of bullying are:

- Detention
- Referral to HOD
- Referral to DP
- Possible withdrawal from class/playground
- Community service
- Behaviour Monitoring booklet
- Referral to Student Support Services
- Possible referral to QPS
- After school detention
- Cancellation of enrolment
- Exclusion
Appendix 3: Appropriate use of social media

Preamble
The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information. Students need to remember that many social media sites and apps, like Twitter and Snapchat have limited restrictions placed upon allowable content and few regulated procedures for the removal of concerning posts. Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used. The internet reaches a global audience. Comments and/or images that are deleted can be archived and will continue to be searchable into the future. Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media
Pimpama State Secondary College embraces the opportunities that technology and the internet provide to students for 21st century learning, creativity and networking. Use of online communication, social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others. Pimpama State Secondary College is committed to promoting the responsible and positive use of social media sites and apps.

As described in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within Pimpama State Secondary College’s grounds or while online at times when the student is not at school. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Pimpama State Secondary College.

Inappropriate use of social media also extends to those actions that undermine the reputation of individuals within the college community (staff and students) as well as the college itself. Such actions may include (but are not limited to):

- setting up fake social media accounts using the identity of another person,
- attributing comments online to another person without that person’s permission,
- posting images without the permission of the person whose image is being portrayed,
- posting images (pictures and/or videos) of inappropriate behaviour while identifying the school or being identified as a member of the school community.

Cyber Safety

Students of Pimpama State Secondary College are expected to engage in the appropriate and safe use of social media. To ensure personal safety when using social media platforms students should:

- Ensure that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.

- Think about what they want to say or post, and how others could interpret it, before putting it online. Remember, once content is posted online, you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents or shouting in a crowded room.

- Remember that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoke or engaging with another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns using www.stymie.com.au and allow school staff to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Pimpama State Secondary College, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Pimpama State Secondary College will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.
Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may, in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.
Appendix 4: Behaviour referral process

Every student at Pimpama State Secondary College has the right to be fully engaged and participating in learning. All teachers have the right to be able to provide learning without interruption and be treated with respect and dignity. Disruptive behaviour has the potential to undermine the rights of both students and teachers. Ongoing disruptive behaviour will be managed in accordance with the college’s Responsible Behaviour Plan.

In most incidents, disruptive behaviour is an isolated and minor incident. Classroom teachers will manage minor incidents of behaviour using a range of classroom management strategies.

When students do not respond to re-direction from teachers, students may be sent to a buddy class for the remainder of the lesson. Students are expected to meet with their teacher to discuss their behaviour and make a commitment to return to the classroom and participate in learning without further disruption.

Where the behaviour is considered to be a major incident or on occasions when students are referred to a buddy class on the third occasion students may be referred to a student advisor, head of department, or deputy principal for further action. On these occasions student advisor will make a decision regarding a referral to another member of staff and further intervention.
Appendix 5: Debriefing Report

Formal debriefing
A staff member trained in the process who has not been involved in the event should lead formal debriefing. The goals of debriefing are to:

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:

- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

**Questions for staff**

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

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

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).
Appendix 6: Working together to keep Pimpama State Secondary College safe.

The possession and/or use of weapons at our school has not been an issue that our community has faced. It is important that we work together to keep weapons out of our school. Some students may think it acceptable to bring implements such as certain tools and kitchen knives to school. Although the intention is not to use them in any way other than the purpose for which they were designed, students must recognize the potential for these objects to fall into the hands of other students.

At Pimpama State Secondary College:
- Every student has the right to feel safe and be safe at school.
- Knives and other implements that might be used as a weapon are NOT 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 at school, they can expect serious consequences, such as fines and a possible jail term. 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 knives commonly used as weapons but also including 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 school staff will supervise the use of them.
- 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 will take action against a student who brings a knife to school.
- If a student has a knife at school, the Police will be notified.
- Possessing a knife at school is regarded as a significant breach of the school code of behaviour and may result in a proposal for exclusion.
- School property such as desks or cupboards 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 student will be asked to remove the contents of their bag. If this request is refused, the bag may be temporarily confiscated until police arrive. (Refer Appendix 6: Removal of Student Property by Staff)
- If the student does have a knife at school, it will be confiscated by the principal and given to the police.

How can parents help to keep Pimpama State Secondary College safe?
- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools or other implements that could be used as a weapon 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 school administration the.principal@pimpamassc.eq.edu.au or Phone: 5540 9333
Appendix 7: Searching and/or confiscating a student’s property

Preamble
This procedure outlines the conditions under which a principal or staff member of a state school has the power to temporarily remove property from a student and outlines the procedures to follow when property is temporarily removed.

Searching student’s bags

If the school believes that is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime the Principal may request the student to open and remove the contents of their bag. Under normal circumstances, a principal or staff member is not permitted to search student property (e.g. a student’s school bag) unless they have the student’s consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student’s property without the student’s consent or the consent of the student’s parents (e.g. to access an EpiPen for an anaphylactic emergency). Emergency circumstances may include where the life or welfare of a student or students is at immediate risk.

If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the principal will retain the property for handing to police.

A principal or staff member does not have the authority to open, examine or otherwise deal with the property without the consent of the student or a parent of the student. For example, a principal or staff member who removes a mobile phone from a student is not authorised to unlock the phone or to read, copy or delete messages stored on the phone.

A principal or staff member does not require the student’s consent to search school property such as lockers or desks being used by the student.

Confiscation of property

Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:

- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school
• ensure compliance with the school’s Responsible Behaviour Plan for Students or any other directive, guideline or policy.

In most instances property will be returned to the student at the end of the school day.

Circumstances where confiscated property may not be made available for collection

If the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime then the school may:

• notify police [http://ppr.det.qld.gov.au/education/community/Pages/Disclosing-Student-Personal-Information-to-the-Queensland-Police-Service.aspx] about the removal of the property, and
• if police state that they will come to the school to investigate matters relating to the property, the property need not be made available for collection until they do so, or
• If the police seize the property under the Police Powers and Responsibilities Act 2000 (Qld) [http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/P/PolicePowResA00.pdf], the property need not be made available by the school for collection.
• If police decide not to seize the property, it must be made available for collection as soon as practicable thereafter. The return of property may, at the discretion of the Principal, be made only to the parent or guardian of the student who owns the property.
• Where staff have made reasonable efforts to notify the student or the student’s parents that the property is available for collection but has not been able to make contact need not make the property available for collection.
• Where staff reasonably suspect that the student is not the lawful owner of the property, staff need not make the property available for collection. In this case, staff must make reasonable efforts to ascertain the ownership of the property.
### Appendix 8: Major and Minor Possible Consequences

<table>
<thead>
<tr>
<th>OneSchool Category</th>
<th>Definition</th>
<th>POSSIBLE CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bullying / harassment</strong></td>
<td>The repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group.</td>
<td>- Final decision is at discretion of the Principal or a delegate - Teacher to contact parents/caregivers via email or phone - Mediation of all parties - Counselling - Interview with parent/caregiver - Detention - Suspension - Exclusion</td>
</tr>
<tr>
<td><strong>Defiant / threat to adults</strong></td>
<td>Defiance - deliberate and obvious refusal to follow staff instructions. Threats to adults - physical or verbal threats made to staff.</td>
<td>- Interview with parent/caregiver - Detention - Suspension - Exclusion - Behaviour Monitoring Card - Contact parents/caregivers via email or phone</td>
</tr>
<tr>
<td><strong>Disruptive</strong></td>
<td>Interruption to the learning, causing a teacher to stop teaching for a prolonged period of time.</td>
<td>- Contact Home and/or interview with parent/caregiver - Detention - Suspension - Behaviour Monitoring Card - Negotiation with student and teacher (teacher to arrange) - Buddy Referral Process - Negotiation with student (teacher to arrange) - Teacher to contact parents/caregivers via email or phone</td>
</tr>
</tbody>
</table>
| **Dress code** | Not following the Student Dress Code. | • Contact Home and/or interview with parent/caregiver  
• Discussion with student around appropriate uses  
• ADMIN detention |
| --- | --- | --- |
| **Possess prohibited items** | Student is in possession of substances/ objects that are capable of causing bodily harm or property damage. | • Contact Home and/or interview with parent/caregiver  
• Police involvement  
• Referral to Annex (Under 15)  
• Referral to Wellbeing Team (HOD/DP/GO’s)  
• DIP  
• External Suspension  
• External Suspension with a recommendation to Exclude  
• Exclusion |
| **IT Misconduct** | Using computers / devices for purposes other than learning. | • Contact Home and/or interview with parent/caregiver  
• Removal of IT device and or internet access  
• Discussion with student about privilege being removed  
• Discussion with student around appropriate uses |
| **Late** | Not arriving to school / class on time. | • Contact parents/caregivers via email or phone  
• Interview with parent/caregiver  
• Detention to make up lost time  
• Monitoring card for lateness – attendance monitoring  
• May require ADMIN detention |
<table>
<thead>
<tr>
<th>Misconduct</th>
<th>Description</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lying / cheating</td>
<td>Behaving in a manner that is untruthful and deliberately misleading.</td>
<td>• Contact parents/caregivers via email or phone</td>
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<td></td>
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<td>• Interview with parent/caregiver</td>
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<td>• Detention</td>
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<td>• Apology to all parties</td>
</tr>
<tr>
<td>Misconduct involving object</td>
<td>Using objects for purposes other than those for which they have been designed</td>
<td>• Referral to DP or Principal and contact home</td>
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<td></td>
<td></td>
<td>• Reimbursement for costs to repair/replace property</td>
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<td></td>
<td></td>
<td>• Withdrawal from class/lunch area</td>
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<td></td>
<td></td>
<td>• Confiscation of property</td>
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<td></td>
<td></td>
<td>• Suspension 1-10 days</td>
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<td></td>
<td></td>
<td>• Suspension 11-20 days</td>
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<tr>
<td></td>
<td></td>
<td>• Recommendation for exclusion</td>
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<tr>
<td>Substance misconduct involving tobacco and other substances</td>
<td>The possession, distribution and/or use of cigarettes, tobacco or other legally-obtained but dangerous products</td>
<td>• Contact Home and/or interview with parent/caregiver</td>
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<tr>
<td></td>
<td></td>
<td>• Police involvement</td>
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<tr>
<td></td>
<td></td>
<td>• Referral to Annex (Under 15)</td>
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<td></td>
<td></td>
<td>• Referral to Wellbeing Team (HOD/DP/GO’s)</td>
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<td>• DIP</td>
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<td>• External Suspension</td>
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<td></td>
<td>• External Suspension with a recommendation to Exclude</td>
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<td></td>
<td></td>
<td>• Exclusion</td>
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<tr>
<td>Non-compliant with routine</td>
<td>Failure to follow an explicitly taught / well-known school rule or routine.</td>
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<td></td>
<td>• Contact Home and/or interview with parent/caregiver</td>
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<td>• Referral to Annex (Under 15)</td>
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<td>• Referral to Wellbeing Team (HOD/DP/GO’s)</td>
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<td></td>
<td>• External Suspension</td>
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<td></td>
<td>• Contact with parent/caregiver and student</td>
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<td></td>
<td>• Detention</td>
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<td></td>
<td>• Behaviour Monitoring Card</td>
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<td></td>
<td>• Teacher to contact parents/caregivers via email or phone</td>
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<tr>
<td>Physical misconduct</td>
<td>Physical contact with intent or outcome of causing injury or harm to others</td>
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<td></td>
<td>• Contact Home and/or interview with parent/caregiver</td>
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<td></td>
<td>• Removal from Lunches/Play areas</td>
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<td></td>
<td>• Monitoring Card</td>
<td></td>
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<td>• DIP</td>
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<td>• External Suspension</td>
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<td>• External Suspension with a recommendation to Exclude</td>
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<td>• Exclusion</td>
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<td></td>
<td>• Cancellation of Enrolment (Year 11/12 only)</td>
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<tr>
<td>Property misconduct</td>
<td>Damaging equipment or other property through deliberate misuse.</td>
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<td></td>
<td>• Contact Home and/or interview with parent/caregiver</td>
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<td></td>
<td>• Monitoring Card</td>
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<td></td>
<td>• Property replaced</td>
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<td>• External Suspension</td>
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<td>• External Suspension with a recommendation to Exclude</td>
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<td></td>
<td>• Exclusion</td>
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<tr>
<td></td>
<td>• Apology to all parties</td>
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<tr>
<td>Event Description</td>
<td>Actions</td>
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<td>-----------------------------------------------------</td>
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<tr>
<td><strong>Refusal to participate in program of instruction</strong></td>
<td>- Active refusal to engage with learning and persistent refusal to redirections.</td>
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<td>- Property replaced or reimbursement to replace</td>
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<td></td>
<td>- Contact Home and/or interview with parent/caregiver</td>
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<td></td>
<td>- Monitoring Card</td>
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<td></td>
<td>- detention</td>
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<td></td>
<td>- Suspension</td>
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<td></td>
<td>- Buddy class</td>
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<tr>
<td><strong>Threat/s to others</strong></td>
<td>- Verbal, physical or gestural behaviour that signals a desire to cause physical harm or intimidate.</td>
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<tr>
<td></td>
<td>- Contact Home and/or interview with parent/caregiver</td>
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<td></td>
<td>- Monitoring Card</td>
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<td></td>
<td>- Apology to all parties</td>
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<td></td>
<td>- Suspension</td>
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<tr>
<td><strong>Truant / skip class</strong></td>
<td>- Not being in time-tabled class and/or not under the direct supervision of an attending adult</td>
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<td></td>
<td>- Contact Home and/or interview with parent/caregiver</td>
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<td>- Monitoring Card</td>
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<td>- Suspension</td>
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<td></td>
<td>- Detention</td>
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<tr>
<td>Verbal misconduct</td>
<td>Using words/ comments that are abusive, profane or inappropriate due to being of a racial, religious, sexual, homophobic, personal, etc nature</td>
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<tr>
<td></td>
<td>• Contact Home and/or interview with parent/caregiver • Interview/discussion with student • Monitoring Card • Apology to all parties • Suspension • Detention</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Substance misconduct involving illicit substance</th>
<th>The possession, distribution and/or use of illegal substances</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Contact Home and/or interview with parent/caregiver • Police involvement • Referral to Annex (Under 15) • Referral to Wellbeing Team (HOD/DP/GO's) • DIP • External Suspension • External Suspension with a recommendation to Exclude • Exclusion • Cancellation of Enrolment (Year 11/12 only)</td>
</tr>
</tbody>
</table>