Responsible Behaviour Plan

2019 - 2020

YEPPPOON STATE HIGH SCHOOL
Together we succeed
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- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
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- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
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Related policy and procedures
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
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- Student Protection
- Hostile People on School Premises, Willful Disturbance and Trespass
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- School wide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cyber safety and schools resources
- Bullying. No way!
- Take a Stand Together
- Detention guidelines
- Community Service Intervention guidelines

Endorsement

Ruth Miller – Principal
Katina Perren – P & C President
PART 1 - SCHOOL-WIDE EXPECTATIONS and PROCESSES

1.1 Purpose

Yeppoon State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing and which prepare them to become active citizens in a global society. Our school mantra “together we succeed” is achieved through our commitment to our core values.

- **Spirit** – a positive attitude, ambition and active participation
- **Teamwork** – commitment, resilience and pride
- **Accountability** – responsibility, reliability and integrity
- **Respect** – courtesy, consideration and tolerance
- **Safety** – prevention, protection and wellbeing

“The STARS expectations” have been agreed upon and endorsed by staff, the Student Parliament and the P and C, and is aligned to the Department’s Code of School Behaviour (see link on P3). The expectations are taught through a planned framework and through teachable moments.

Our Responsible Behaviour Plan outlines our processes for facilitating positive school and community behaviours and outlines responses to inappropriate and unacceptable behaviours. Central to this Plan is the explicit teaching of community accepted behaviour. This assists us in creating and maintaining a safe, supportive and productive learning environment ensuring that every student achieves to the best of their ability.

1.2 Consultation and data review

As part of our ongoing improvement program, our school continually reviews the available data relating to our Responsible Behaviour Plan, which covers academics, attendance, disciplinary absences and behaviour incidents. The school’s Positive Behaviour Team consulted with staff, parents and Student Parliament. The plan was endorsed by the Principal and the President of the P&C. Our values and expectations are aligned with the values, principles and expected standards outlined in DoE’s Code of School Behaviour (see link on P3)
1.3 Learning and behaviour statement

All areas of our school are learning and teaching environments. We believe:

- student behaviour must be taught just as curriculum is taught;
- parents/carers play a primary role in supporting and nurturing their children, so our work with young people flourishes when we can work together; and
- students learn best when they:
  - are treated with understanding, respect and politeness;
  - feel safe and confident;
  - feel challenged by the tasks they are completing;
  - feel pride in their achievements

Appropriate training is provided to all staff members for addressing problem behaviours to ensure there are consistent responses to behaviour across the school. Our mantra “Together We Succeed” reflects consistent behavior management is a shared responsibility.

Our Responsible Behaviour Plan outlines our shared values and our Positive Behaviour for Learning (PBL) approach for explicitly teaching behaviour expectations, acknowledging positive behaviours and preventing and responding to problem behaviours. Through our school plan, our shared values are articulated to the whole school community, assisting Yeppoon State High School in creating and maintaining a positive, productive, learning and teaching environment.

1.4 Classroom expectations

All staff are committed to adopting and practicing the principles of Positive Behaviour for Learning (PBL). To achieve this all staff:

- Utilise the Essential Skills for Classroom Management, and actively participate in the school’s Collegial Engagement Policy implementation* and Professional Learning Plan;
- Teach and revise school-wide expectations;
- Display school-wide expectations (school expectations poster, STARS matrix (pg. , visual consequences, weekly behaviour focus);
- Follow established procedures in classroom and non-classroom settings;
- Reward positive behaviour frequently (verbal/non-verbal praise, VIVOs);
- Give feedback regularly to all students (positive & positive corrections); and
- Use clear and consistent consequences for inappropriate behaviour

*Participate in the school's endorsed Collegial Engagement Policy which includes walk-through’s to support our non-negotiable procedures and observations to support the Positive Behaviour for Learning procedures – (i) PBL Classroom Check and (ii) Global Observation PBL Classroom Check.

1.5 Facilitating standards of behaviour and responding to unacceptable behaviour

Yeppoon State High School uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, through the provision of universal, targeted and intensive supports. The three (3) tiers can best be represented visually as follows, highlighting the corresponding supports known as RTI (response to intervention).
1.5.1 Universal behaviour support
The first step in facilitating standards of positive behaviour is communicating these standards to all students in an accessible way. We emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. This strategy is directed towards all students and is designed to prevent problem behaviour and to provide a framework for teaching replacements for unacceptable behaviour, understanding the challenges of each individual’s development. We communicate behaviour expectations under the STARS expectations which unpacks our core values.

1.5.2 Strategies for communicating the expectations to students
- Positive behaviour focus on all parades and current behaviour focus in all lessons;
- Daily reinforcement in class and playground of the stated positive behaviour focus;
- Teachable moments where context suits an ideal opportunity;
- Regular promotion in the school newsletter, school website and Facebook;
- Wall charts in each classroom displaying STARS expectations and non-negotiables;
- Student diaries (year 7 – 10) including a range of procedures;
- Policies are in enrolment pack for students and parents to sign as an enrolment condition; and
- All staff are trained in the Code of Conduct, Student Protection and WH&S.
The following school-wide proactive and preventative processes support student behaviour:

- Defining clear policies and practices, published for the entire school community and applied fairly;
- Developing challenging and inclusive programs with evidence-based frameworks;
- Teaching positive behaviours and resilience strategies during lessons;
- Adopting a solutions-focus and teaching replacement behaviours eg. Conflict resolution;
- Using a school-wide acknowledgement system known as VIVO to reward positive choices;
- Providing regular feedback to students to assist with improved effort and behaviour;
- Providing regular, positive communication with parents/careers;
- Recognising publicly the achievements of students and staff, promoting a GROWTH mindset;
- Celebrating positive behaviour in school newsletters, social media and parades;
- Embedding the Essential Skills for Classroom Management (ESCMs) in classroom practice, giving teachers a common language and system for universal behaviour support;
- Offering Classroom Profiling to support our school's acknowledgement and correction processes;
- Diverse extra-curricular activities;
- Resourcing existing and additional support staff including Guidance Officers (2), supporting Junior, Middle and Senior Deputy teams inclusive of Deans of School, Chaplains (2), School Based Nurse, Youth Support Worker (Years 7-9) and Youth Support Co-ordinator (Years 10-12), teacher aides, Community Education Counsellor

- Building links with community for diverse pathways and supports for our students e.g. CYHMS, Headspace, Youth Alcohol and Other Drugs;
- Communicating with the P & C on behaviour priorities, systems and student outcomes;
- Focusing on wellbeing with Deans JS, MS and SS working with Deputy Principals
- Coaching of other staff by PBL team members and assisting parents understand PBL;
- Student voice through Student Parliament, supporting student input into school policies;
- Inducting new students, new staff and relief teachers into the Responsible Behaviour Plan; and
- Year 6 transition programs with additional support for identified students.

1.5.3 Tier I - Acknowledgements and Corrections

Our school's Acknowledgement and Correction Plan (appendix G) is a universal approach to acknowledging appropriate behaviour and correcting inappropriate behaviour using the Essential Skills for Classroom Management (ESCMs). We are committed to consistent application of the ESCMs as the first step in reducing disruptive behaviours by refocusing students to their learning. The Positive Behaviour for Learning framework provides structure for reflection and learning.

VIVO is an online positive behaviour recognition program that allows teachers and staff to reward students by allocating them points. Students can check their VIVO balance on the website or through the VIVO phone application. When students have accumulated enough points, they are able to use these to make purchases at the VIVO store. The more positive behaviour displayed, the greater their VIVO balance. VIVO is the school's primary recognition program to acknowledge and reinforce positive behaviours. The behaviours rewarded align with the STARS expectations.

1.5.4 Tier 2 - Targeted behaviour support (Case Management)

For students demonstrating higher than average rates of problem behaviour, which place students at-risk of disengaging from school, we use strategies that may require more frequent monitoring and targeted interventions to support them to change their behaviours, even if their behaviour is not yet severe, including:

- behavioural data to accurately identify students requiring targeted support (Tier II);
- in-school referral process for teachers seeking assistance to support students;
- individualised support through Individual Behaviour Support Plans (IBSPs)
- a team approach to supporting students on targeted support programs;
- data-based criteria for evaluation and exit from targeted support programs; and

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Tier II interventions may need to incorporate disability-specific and culturally-appropriate support strategies, including Case Management with input from school-based staff such as:

- Deputy Principal
- Guidance Officer
- Learning Managers / ST LaNs
- HOSES
- YLC’s
- CEC’s
- YSC and Youth Worker
- Deans
- Chaplains

Intensive behaviour support (tier III) follows tier II support if outcomes aren’t apparent for the student.

1.5.5 Tier 3 - Intensive behaviour support

Students with highly complex and challenging behaviours need comprehensive systems of support, and we are committed to providing these to ensure every student succeeds. A small percentage (5%) of students require intensive and individualised behavioural supports to meet their needs and reduce barriers that impact their access to education. At this level, functional assessment strategies to identify individual needs, and what function behaviours serve in meeting them, is critical. To mitigate the risk of exclusion from the learning environment, students with intensive behaviour support needs require highly-individualised behaviour interventions in conjunction with the wrap-around services co-ordinated by the relevant support teams.

These support plans (eg. IBSP, PLP, FAP, NEP, Safety Plan) provide an individualised framework of expectations and actions to assist staff to provide adjustments across all learning environments, and may involve:

- In-school referral process for teachers to support students with intensive-level needs;
- Use of behaviour data to accurately identify students requiring individualised support;
- Use of functional behaviour analysis process to investigate patterns of behaviour;
- Flexible and/or alternative learning options;
- Use of regional behaviour support (eg. PBL, Senior GO for Complex Case Management); and
- Liaison with external agencies as required (eg. Child Safety, Autism Queensland, Evolve).

The Intensive Behaviour Support Team operates to provide interventions and enact the advice provided by wrap-around services to provide the support needed to allow students to focus on their learning at YSHS. Some of the responsibilities of the team might include:

- facilitating a Functional Behaviour Assessment for students needing intensive intervention;
- working with other staff members to develop appropriate behaviour support strategies, including disability-specific and culturally-appropriate support strategies;
- creating Individual Behaviour Support Plans, including materials for classroom teachers;
- monitoring the impact of support for individual students through ongoing data collection; and
- working with other school staff to plan reasonable adjustments as required for the student.

Following referral, a team member first liaises with the student well-being team to gain an in-depth knowledge of circumstances which may be affecting the student, or to flag additional support. The IBSP team incorporate existing strategies/services (internal and external) into relevant DoE support plans. An IBSP team member monitors and identifies patterns of behaviour that may need attention.

Intensive supports for individual students may include:

- working with other staff members to develop appropriate behaviour support strategies;
- auctioning CCM with input from school-based staff (Principal, DP, HOSES, GO, YLC Learning Manager, CEC, Positive Behaviour Coach) and DoE (eg. Regional Mental Health Coach)
- accessing external agency support such as, CQID, Intensive Family Support, Headspace, Child Youth Mental Health Anglicare, CQU Wellness Clinic, Strengthening Family Connections;
- implementing Functional Behaviour Assessment (FBA) to identify and respond to the function being served by the behaviours, and plan interventions to address or replace inappropriate behaviours;
- Individualizing plans eg. Individual Behaviour Support Plan (IBSP), Discipline Improvement Plan (DIP) or daily monitoring sheets to support explicitly targeted STARS goals
- using of evidence-based, disability and non-disability specific behavioural interventions; and
- teaching social skills explicitly through peer-based and specialist support programs.
1.6 Consequences for inappropriate or unacceptable behaviour
Our school makes systematic efforts to prevent problem behaviour by explicitly teaching and reinforcing appropriate behaviours. When unacceptable behaviour occurs, predictable consequences will occur that prioritise certainty over severity, building an understanding that all choices have consequences. Responses are consistent and proportionate to the nature of the unacceptable behaviour. Our school uses a range of consequences based on DoE policy and guidelines to:

- provide the opportunity for all students to learn and teachers to teach;
- ensure the safety of staff and students; and
- assist students who exhibit challenging behaviours to accept responsibility for their actions.

1.6.1 Minor and major behaviours
Management of behaviour at Yeppoon SHS has a multi-layered approach. When responding to problem behaviour, the staff member first determines if the problem is major or minor. Minor problem behaviour is handled by the staff member at the time it happens and major problem behaviour is referred directly to the relevant person for investigation and management. This involves:

<table>
<thead>
<tr>
<th>Type</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor behaviours</td>
<td>Class teacher, Playground duty teacher</td>
</tr>
<tr>
<td>Major behaviours</td>
<td>Dean, Head of Department, Deputy Principal, Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minor Behaviours</th>
<th>Major Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td></td>
</tr>
<tr>
<td>- Low level behaviours</td>
<td>- Significantly violate the rights of others</td>
</tr>
<tr>
<td>- Minor breaches of the school rules</td>
<td>- Put others/self at risk of harm</td>
</tr>
<tr>
<td>- Do not seriously harm others</td>
<td>- Continued pattern of minor problem behaviours</td>
</tr>
<tr>
<td>- Do not violate the rights of others in any other serious way</td>
<td>- May require involvement of specialist support staff or a member of the leadership team</td>
</tr>
<tr>
<td>- Are not part of a pattern of problem behaviours</td>
<td></td>
</tr>
<tr>
<td>- Do not require involvement of specialist support staff or the leadership team</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Dealt with by</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Require immediate referral to a Head of Department, Dean or Executive.</td>
</tr>
<tr>
<td>Incident recorded on OneSchool but not referred to Head of Department, Deans, Deputies or Principal</td>
<td>Where a major incident occurs, the following documentation is required:</td>
</tr>
<tr>
<td></td>
<td>- Student statement to be completed by student/s</td>
</tr>
<tr>
<td></td>
<td>- Incident recorded on OneSchool</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Likely Consequences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectation reminder</td>
<td>Contact parent/caregiver and record in OneSchool</td>
</tr>
<tr>
<td>A minor consequence logically connected to the behaviour</td>
<td>Referral to Student Support Services Team</td>
</tr>
<tr>
<td>Buddy Class</td>
<td>Loss of privilege (i.e. Representing the school)</td>
</tr>
<tr>
<td>Lunchtime detention</td>
<td>Suspension</td>
</tr>
<tr>
<td>Contact parent/caregiver and record in OneSchool</td>
<td>Cancellation of enrolment</td>
</tr>
<tr>
<td>Removal from an activity or event</td>
<td></td>
</tr>
</tbody>
</table>
### 1.6.2 Definition of consequences

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detention</td>
<td>The Principal or staff member may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or up to 120 minutes after school (parent/guardian will be contacted before an out-of-hours school detention is imposed). Detention may also be issued on non-school days (parent will be informed of location and duration of the detention and their obligation to provide transportation).</td>
</tr>
<tr>
<td>Buddy</td>
<td>Keep the student in any buddy area under supervision. Give the student opportunity to re-join class in intervals of no more than 10 minutes</td>
</tr>
<tr>
<td>Community Service Interventions</td>
<td>Requires students to perform tasks out of school hours that are beneficial to the community.</td>
</tr>
<tr>
<td>Temporary Removal of property</td>
<td>The Principal or staff member of has the power to temporarily remove property from a student, as per the procedure.</td>
</tr>
</tbody>
</table>
| Suspension                        | The Principal may suspend a student from school under the following circumstances:  
- disobedience by the student;  
- misconduct by the student;  
- misbehaviour  
- conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;  
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;  
- the student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school;  
- the student is charged with a serious offence (as defined in the Commission for Children Young People and Child Guardian Act 2000);  
- the student is charged with an offence, other than a serious offence, and the Principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend school while the charge is pending. |
| Exclusion                         | A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:  
- persistent disobedience;  
- misbehaviour;  
- conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;  
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;  
- the student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school;  
- the student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school. |
| Cancellation of enrolment         | The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school.                                                                                                                                                 |

- Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.
### 1.6.3 Categorisation of major problem behaviours

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Defiance/Disrespect</strong></td>
<td>Continued refusal to follow directions, talking back and/or socially rude interactions.</td>
</tr>
<tr>
<td><strong>Physical Aggression</strong></td>
<td>Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, using weapons (including knives) kicking, scratching etc.).</td>
</tr>
<tr>
<td><strong>Inappropriate / Abusive language</strong></td>
<td>Verbal message(s) that involve swearing or use of words in an inappropriate way directed at other individual or group or used in class for all to hear.</td>
</tr>
<tr>
<td><strong>Disruption</strong></td>
<td>Significant and/or repeated behaviour causing an interruption in a class or playground. (e.g., yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc).</td>
</tr>
<tr>
<td><strong>Vandalism</strong></td>
<td>Student engages in an activity that results in substantial destruction or disfigurement of property often causing significant inconvenience to others.</td>
</tr>
<tr>
<td><strong>Bringing/using personal property at school</strong></td>
<td>Possess items that could potentially affect the safety and wellbeing of students and staff (e.g., weapons including knives, lasers).</td>
</tr>
<tr>
<td><strong>Dress Code</strong></td>
<td>Refusal to comply with school dress code/code of presentation.</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>Student engages in significant and/or frequent unsafe activities where injury may occur.</td>
</tr>
<tr>
<td><strong>Major Dishonesty</strong></td>
<td>Student delivers message that is untrue and/or deliberately violates rules and/or harms others.</td>
</tr>
<tr>
<td><strong>Bullying</strong></td>
<td>Repeated teasing, physical and verbal intimidation of a student.</td>
</tr>
<tr>
<td><strong>Illicit Substances</strong></td>
<td>Possession or use of illicit substances, smoking, alcohol.</td>
</tr>
</tbody>
</table>
### 1.6.4 Examples of minor and major problem behaviours

The following behaviours are considered inappropriate at Yeppoon State High School. The table below outlines examples of inappropriate behaviours and likely consequences and is not intended as an exhaustive list.

<table>
<thead>
<tr>
<th>Minor Behaviours dealt with by Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAMPLE BEHAVIOURS</strong></td>
</tr>
<tr>
<td>(Neither exhaustive nor all inclusive)</td>
</tr>
<tr>
<td><strong>Non-compliance With Routine</strong></td>
</tr>
<tr>
<td>Failure to follow teacher directions</td>
</tr>
<tr>
<td>Failure to attend teacher issued detention</td>
</tr>
<tr>
<td>Refusal to work in class</td>
</tr>
<tr>
<td>Lack of compliance with school policies and procedures</td>
</tr>
<tr>
<td>Failure to participate in lesson due to playing games, using unauthorised programs or visiting internet sites not related to course work</td>
</tr>
<tr>
<td>Littering</td>
</tr>
<tr>
<td><strong>Disruptive</strong></td>
</tr>
<tr>
<td>Low level disruption (eg calling out; talking in class or during assembly)</td>
</tr>
<tr>
<td>Low intensity language (eg calling out, shut up, idiot, etc) towards another student in class, out of class, towards a staff member/member of public.</td>
</tr>
<tr>
<td>Inappropriate language (verbal/written)</td>
</tr>
<tr>
<td><strong>Late</strong></td>
</tr>
<tr>
<td>Arrives to class after the 2nd bell without permission</td>
</tr>
<tr>
<td><strong>Truant/Skip Class</strong></td>
</tr>
<tr>
<td>Leaves or misses class but remains on school grounds or within expected boundaries.</td>
</tr>
<tr>
<td><strong>Refusal to Participate in Program of Instruction</strong></td>
</tr>
<tr>
<td>Refusal to complete class work</td>
</tr>
<tr>
<td><strong>Physical Misconduct</strong></td>
</tr>
<tr>
<td>Inappropriate physical contact/touching which does not result in physical injury. (Pushing or shoving)</td>
</tr>
<tr>
<td><strong>IT Misconduct</strong></td>
</tr>
<tr>
<td>Use of device without permission</td>
</tr>
<tr>
<td>Inappropriate use of electronic devices</td>
</tr>
<tr>
<td>Inappropriate use of mobile phones</td>
</tr>
<tr>
<td><strong>Dress Code</strong></td>
</tr>
<tr>
<td>Uniform code infringements that can be fixed immediately (e.g. taking inappropriate jumper off)</td>
</tr>
<tr>
<td><strong>Lying/Cheating</strong></td>
</tr>
<tr>
<td>Copies the work or assessment of another student during regular class time without permission. Deliberate denial of involvement in an incident or act.</td>
</tr>
<tr>
<td><strong>Bullying/Harassment</strong></td>
</tr>
<tr>
<td>Silly teasing and name calling.</td>
</tr>
<tr>
<td><strong>Other</strong></td>
</tr>
<tr>
<td>Repeatedly unprepared for class</td>
</tr>
<tr>
<td>Repeated failure to complete homework</td>
</tr>
<tr>
<td>Inappropriate intimacy (holding hands, hugging)</td>
</tr>
<tr>
<td>Unsafe behaviour</td>
</tr>
</tbody>
</table>
## Major Behaviours dealt with by Head of Department

### (Based on context)

<table>
<thead>
<tr>
<th>EXAMPLE BEHAVIOURS</th>
<th>LIKELY CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-compliance With Routine</strong></td>
<td>After school/lunchtime detention(s)</td>
</tr>
<tr>
<td>Willful disobedient and/or disrespectful behaviour occurring in the classroom. Failure to follow instructions, compromising good order management of the school</td>
<td>Internal withdrawal from class</td>
</tr>
<tr>
<td>Persistent refusal to comply with school policies/procedures</td>
<td>Behaviour card/contract</td>
</tr>
<tr>
<td>Refusal to attend detentions</td>
<td>Parent phone contact/interviews</td>
</tr>
<tr>
<td>Continued refusal to follow directions, talking back and or disrespectful interactions</td>
<td>Restitution</td>
</tr>
<tr>
<td><strong>Disruption</strong></td>
<td>Inappropriate use of the School Network refer to BETeL HOD for computer access withdrawn</td>
</tr>
<tr>
<td>Significant and/or repeated behaviour causing an interruption in a class. (e.g. yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)</td>
<td>Recommendation suspension 1-3 days followed by re-entry meeting and a behaviour agreement (except for mobile phone possession)</td>
</tr>
<tr>
<td>Continuation or escalation of behaviours from teacher</td>
<td></td>
</tr>
<tr>
<td>Leaving class without permission</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Misconduct</strong></td>
<td></td>
</tr>
<tr>
<td>Inappropriate deliberate physical contact/touching which does not result in physical injury. (aggressive pushing and shoving during class time)</td>
<td></td>
</tr>
<tr>
<td><strong>Conduct Prejudicial to the good order and management of the school</strong></td>
<td></td>
</tr>
<tr>
<td>Inciting others to behave inappropriately during class (including fighting and/or unsafe behaviour)</td>
<td></td>
</tr>
<tr>
<td><strong>Verbal Misconduct</strong></td>
<td></td>
</tr>
<tr>
<td>Offensive/inappropriate language (swearing, racist, sexually inappropriate, gestures/extreme rudeness) towards another student in class or towards a staff member. Inappropriate language (verbal/written)</td>
<td></td>
</tr>
<tr>
<td><strong>Refusal to Participate in Program of Instruction</strong></td>
<td></td>
</tr>
<tr>
<td>Ongoing refusal to complete class work</td>
<td></td>
</tr>
<tr>
<td>Failure to complete assessment tasks</td>
<td></td>
</tr>
<tr>
<td><strong>Property Misconduct</strong></td>
<td></td>
</tr>
<tr>
<td>Minor vandalism/graffiti</td>
<td></td>
</tr>
<tr>
<td>Inappropriate use of equipment or treatment of property which doesn’t result in damage. Use of someone else’s property without their permission.</td>
<td></td>
</tr>
<tr>
<td><strong>Lying/Cheating</strong></td>
<td></td>
</tr>
<tr>
<td>Refusal to cooperate with investigation, dishonesty, withholding information crucial to an investigation. Copies or plagiarises the work of others for an assessment piece without permission. Copies the work of another student or inappropriately uses a digital device during an examination or test.</td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
</tr>
<tr>
<td>Low level unsafe or unhealthy behaviours</td>
<td></td>
</tr>
</tbody>
</table>

(Neither exhaustive nor all inclusive)
## Major Behaviours dealt with by Deans of School
(Based on context)

<table>
<thead>
<tr>
<th>EXAMPLE BEHAVIOURS</th>
<th>LIKELY CONSEQUENCES</th>
</tr>
</thead>
</table>
| **Non-compliance With Routine** | - Working It Out sheet  
- Refer to Support Staff  
- Parent Interview  
- Restitution  
- Tuckshop theft: loss of access to canteen for term  
- Recommendation for suspension 1-10 days (non-appealable) followed by a behaviour agreement (except for mobile phone possession)  
- Refer to Police |
| Willful disobedient and/or disrespectful behaviour occurring in the classroom. Failure to follow instructions, compromising good order management of the school  
Refusal to attend detentions. Refusal to comply with school policies and procedures  
Refusal to provide name to staff | |
| **Physical Misconduct** | |
| Physical fighting/assault  
Inciting others to behave inappropriately (including fighting, theft &/or unsafe behaviour)  
Behaviour that causes serious disruption to the school community. Unacceptable moral/indecent behaviour involving self, others, or offensive material (e.g. possession or dissemination of pornographic material, debasing, or degrading) including image based abuse of others through the use of technology on social platforms. Bringing the school into disrepute through actions, including travelling to and from school, representing the school, while truanting or through digital technology mediums. Loitering/suspicious behaviour (includes shopping centres, trespassing, park) | |
| **Verbal Misconduct** | |
| Offensive/inappropriate language (swearing, racist, sexually inappropriate, gestures/extreme rudeness) towards another student outside of classroom, towards a staff member/member of the public (verbal/written) | |
| **Truant/Skip Class** | |
| Leaving the school grounds without permission  
Ongoing lesson truancy/ whole day truancy/ high absenteeism  
Transporting students without parent permission | |
| **Property Misconduct** | |
| Wilful destruction of property/major vandalism | |
| **Dress Code** | |
| Wilful disobedience regarding school dress code | |
| **Prohibited Items** | |
| Possession of any major prohibited item (illegal or weapon) as outlined on the Prohibited Items at YSHS list pg. 19 (Appendix C) | |
| **Lying/Cheating** | |
| Refusal to cooperate with investigation, dishonesty, withholding critical information. | |
| **Property Misconduct** | |
| Intentional damage / destruction of property (vandalism). Major theft from others/school | |
| **Bullying** | |
| Significant and/or ongoing bullying/harassment (verbal, physical, psychological, covert or cyberbullying) Racial and Sexual harassment (verbal and physical)  
Recording any forms of bullying or physical violence. | |
| **Substance Misconduct** | |
| *Smoking, vaping, possession of cigarettes, e-cigarettes (or similar devices), lighters, etc.  
*Acting as a “spotter” for smokers. *Bystander behaviour (including recording) in relation to possession/use of harmful/illicit substances (eg alcohol, drugs) or concealed weapons, smoking implements, sharing of illegal substances/prohibited items.  
*Repeated failure to meet school expectations across a range of classes – incomplete assessment, attendance/lateness issues, resource issues, ongoing behaviour issues, refusal to engage in program of instruction. *Endangering the safety of staff, students and/or self (eg throwing stones, climbing, waterbombs, prohibited games, arson, using prohibited items eg. aerosol cans, glue, food etc.) | |
# Major Behaviours dealt with by Deputy Principals/Principal

**EXAMPLE BEHAVIOURS**

(Based on context)

<table>
<thead>
<tr>
<th>Physical Misconduct</th>
<th>LIKELY CONSEQUENCES</th>
</tr>
</thead>
</table>
| Serious or unprovoked violent assault. | - Parent Interview  
- Refer to Support Staff  
- Restitution  
- Recommendation for suspension 1-10 days (non-appealable) followed by a behaviour agreement  
- Recommendation for external suspension 11-20 days (appealable) followed by a behaviour agreement  
- Recommendation for exclusion.  
- Refer to police. |

<table>
<thead>
<tr>
<th>Possesses Prohibited Items</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Possession of any major prohibited item (illegal or weapon) as outlined on the Prohibited Items at YSHS list pg. 19 (Appendix C)</td>
<td></td>
</tr>
</tbody>
</table>
- Parent Interview  
- Refer to Support Staff  
- Restitution  
- Recommendation for suspension 1-10 days (non-appealable) followed by a behaviour agreement  
- Recommendation for external suspension 11-20 days (appealable) followed by a behaviour agreement  
- Recommendation for exclusion.  
- Refer to police. |

<table>
<thead>
<tr>
<th>Conduct Prejudicial to the good order and management of the school</th>
<th></th>
</tr>
</thead>
</table>
| Using/publishing abusive/inappropriate material about school, students or staff in any private or public medium.  
Serious misuse of mobile phones/personal device/internet to bully/harass students/staff.  
Any sexually explicit act.  
Bringing the school into disrepute through actions outside of school hours.  
Students found in breach of the law; that includes behaviour outside of school which brings the school into disrepute, is unlawful or poses an unacceptable risk to the safety and wellbeing of staff and/or students. |  
- Parent Interview  
- Refer to Support Staff  
- Restitution  
- Recommendation for suspension 1-10 days (non-appealable) followed by a behaviour agreement  
- Recommendation for external suspension 11-20 days (appealable) followed by a behaviour agreement  
- Recommendation for exclusion.  
- Refer to police. |

<table>
<thead>
<tr>
<th>Non-compliant with routine</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaving class and/or school without permission while on a safety plan.</td>
<td></td>
</tr>
</tbody>
</table>
- Parent Interview  
- Refer to Support Staff  
- Restitution  
- Recommendation for suspension 1-10 days (non-appealable) followed by a behaviour agreement  
- Recommendation for external suspension 11-20 days (appealable) followed by a behaviour agreement  
- Recommendation for exclusion.  
- Refer to police. |

<table>
<thead>
<tr>
<th>Property Misconduct</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilful destruction / major theft / major vandalism - of school or other people’s property.</td>
<td></td>
</tr>
</tbody>
</table>
- Parent Interview  
- Refer to Support Staff  
- Restitution  
- Recommendation for suspension 1-10 days (non-appealable) followed by a behaviour agreement  
- Recommendation for external suspension 11-20 days (appealable) followed by a behaviour agreement  
- Recommendation for exclusion.  
- Refer to police. |

<table>
<thead>
<tr>
<th>Substance misconduct involving tobacco/other legal or illicit substances</th>
<th></th>
</tr>
</thead>
</table>
| Smoking – second and third offences.  
Consumption/possession of alcohol or other legal substances.  
Supply, sale, possession or consumption of illicit substances and or utensils or being under the influence of drugs at school including pharmaceutical drugs.  
Bystander behaviour in relation to: possession/use of harmful/illicit substances (eg alcohol, drugs) or concealed weapons, smoking implements, sharing of illegal substances/prohibited items. |  
- Parent Interview  
- Refer to Support Staff  
- Restitution  
- Recommendation for suspension 1-10 days (non-appealable) followed by a behaviour agreement  
- Recommendation for external suspension 11-20 days (appealable) followed by a behaviour agreement  
- Recommendation for exclusion.  
- Refer to police. |

# Major Behaviours dealt with by GO, HOD SS, DP SS and Principal

**EXAMPLE BEHAVIOURS**

(Based on context)

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>TYPICAL CONSEQUENCES</th>
</tr>
</thead>
</table>
| Behaviour Oneschool referral to HOD  
HOD determines Deputy Principal intervention | Behaviour Oneschool referral to Head of Department  
Non-compliance process  
Cancellation of Enrolment (Year 11/12 only) |

*Please Note: This is not an exhaustive list and in some circumstances other behaviours and consequences will be decided at the discretion of the Principal or delegated officer. Students who are suspended for inappropriate behaviour lose the privilege for school representation for the term, which is reviewed every 5 weeks.*

**Relate inappropriate or unacceptable behaviour to expected school behaviours**

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to *expected* school behaviour. Staff members:

- articulate the relevant expected school behavior;
- 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.
## PART 2 – TEACHING FRAMEWORKS

### 2.1 School-wide STARS matrix

The **School-Wide Expectations Teaching Matrix** outlines our agreed behavioural expectations in all school settings. The schedule for explicit teaching of the STARS expectations is based on regular data analysis. The focus is explicitly taught on parades, designated lessons and proactively monitored in regular classes. VIVO are used to reward students following these expectations. As such, a learning and behaviour goal must be visible in every lesson.

<table>
<thead>
<tr>
<th>SPirit</th>
<th>TeAmwork</th>
<th>AcCounTability</th>
<th>ReSpect</th>
<th>saFety</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Commitment, Resilience &amp; Pride</td>
<td>Responsibility, Reliability &amp; Integrity</td>
<td>Courtesy, Consideration &amp; Tolerance</td>
<td>Prevention, Protection &amp; Wellbeing</td>
</tr>
<tr>
<td>All areas</td>
<td>Make positive choices</td>
<td>Listen and follow all staff instructions</td>
<td>Respect &amp; care for ourselves and others</td>
<td>Prevent harm to self and others</td>
</tr>
<tr>
<td>In the learning environment</td>
<td>Strive for excellence</td>
<td>Arrive on time and ready to learn</td>
<td>Listen to the speaker</td>
<td>Use equipment and furniture appropriately</td>
</tr>
<tr>
<td>Eating areas</td>
<td>Encourage others and are team players</td>
<td>Play approved games</td>
<td>Share space fairly with others</td>
<td>Use approved equipment correctly</td>
</tr>
<tr>
<td>Outdoor &amp; play areas</td>
<td>Are ready when it is our turn</td>
<td>Wait for our turn</td>
<td>Ask for and accept items politely</td>
<td>Wear correct footwear and hats</td>
</tr>
<tr>
<td>Transition</td>
<td>Move to class on the first bell and arrive at class before the second bell</td>
<td>Have our diary when entering class (Year 7 – 10)</td>
<td>Walk quietly with respect for others</td>
<td>Engage safely in all activities</td>
</tr>
<tr>
<td>Bus lines</td>
<td>Line up at gate when our bus arrives</td>
<td>Remain in designated area until bus arrives</td>
<td>Wait quietly</td>
<td>Keep left and in line</td>
</tr>
<tr>
<td>Off campus</td>
<td>Represent our school with pride</td>
<td>Return permission forms and make payments before due date</td>
<td>Interact politely with everyone in the community</td>
<td>Stay with my school group at all times</td>
</tr>
<tr>
<td>Toilets</td>
<td>Use toilet facilities appropriately and at designated times</td>
<td>Use toilets in breaks not class times</td>
<td>Keep the toilet facilities clean</td>
<td>Act in a safe and hygienic manner</td>
</tr>
<tr>
<td>Parades</td>
<td>Actively listen and respond appropriately</td>
<td>Leave personal items in locked classroom and walk to parade with class</td>
<td>Demonstrate parade etiquette</td>
<td>Sit in allocated area</td>
</tr>
</tbody>
</table>

*Yeppoon SHS – Together we succeed*
2.2 Collection and use of data
Data informs decision-making. Behaviour data is discussed at various executive, leadership and staff/faculty meetings and informs teacher’s planning and practice. The below table identifies our tools and their purpose:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Purpose</th>
<th>Who</th>
<th>Data use</th>
</tr>
</thead>
</table>
| VIVOs | Acknowledge positive behaviours made during class, break times or extra-curricular activities. | All teachers and aides Learning Managers Admin & non-teachers | • Students can use VIVOs in exchange for rewards or privileges  
• Students can purchase prizes from the rewards shop through Student Services  
• Top 5 VIVO Earners are invited to a Stellarbrations each term  
• Top 10 VIVO students at the end of the year attend the end of year Stellarbration Excursion |
| One School | Negative behaviours: Recording of unacceptable behaviour during class, break times and extra-curricular activities. Major incidents MUST be recorded on OneSchool. Positive behaviours: Attendance, Behaviour awards, other positives including VIVO term results. | All teachers and aides Learning Managers Admin & non-teachers | • Discussion with class teacher  
• Contact parent (if behaviour warrants)  
• TIMEOUT or MAJOR incidents MUST then be recorded on OneSchool  
• OneSchool data informs PBL lessons  
• Refer to administration  
• Contact parents  
• Guidance / Student Services/  
• Referral (if behaviour warrants) |
| Student Awards | Show public appreciation for demonstration of high levels of positive conduct during school day or other activities. | All teachers and aides Learning Managers Admin & non-teachers | • Whole School Parade  
• Positive parent contact  
• Invitation to parades |
| Student Report Cards | Acknowledge students for their LOA, Effort and Behaviour. | Teachers Administration | • Provide certificates of achievement to students and their families for LOA, Effort and Behaviour results |

2.3 Student achievement for behaviour and effort

Students must meet all aspects of rating scale to be awarded that result for effort or behaviour. For example, if a student has 97% attendance, has received a Notice of Concern (NOC) for assessment and participates in class discussions, the highest results they can receive is “Needs Attention” for effort due to the student has 97% attendance, has received a Notice of Concern (NOC) for assessment and participates in class discussions. OneSchool may be used to inform students of their behaviour results.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Effort</th>
</tr>
</thead>
</table>
| Excellent | • Always meets STARS expectations  
• Demonstrates leadership, independence and responsibility for learning  
• >95% attendance in class during term  
• Seeks & applies feedback to improve learning  
• Always completes assigned classwork |
| Very Good | • Consistently meets STARS expectations  
• Demonstrates independence and responsibility for learning  
• >90% attendance in class during term  
• Completes assigned classwork  
• Participates in discussions  
• Seeks feedback |
| Satisfactory | • Complies with STARS expectations  
• Demonstrates responsibility for learning  
• >85% attendance in class during term  
• Attempts assessment and submits on time  
• Attempts assigned classwork  
• Sources classwork during absences |
| Needs Attention | • Inconsistently meets STARS expectations  
• Receives any of the following from class during term:  
  ▪ infrequent minor incident referrals  
  ▪ one (1) major incident referral  
  ▪ one (1) buddy class referral  
• Does not submit assessment task on due date  
• Occasionally refuses to attempt assigned classwork |
| Unacceptable | • Rarely complies with STARS expectations  
• Causes safety risk in class during term  
• Receives any of the following from class during term:  
  ▪ repeated minor incident referrals with HOD/Dean support  
  ▪ more than one (1) major incident  
  ▪ more than one (1) timeout  
• Fails to submit assessment during term  
• Frequently refuses to attempt assigned classwork |
PART 3 – SUPPORT STRATEGIES

3.1 Emergency responses to critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate strategies

- Call the Yeppoon State High School CRITICAL INCIDENT MOBILE for assistance;
- Avoid escalating the unacceptable behaviour;
- Avoid shouting, moving into the student’s space, cornering, touching/grabbing the student, sudden responses, sarcasm, being defensive, communicating anger/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; and
- Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Reinforcement and correction strategies

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

Follow-up strategies

- Restore normal school operations as soon as possible;
- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer;
  - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations; and
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical intervention

Staff may make legitimate the use of physical intervention if all non-physical interventions have been exhausted and a student is physically assaulting another student/staff member OR posing an immediate danger to themselves or to others.

Appropriate physical intervention may be used to ensure that staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.
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.

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 reduce the risk of harm to self or others; 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.

**Debriefing**

After any critical incident, a debriefing process must occur with both staff and students. This process is to be led by a member of the Executive or Leadership team within 24 hours of the incident.

**3.2 Network of student support**

Students are supported through positive reinforcement and a system of universal, targeted and intensive behaviour supports by a whole school approach to behaviour management which includes the following:

- Parents/carers
- Teachers
- Year Level Coordinators (where relevant)
- Deans of Junior, Middle and Senior School
- Heads of Department
- Executive Staff
- Junior School Guidance Officer
- Senior School Guidance Officer
- Community Education Counsellor
- School Chaplain
- School Based Youth Health Nurse
- Youth Support Coordinator

**3.3 Consideration of individual circumstances**

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. We consider 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 the least intrusive strategies to the most intrusive
- Recognising and taking into account extenuating circumstances, students’ age, cultural background and their emotional state, and
- Recognising the rights of all students to:
  - express their opinions in an appropriate manner and at the appropriate times;
  - work/learn safely regardless of age, gender, disability, cultural background/socio-economic situation;
  - receive adjustments appropriate to their learning and/or impairment needs;
  - provide written/verbal statements to be taken into consideration in the decision making processes;
  - maintain dignity, respect, privacy and confidentiality consistent with the rest of the community.
Appendix A - MOBILE PHONE POLICY

Purpose of policy and recognition of appropriate use

- To identify the appropriate use of mobile phones at Yeppoon State High School
- To decrease harassment and cyberbullying
- To empower teachers to teach and manage student behaviour
- Our school supports the appropriate use of technology for learning and for safety purposes. Appropriate use of mobile phones can aid learning and assist students in managing busy lives.
- The school also recognises that there are times when it is appropriate and useful for students to have access to their mobile phones. However, at NO TIME should this access interfere with the learning and welfare of students. Teachers will need to check with their Head of Department before allowing any use of mobile phones in a class activity.

School expectations

- Students are encouraged NOT to bring their phone to the school.
- Students may appropriately use their mobile phones before 8:55 am and after 3:05 pm.
- All teachers will remind students that mobile phones are to be “off and away” during class time, breaks and during transitions.
- If a student is using their mobile phone during school hours, they will be directed to put their phone away. If the student has the phone out again they need to hand their phone to the office immediately. They will be issued with a receipt from ID Attend, and will collect the mobile at the end of the day.
- Mobile phones and earphones are not to be used during learning activities unless there has been HOD/GO/HOSES approval for a specific purpose (e.g. PLP).
- Students are prohibited from connecting to their personal 3G/4G networks during school time through their mobile phone or any other electronic device.
- External speakers used to play music are prohibited and students using an external speaker during school hours will be directed to hand it into the office. They will be issued with a receipt from ID Attend, and are then required to collect the external speaker at the end of the day.
- Earphones are NOT TO BE VISIBLE at any time. Earphones are not to be in shirt pockets/under shirts.
- Mobile phones cannot be accessed in exams and must be turned off and left on the student’s desk.
- If students have a mobile phone, they are not to be left unsecured (e.g. in bag racks/unattended), and should be brought into the classroom, and switched off.
- Students bring mobile phones to school at their own risk with no liability by the school if lost/stolen.
- Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Photos, videos and sound recordings

- Devices with built in cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets. Students must not take photographs, videos or sound recordings of other students and / or staff without their consent.
- Students must not make / send harassing or threatening calls / messages with their mobile phones. Any repeated or other inappropriate use will be dealt with under the Responsible Behaviour Plan guidelines. Victims of abusive, threatening, bullying messaging, or inappropriate video / photo imaging will be advised to make a complaint to the Queensland Police.
- Any student who places an image / words on the internet which has a negative impact on the good standing of the school/staff and students will be dealt with according to the Responsible Behaviour Plan.

Exceptions to mobile phone policy – Only in the case of verified emergency for safety reasons.

Consequences

The inappropriate use of mobile phones will result in the device being confiscated from the student. The student will be required to turn off the device and take it to the school office immediately. Students will be issued with a receipt when they hand their device in to the office. This receipt will be shown to the teacher. Students will be able to claim their device at the end of the school day. Students may be issued a consequence for disobedience as outlined in the RBP for Students.
Appendix B - ELECTRONIC DEVICE POLICY

Purpose of policy and recognition of appropriate use
- To identify appropriate use of electronic devices to enhance teaching and learning
- To decrease harassment and cyberbullying
- To empower teachers to teach and manage student behaviour
- Our school supports the appropriate use of technology for learning and for safety purposes.
  Appropriate use of electronic devices can aid learning and assist students in managing busy lives.
- We acknowledge the educational benefits electronic devices can have for students, and encourage the appropriate use of devices in the learning environment.

School expectations
- BYOx devices may be used in a teacher directed activity to enhance learning. Teachers will signal at the start of each lesson the “traffic light” signal eg. RED – NO use of BYOx, YELLOW – SOME use, and GREEN – considerable use
- Students are prohibited from connecting to their personal 3G/4G networks during school time through their mobile phone or any other electronic device.
- Staff will be responsible for issuing a consequence for inappropriate use of electronic devices as identified in the school’s Responsible Behaviour Plan.
- If students have electronic devices in their possession, they are not to be left unsecured (eg. in bag racks/unattended), and should be brought into the classroom, and switched off unless instructed otherwise.
- Electronic devices cannot be accessed in exams or during assessment, unless expressly permitted by school staff. Electronic devices may be turned off and left on the student’s desk during exams.
- BYOx devices may be used during lunch breaks if used appropriately.
- Earphones are NOT TO BE VISIBLE at any time unless the student is carrying an approved pass (eg. PLP)
- External speakers used to play music are prohibited and students using an external speaker during school hours will be directed to hand it into the office. They will be issued with a receipt from ID Attend, and are then required to collect the external speaker at the end of the day.
- Earphones are NOT TO BE VISIBLE during class, assembly or school related activities. Earphones are not to be stored in shirt pockets or under shirts.
- No liability will be accepted by the school in the event of loss or theft. Students bring electronic devices to school at their own risk.
- Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Photos, videos and sound recordings
- Devices with built in cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets. Students must not take photographs, videos or sound recordings of other students and / or staff without their consent.
- Students must not make / send harassing or threatening calls / messages with their electronic devices. Any repeated or other inappropriate use will be dealt with under the Responsible Behaviour Plan guidelines. Victims of abusive, threatening, bullying messaging, or inappropriate video / photo imaging will be advised to make a complaint to the Queensland Police.
- Any student who places an image / words on the internet which has a negative impact on the good standing of the school or its staff and students will be dealt with according to the Responsible Behaviour Plan.

Exceptions to electronic device policy
- In the case of verified emergency for safety reasons.

Consequences
The inappropriate use of electronic devices will result in the device being confiscated from the student. The student will be required to turn off the device and take it to the school office immediately. Students will be issued with a receipt when they hand their device in to the office. This receipt will be shown to the teacher. Students will be able to claim their device at the end of the school day. Students may be issued a consequence for disobedience as outlined in the RBP for Students.
Appendix C - PROHIBITED ITEMS

Our school is a safe place for all members of our community. As such, the following items are prohibited:

- weapons and replica weapons including chains
- any item that could be used as a weapon
- tools and other sharp items including razor blades & glass bottles
- illicit drugs, drug utensils
- alcohol
- cigarettes, vapours, ecigarettes, tobacco products, lighter
- aerosol sprays, solvents
- skateboards
- laser pointers
- pornographic material or photos
- gambling material
- computer viruses
- stink bombs or water balloons
- nikko pens and other permanent markers
- steel rulers
- food items eg. Soft/energy drinks, chewing gum

If a student has a knife or other weapon at school, they can expect serious consequences, including criminal processes. Police can search a student and their property at school if they suspect a student has a knife or other weapon. If it is suspected that a student has a knife or other weapon in a bag, the bag may be temporarily confiscated by staff until police arrive.

Consequences
Possessing a prohibited item at school may result in serious disciplinary consequences, including suspension and/or exclusion. A student may be charged with a criminal offence. Parent/carers have a responsibility to ensure their child is aware of the laws and rules about prohibited items. It is against the law for a student to have a knife or other weapons at school.

Appendix D – POSSESSION/USE/SUPPLY/DEALING - LEGAL/ILLEGAL SUBSTANCES

<table>
<thead>
<tr>
<th>Unacceptable behaviour</th>
<th>Suggested strategy</th>
<th>Follow up action when referred</th>
</tr>
</thead>
</table>
| Possession of a legal or illegal substance             | Escort the student to the administration building for referral to a Dean or Deputy Principal.  
  Under no circumstances should a member of staff search the person or property of the student. | Where there is evidence of possession, parent/caregiver and police (illegal substances) will be notified.  
  The student may be suspended and warned that exclusion may occur with a repeat incident. |
| Use of and/or under the influence of an illegal substance at school, on school related activities or on the way to or from school. | If a student is suspected of being under the influence of an illegal substance:  
  Isolate the student until escorted to the administration building;  
  Escort the student to the office for referral to Deputy Principal. | If there is evidence:  
  Parent/caregiver will be notified immediately;  
  Student will be isolated until parent arrives;  
  Medical attention may be sought;  
  Police will be notified;  
  Student will be requested to seek out the GO/School Nurse for counselling;  
  Outside school counselling may also be recommended;  
  Student may be suspended and warned that exclusion will be recommended with a repeat incident. |
| Supply of an illegal substance to another student      | Staff member to escort student directly to the administration building.  
  Isolate student immediately. | Where this activity is suspected:  
  Police will be informed immediately;  
  Parent/caregiver will also be informed in line with police recommendation.  
  Where there is evidence of supply the student will be recommended for exclusion. |
| Dealing (i.e. money transaction) of illegal substances to another student | Staff member to escort student directly to the administration building. | Where this activity is suspected:  
  Police will be informed immediately;  
  Parent/caregiver will also be informed in line with police recommendations.  
  Where there is evidence of dealing (i.e. money transaction) the student will be recommended for exclusion. |
Appendix E – YEPPOON STATE HIGH SCHOOL DRESS CODE

Yeppoon State High School (YSHS) is a full-uniform school. The school is committed to building a proud reputation and the uniform is regarded by the school community as being important in encouraging a sense of self-esteem, belonging and self-discipline in our students. All students are expected to observe the details of the correct attire and appearance, always presenting in a neat and tidy manner. This includes, but is not limited to, whilst travelling to and from school, or whenever a student is in the community wearing the school uniform. This high standard ensures students represent themselves and our school in an outstanding way.

The uniform has been designed in consultation with the Parents and Citizen Association (P & C), and with the elements of safety, comfort, climate, modesty, cost, efficiency, social equity, community values and activity taken into account. This policy has been developed in accordance with the Education (General Provisions) Act 2006 (Sections 360-363) ["The Act"] and the Department of Education and Training policy SMS-PR-022: Student Dress Code in relation to implementing student dress codes in Queensland State schools.

Expectations of students

YSHS and the Parents and Citizens’ Association (P and C) have endorsed the following expectations of students with regard to uniform and personal appearance:

- All uniform items, with the exception of socks and shoes, are to be purchased from the uniform shop.
- YSHS uniforms are not to be altered in any fashion, including but not limited to:
  - Cutting and shortening hem lines
  - Rolling up of sleeves and shorts, or the rolling down of skirt tops
  - Re-embroidering, replicating or reproducing the school logo/badges. To do so is contravening copyright laws will be pursued by the school.
  - Visible undershirts are not to be worn.
- All students are to wear the day or formal uniform as standard dress. For formal occasions, students will be advised if they are required to wear the formal uniform. The school provides formal uniform items (ie. blazers) in specific circumstances eg. Investiture.
- The uniform routine includes wearing the uniform daily and only changing for specialist lessons if required ie. Sport/HPE/drama, changing back into the day or formal uniform at end of the lesson.
- Hats are to be worn outside.
- Students out of uniform must have a letter from a parent or carer explaining the reason. These may be accepted for specified and temporary reason, but are not long-term waivers of the uniform expectations. Students out of uniform must report to the Library before the start of Care Class –
  - 8:50 am.

Whilst this policy seeks to assist students and parents by identifying appearance expectations, it should be noted that it is at the school’s discretion to make a determination on any student’s appearance and/or dress in keeping with the spirit of this policy and the community’s expectations. Body art (eg. tattoo) is not accepted in our school and students are expected to ensure such items are covered and not visible.

<table>
<thead>
<tr>
<th>DAY UNIFORM</th>
<th>TOP</th>
<th>BOTTOM</th>
<th>SOCKS</th>
<th>SHOES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can be worn by all year levels</td>
<td>SHIRT: YSHS polo shirt or YSHS white button up shirt.</td>
<td>SHORTS: YSHS black school shorts</td>
<td>Plain white or plain black ankle and short socks (known as &quot;crew&quot; and &quot;quarter crew&quot;).</td>
<td>Fully compliant plain black footwear (upper &amp; lower)</td>
</tr>
<tr>
<td></td>
<td>JUMPER: New YSHS blue stripe zip-up jacket OR YSHS black zip up jumper OR plain black jumper (no hoodies)</td>
<td>SKIRT: YSHS black school skirt</td>
<td>TRACK PANTS: YSHS black track pants</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FORMAL UNIFORM</th>
<th>TOP</th>
<th>BOTTOM</th>
<th>SOCKS</th>
<th>SHOES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can be worn by all year levels every day and when representing the school.</td>
<td>SHIRT: YSHS white button up shirt.</td>
<td>SKIRT: YSHS black school skirt.</td>
<td>Plain white or plain black ankle and short socks (known as &quot;crew&quot; and &quot;quarter crew&quot;).</td>
<td>As above.</td>
</tr>
<tr>
<td></td>
<td>BLAZER: YSHS school blazer</td>
<td>PANTS: Black dress trousers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BELT: Plain black belt with plain buckle.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HATS

As part of the Department of Education’s Sun Safe Policy, students must have a hat on while playing sport or participating in outdoor activities including excursions. The reversible wide brimmed school hat is available through the Uniform Shop. The wearing of sun-screen is highly recommended and is available at all HPE classes.

JEWELLERY

No facial piercings (metal or plastic) are permitted. YSHS is a work place and only a minimum amount of jewellery is acceptable. Students will be asked to remove excessive jewellery. If the jewellery cannot be removed, it must be taped over.

MAKE-UP

Students may wear light foundation only. Students with excessive make-up will be asked to remove it.

HAIR

Hair must be neat, clean, tidy and well-maintained. Long hair must be tied back in practical subjects as this is a safety requirement. Hair nets will be provided to students.

SHOES: Please note that black shoes are not able to be borrowed. White stripes, white ticks and white soles are not acceptable. Parents will need to provide communication to a Dean of School, if there is a valid reason for not having correct footwear. A uniform pass may be provided depending on circumstances. All black shoes below are acceptable.

Consequences for non-compliance with the dress code

1. Students not wearing the correct uniform will be given the option of:
   a. Removing the incorrect item, which is retained for collection by the student at the end of the day.
   b. Parents contacted to bring the appropriate item to the school for the student to wear for the day.
   c. Students may borrow the item of clothing (except shoes). Students present to the library before 8:50 am.

2. The incorrect uniform will be stored in the library in a labelled bag. If the student has a note explaining the reason for inappropriate uniform, they are to take it to the library where they will be issued with an item from the Uniform Bank, with the exception of shoes.

3. Return the borrowed uniform to the library before 3.15 pm and collect their own items.

4. Failure to return a loan item will result in the family being invoiced after a period of 4 weeks.

5. Families who are experiencing genuine hardship may contact the relevant Dean to discuss this.

The school priority is to work with all families and where there is a valid reason for not wearing the YSHS uniform, provide appropriate options, which include parent and school communication as the first step. If a student does not comply with the school’s student Dress Code, the principal or delegated officer, may impose one of the following sanctions:

- Detention of the student for a period mentioned in the section 283 (3) of The Act
- Prevent the student from any activities for which the student would have represented the school that, in the opinion of the principal/delegate, is not part of the essential educational program of the school.
Appendix F – MANAGING ABSENCES – EVERY MINUTE / DAY COUNTS

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Consequence for not meeting expectation</th>
</tr>
</thead>
</table>
| **START OF THE DAY**  
*At the start of the day students are at their care classroom by the 2nd bell* | Students arriving to school late must sign in at Student Services:  
- Produce a note / parents phone in (Justified) for being late = no consequence  
- Unjustified lateness = F13 detention issued by Admin Officers with DP support |
| **STARTING LESSONS**  
*At the 2nd Bell all students should be at the classroom* | Students arriving to class late, knock and wait outside the classroom for their teacher:  
- Produce a note/late slip for being late = no consequence  
- Student arrives UP TO 20 MINUTES LATE without a note:  
  - Student completes lunchtime detention with teacher for time missed  
- Student arrives MORE THAN 20 MINUTES LATE (TRUANCY) without a note:  
  - Teacher assigns PM break detention (F13).  
  - Teacher to complete OneSchool – Truant/Skip Class (report only)  
  - 3 x PM break detentions = 3 SDA (Deans to enact by monitoring pivot chart data) |
| **ENDING LESSONS**  
*The bell is the signal to the teacher, not the student.* | Student leaves class UP TO 20 MINUTES early:  
- Student completes lunchtime detention with teacher for time missed  
Student leaves class MORE THAN 20 MINUTES early (TRUANCY):  
- Teacher assigns PM break detention (F13).  
- Teacher completes OneSchool – Truant/Skip Class (report only)  
- 3 x PM break detentions = 3 SDA (Deans to enact by monitoring pivot chart data) |
| **TRUANCY**  
*Students stay in class for the whole lesson.* | Student truants whole lesson. Identified from inconsistencies report @ 3:15 pm daily.  
1. First instance – DEAN confirms truancy and issues F13 detention. DEAN contacts family regarding incident and detention. Create behaviour incident in OneSchool for ‘Truant/skip class’ and record action and contact as ‘Admin Follow-Up’.  
2. Second instance – DEAN confirms truancy and checks OneSchool to ensure consequence issued on first instance (phone call and F13 detention). If process has been followed, DEAN completes OneSchool behaviour incident, issues F13 detention and contacts family (explains if 3rd instance, will result in 3 day SDA).  
3. Third instance – DEAN confirms truancy and checks process has been followed for first two instances of truancy. Dean issues suspension. |

Appendix G - BULLYING PREVENTION STRATEGY

**Purpose**  
The Response to Bullying procedure has been created to define bullying and the response to bullying at Yeppoon State High School, in order to help prevent bullying and provide clarity for all parties.

**Rationale**  
All members of our community understand it is their responsibility to promote positive relationships and bullying, in all its forms, is not accepted. Bullying will be taken seriously and dealt with promptly. Disciplinary measures for bullying are intended to hold students who bully to account for their behaviour, and ensure they accept the harm they have caused and to learn from it. Disciplinary measures may also provide (as appropriate) an opportunity for the student to put right the harm they have caused. Consequences will reinforce our STARS values particularly respect, safety and accountability.

**Bullying defined**  
Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

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.

While these behaviours would not be considered bullying (because they do not involve deliberate and repeated harm and a power imbalance) they need to be addressed in the same way as other inappropriate student behaviours. Bullying can take MANY FORMS including:

- **Physical** - when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping/pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
- **Verbal** – repeated/systematic name calling, insults, homophobic/racist remarks, verbal abuse.
- **Covert** - such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.
- **Psychological** - for example, threatening, manipulating or excluding someone.
- **Cyber** - using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically. The main forms of cyber bullying are identified as:
  1. Flaming: online fights using electronic messages with angry or vulgar messages
  2. Harassment: repeatedly sending nasty, mean or insulting messages
  3. Denigration: Posting/sending gossip or rumours about a person to damage his/her reputation or friendships
  4. Outing: sharing someone’s secrets or embarrassing information or images online
  5. Exclusion: Intentionally and cruelly excluding someone from an online group
  6. Cyber stalking: repeated, intense harassment and denigration that includes threats or creates significant fear.

Not all students play a clear role as either the student who is bullying or the student who is being bullied. Students may take on different roles in different circumstances. Some of these roles include:

- **Ring Leader**: students who through their social power can direct bullying activity.
- **Associates**: students who actively join in the bullying (sometimes as they are afraid of the ring-leader).
- **Reinforcers**: students who give positive feedback to the student doing the bullying, for example through comments, by smiling or laughing.
- **Outsiders/Bystanders**: students remain silent or watch and therefore appear to condone the bullying behaviour or who want to keep safe by not drawing attention to themselves out of fear of the bully.
- **Defenders**: students who intervene to stop the bullying or comfort students who experience bullying.

**Current legislation**


**Bullying prevention strategies**

Anti-bullying procedures at Yeppoon State High School are an addition to our already research-validated Positive Behaviour for Learning (PBL) support processes. This means that all students are being explicitly taught the school rules and values, and receiving high levels of social acknowledgement for doing so. Student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school-wide schedule of instruction.

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

**Resilience building and Bullying Prevention programs at YSHS:**

- Explicitly teaching appropriate behaviours
- Rock and Water
- Shine Girls
- Brett Lee – Cyber Bullying Talk
- Queensland Police – Cyber safety/anti bullying
- Anger management programs (Taming the Bull)

**Roles and responsibilities**

When bullying occurs, what should be done?
By the students:
- Use an appropriate response (e.g. walk away)
- Seek intervention by reporting bullying to a teacher, support staff or parent
- Demonstrate positive bystander behaviour and tell a teacher, support staff or parent if they see another student being bullied
- Never ignore the situation

By the parent:
- Model appropriate behaviour at all times
- Support the school's philosophy
- Watch for signs of your child being bullied
- Encourage your child to adopt the anti-bullying strategies taught at school
- Instruct your child to immediately tell a teacher or support staff if they are bullied
- Inform the school immediately of any suspected bullying

By staff:
- Model appropriate behaviour at all times.
- Reassure the individual that bullying is unacceptable, listen to the student, ask how you can help
- Respond appropriately to the student’s concern by use of an intervention tool (school advised tools)
- Provide advice, intervene and monitor.
- Assist student complete written statement of bullying.

Reporting bullying
Incidents are treated seriously, heard and investigated. Procedures for students to report are:
- Advise staff immediately eg. teachers, support staff, HODs, Deans or Deputy Principals.
- Statements made in writing as an incident report.
- Collect evidence of online bullying. screenshots saved.
- Options will be presented to support the student being bullied and ensure their safety (e.g. mediation, buddy system, and counselling), whilst ensuring that the bullying has been addressed.
- The bully will participate in education intervention lessons and assisted to change their behaviour
- Incidences of cyber-bullying may be referred to the QPS.
- Resistance to behaviour change and repeated offending by the student who has demonstrated bullying behaviours will lead to consequences ranging from detention, through suspension, to exclusion. Students may also be referred to the Student Support Services Team for support.
- Deans will work with parents/carers of students involved to establish behaviour strategies.
- Incident reports will be noted on OneSchool in the profile of the student doing the bullying.
- Mediation may be conducted if both parties agree.

STAGE 1 / TIER 1

Student /parent reports a bullying issue (repeated targeted misbehaviour) to a staff member. Student completes written statement.

Staff member refer incident and statement to Dean (Record on OS as contact)

Dean / DP meet with student to discuss bullying incident and provide initial support.
*In the case of cyber bullying: report and recommend further action

Dean completes investigation of incident

Dean contacts parents of person bullying and person being bullied
If bullying continues after stage 2 despite support and monitoring:

STAGE 2 / TIER 2

Student /parent reports a bullying issue (repeated targeted misbehaviour) to Dean of Students or Deputy Principal. Student completes written statement.

Dean/DP completes investigation of incident

Dean contacts parents of person bullying and person being bullied

Person bullying issued with appropriate consequence and monitor student for two-week period

Dean runs intervention lesson for person bullying and bystanders

Person being bullied referred to School Chaplain in Support Team meeting and monitored for two-week period. May participate in Rock and Water program.

Behaviour Support Plan developed, outlining expectations, consequences. May include class changes, playground expectations, and intervention lessons. Discussed and signed at re-entry meeting.

Dean delivers lesson for person being bullied

Mediation between person bullying and person being bullied with Dean/Deputy Principal
1. Bullying reported to Dean/DP with written statement, incident investigated.
2. Person bullying issued with appropriate consequence, and parent notified of ongoing incidents. Person bullying referred to Support Team for behaviour support programs (Shine, Raging Bull)
3. Person bullying and parent meet with Queensland Police to discuss legal implication of behaviour
4. Person bullying required to spend lunch breaks in the office and placed on monitoring card (failure to comply with monitoring card will result in additional consequences).
5. If bullying continues, may result in consequences including long term suspension and exclusion.

Appendix H – WHOLE SCHOOL APPROACH TO WELL-BEING

The Student Support teams play a crucial role in supporting students’ well-being. ACTIONS:

- **IMMEDIATE REFERRALS** (actual self-harm, suicidal ideation, homelessness and major safety concerns), please contact a Deputy, Guidance Officer or Principal.
- **ACTUAL SELF HARM** (the student has self harmed at school) – keep calm and escort student up to the office for first aid, advise GO or DP, GO contacts home, continued support by the GO or current support person (support provisions developed at school if necessary and referral to external agencies)
- **SUICIDAL IDEATION** (student says or writes about suicide – e.g. “I don’t want to be here anymore”) – ask a clarifying question to gauge intent e.g. What do you mean by ‘here’? If the student explicitly states that they don’t want to live/ want to die/ want to kill themselves immediately contact GO or DP, GO contacts home and provides continued support (support provisions developed at school if necessary and referral to external agencies) If the response is non-life threatening e.g. “I’m just want to leave” provide Tier I support.
- **DISCLOSURE OF SELF HARM** - by self/other or indication of self harm – enter as a contact (not a behaviour) as soon as possible and restrict to Principal and Guidance Officer, refer only to GOs.
- **HOMELESSNESS** – if a student tells you that they have been kicked out of home, ask if they have somewhere safe to stay. If yes, find out who they are staying with. Enter information as a contact as soon as possible and refer to GO who will confirm information with people involved. If the student says that they have nowhere safe to stay, immediately contact GO or DP/Principal to follow up with student.
- **MAJOR SAFETY CONCERNS** (student involved or threatens high risk behaviour - e.g. climbing to significant heights) – immediately contact administration, monitor/support as required, ensure safety of self and others and follow administration instructions on arrival.
Appendix I - BEHAVIOUR FLOWCHART: **CLASSROOM REFERRAL PROCESS**

**CLASSROOM REFERRAL PROCESS**

**TEACHER**
Consistently applies Tier I Acknowledgement and Correction Plan & ESCMs, Including positive and negative consequences

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**CONTINUED DISRUPTIVE BEHAVIOUR**
SEND TO BUDDY CLASS

**1st Buddy Class Referral**
- OS behaviour
- Contact parent/carer and record on OS
- Apply consequence and follow up to ensure completion e.g. lunchtime detention
- Re-entry with teacher prior to the next lesson

**2nd Buddy Class Referral**
- OS behaviour and refer HOD for assistance with strategies and support (Review Acknowledgement and Correction Plan)
- Teacher to contact parent and OS
- Apply consequence and follow up to ensure completion e.g. lunchtime detention
- Re-entry with teacher prior to the next lesson

**3rd Buddy Class Referral**
- OS behaviour and refer to HOD

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**MAJOR BEHAVIOURS IN CLASSROOM**
REFER TO HOD

**MAJOR BEHAVIOURS INCLUDE:**
- Directly swearing at a teacher/repetitive use of inappropriate language
- Unsafe behaviour that puts self/others at risk of harm
- Continued non-compliance (not completing detention for minor behaviour)
- Repeated minor offences, including disruptive behaviour

**HOD**
- Interview student
- Contact parents
- Issue consequence (possible 3 day suspension) & liaise with Dean for Intervention lesson (if applicable)
- Complete SDA and organize re-entry meeting (student and parent)
- If student repeats behaviour refer to DEAN

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**OTHER MAJOR BEHAVIOURS REFER TO DEAN**

**OTHER MAJOR BEHAVIOURS INCLUDE:**
- Violence/fighting
- Truancy - leaving school grounds
- Wilful property damage
- Possession of prohibited items (Appendix C pg. 19)
- Possession, distribution, selling or usage of legal or illegal drugs and or utensils or being under the influence at school
- Threats/Bullying
- Accessing inappropriate content on electronic device
- Stealing/Theft
- Bringing the school into disrepute, including actions after school hours

**DEAN**
- Interview student
- Contact parents
- Issue consequence in consultation with DP & Intervention lesson
- If student repeats behaviour, Dean engages Tier 2 Support.

---

ON RE-ENTRY STUDENT IS PLACED ON A DAILY SUBJECT/DEAN MONITORING CARD FOR 5 SCHOOL DAYS, IDENTIFYING EXPECTED BEHAVIOUR + CONSEQUENCES

**IMPROVEMENT = CONGRATULATE THE STUDENT & POSITIVE PARENT CONTACT**

**NO IMPROVEMENT = REFER TO DEAN OR TIER 2 SUPPORT**

STUDENTS WITH THREE (3) BUDDY CLASS REFERRALS ACROSS SUBJECTS IS MANAGED BY DEANS
Appendix J - BEHAVIOUR FLOWCHART: BUDDY CLASS PROCESS

TEACHER
Consistently applies Tier I Acknowledgement and Correction Plan & ESCMs

STUDENT CONTINUES DISRUPTIVE BEHAVIOUR - SEND TO BUDDY CLASS
1. Give students Buddy Class referral form* (Not in the first 10 min of lesson)
2. Enter ID Attend Buddy Class alert
3. Student returns to class with signed Buddy Class referral form* 2 min before end of class
4. Complete OneSchool record (report only refer HOD only)

Student attends Buddy Class
Student:
- Complete reflection sheet/class work
- Return to class in the last 2 min and wait quietly at the door

Teacher:
- Contact parents and record in OS (Buddy class as the strategy - crucial for data analysis)
- Student goes to Buddy class but doesn’t return to class - issue F13 detention

Student leaves class but does not attend Buddy Class
Teacher:
- Complete OS – Non-compliant with Buddy Room and refers Curriculum HOD

Student refuses to leave classroom
Teacher script:
1. What have you been asked to do?
2. What is the rule about following instructions?
3. What happens when you break this rule?
4. Are you choosing not to follow the instruction? Allow take-up time for the student to process the questions
Send responsible student to Admin

Student is disruptive in Buddy Class
Buddy Room Teacher:
- Send responsible student to Admin
- Student is removed from the class

Curriculum HOD:
- Interview student
- Inform student and parent of consequence (possible 3 day suspension)
- Complete SDA and organize re-entry meeting (student and parent)

Dean/Deputy:
- Interview student
- Inform student and parent of consequence (possible 3 day suspension)
- Complete SDA and organize re-entry meeting (student and parent)

Student returns to school
Curriculum HOD:
- Hold re-entry meeting
- Place student on daily monitoring for 5 school days
- No improvement refer Dean for IBSP and further Tier II support

Dean/Deputy:
- Hold re-entry meeting
- Place student on daily monitoring for 5 school days
- No improvement refer Dean for IBSP and further Tier II support

Student returns to school
Curriculum HOD:
- Hold re-entry meeting
- Place student on daily monitoring for 5 school days
- No improvement refer Dean for IBSP and further Tier II support

Dean/Deputy:
- Hold re-entry meeting
- Place student on daily monitoring for 5 school days
- No improvement refer Dean for IBSP and further Tier II support

Improvement = Congratulate the student & positive parent contact
No improvement = Refer to Dean or Tier 2 support
Students with three (3) time-out class referrals across subjects is managed by Deans. *See Appendix M for form to be used.
Appendix K - BEHAVIOUR FLOWCHART: OUTSIDE OF CLASSROOM REFERRAL PROCESS

OUT OF CLASS REFERRAL PROCESS

STAFF MEMBER
During playground duty and transitions between lessons

MINOR BEHAVIOURS
Staff member managed
- Out of bounds
- Speaking back to teacher
- Littering
- Water and food fights
- Minor physical contact (pushing/shoving)
- Incidental damage to school property
- Unsafe behaviour e.g. running on concrete

1. Staff instructs student to correct behaviour.
2. If student does not follow staff instruction after correction, staff issues a consequence e.g. litter duty for 5 minutes
3. Student continues to ignore instruction and does not complete consequence - REFER TO DEAN

MAJOR BEHAVIOURS
Refer to Dean
- Refusal to give name to staff member
- Violence/fighting
- Truancy - leaving school grounds
- Wilful property damage
- Possession of prohibited items
- Possession, distribution, selling or usage of legal or illegal drugs and or utensils or being under the influence at school
- Threats/Bullying
- Accessing inappropriate content on electronic device
- Stealing/Theft
- Bringing the school into disrepute, including actions after school hour
- Wilful disobedience and/or disrespectful behaviour

Script
1. What have you been asked to do?
2. What is the rule about following instructions?
3. What happens when you break this rule?
4. Are you choosing not to follow the instruction?
Allow take-up time for the student to process the questions

DEAN
- Interviews student
- Contacts parent/carer
- Applies consequence in consultation with DP
ACKNOWLEDGEMENT PLAN

1. Positive re-stating of expectations – Identify student strengths and preferred activities – use these to link academic and behavioural skills. How – “remember students in this class we treat each other with respect and complete our work”.

2. Acknowledge students’ on-task behaviour with the intention of encouraging others to follow suit (Cueing with parallel acknowledgement) How – State what you like seeing in the class “I like that students in the front row have made a start on the task”.

3. Use Body Language Encouragement by proactively interacting with students using body gestures and facial expressions to encourage students to remain on task. How – Set students to task, and immediately start moving around the room; touch the work of students who are on task; smile, nod, make eye contact to acknowledge appropriate behaviour.

4. Use Descriptive Encouraging to encourage students to become more aware of their competence by describing exactly what you see or hear from them that you hope to see more frequently. How – By using a respectful, measured tone (not exaggerated, be genuine); use sooner rather than later; use privately or publicly when on task; use collectively to a group.

Note: Always acknowledge on task students before correcting those off-task. This can be done through the use of positive feedback, VIVOs, positive consequences for following classroom expectations. Research identifies a ratio of 4:1 positive to correctional statements increase the likelihood of students following classroom expectations.

DISRUPTIVE AND DEFIANT

Buddy Class Plan

- Use a calm voice, but firm demeanour.
- Explain that they have continually failed to follow the expected behaviours after being given a choice.
- Student is sent to Buddy Class with:
  - Buddy Class Reflection and Referral Form and work to complete
- Refer to Buddy Class process for further details

RESTITUTION PLAN – Following aggressive and unsafe behaviour

- Re-entry discussion with teacher involved / Deputy or HOD and Parent. During meeting negotiation logical consequences for behaviour and/or similar behaviour that may occur in the future. Student is to show commitment to preventing similar situations.
- “Fresh Start” model is implemented after the restitution meeting has taken place. The incident is not mentioned again and the focus is on improving learning.

DISTRESS, IRRITATION AND FRUSTRATION

Cooling Off Plan

- Use a calm and reassuring voice.
- Encourage the student to use their words to tell you what is happening/what they want.
- Encourage the use of good choices.
- Give students the opportunity to self-regulate. E.g. ‘Breathe’ strategy. Cool off time. Head on desk for 1 min.
- Ask them to move to arranged area in classroom for some ‘cooling off’ time. Students who need buddy/side the classroom must be able to be supervised by the teacher.

Note:

a. Students are not to be outside of class for more than 3 minutes and need to be in eyesight of the teacher.

b. Some students have ‘cool off’ cards as part of their Personalised Learning Plan (PLP)

AGGRESSIVE AND UNSAFE

CRISIS PLAN

1. Avoid ongoing confrontation → detach and exit if possible.
2. Ensure safety of others → consider if a Lock Down (immediate area/whole school) is required.
3. Monitor from a distance.
   - Do not touch student
   - Do not take any of student’s belongings
   - Do not stand in doorway
4. Call the critical incident phone

0436 654 004

Send student/staff for HOD/DP assistance.

CORRECTION PLAN

Use frequent prompts, rule referrals (pre corrections) and opportunities for teaching moments for the whole of class.

1. Selective Attending → pay minimal attention to safe, off-task or inappropriate behaviour. Use when others are on-task; keep off-task student in peripheral vision; attend to off-task (if unsafe or significantly affecting others’ learning); avoid secondary behaviour.

2. Proximity → walk slowly towards students who are off task

3. Redirect to the Learning by respectfully prompting the student who is off-task or disrupting others. E.g. Ask a question about the set task; offer assistance; give a choice (“first this … then that,” “work first then play/preferrred activity”); allow time for the student to take in the message. Use of non-verbs such as nodding, pointing, etc; once on task, acknowledge with an encourager. Redirect twice before moving to more intrusive corrections

4. Give a Choice by respectfully addressing the student’s behaviour, who is disrupting others, with the available choices and their logical consequences.

How – Pause; give everyone thinking time. Use a firm, calm and measured tone. Allow for take-up time – space may be needed; continue to scan. Do not give a choice you cannot or will not follow through. Choices should never sound like threats or punishments.

Note: A range of strategies are to be used rather than one strategy a number of times.

6. Follow Through with planned action in the face of extended off-task behavior that is seriously disturbing the learning environment. The strategy should be directly linked to the positive/negative consequences in relation to classroom expectations.
Appendix M – BUDDY REFERRAL and REFLECTION SHEET

Buddy Class Referral and Reflection Sheet

You were identified today as not following the STARS expectations.

Stills:__________________________ Subject Teacher:__________________________

Buddy Class:__________________________ Time left:__________________________ Time Arrived at Buddy Class:__________________________

Buddy Class Teacher:__________________________ Buddy Class Teacher Signature:__________________________

Re-entry Meeting (Date, Time and Location):__________________________

Your job is to complete this reflection sheet and take it to your re-entry meeting

5 Questions to Ask Yourself

What happened?

What were you thinking at the time?

What have you thought about since?

Who was affected and how?

How can you make things right?

Subject Teacher Signature:__________________________

Reasons for my behaviour

1.

2.

How do I feel about my behaviour?

1.

2.

Consequences of my behaviour

1.

2.

How did my behaviour affect other people?

1.

2.

To show I can follow STARS, I will do these 2 things in my classes:

1.

2.

NEUROSCIENCE TIPS & TRICKS

1. 80% of our communication occurs through body language, facial expressions and tone of voice. Students see our mood before they hear our words.

2. Asking a question activates the frontal lobe where ‘thinking’ occurs.

3. Directive statements can activate the fight or flight mechanism (limbic system.)

4. Many students live their life in a fight or flight mode (trauma background). Questioning encourages students to regulate their behaviour, increasing the chance of a positive outcome.

RE-ENTRY with TEACHER

(As organized by teacher)

Student brings Timeout Referral & Reflection Sheet with them.

1. What happened? / What did you do?
2. What could you do to fix things?
3. What would you do differently next time?
4. What do you think should happen if I see the same or similar behaviour in the future?
5. What would be a fair and logical consequence for you not meeting expected behaviours?
**Appendix N - CODE OF CONDUCT FOR BUSES AND PUBLIC TRANSPORT**

This Code of Conduct has been formulated by DoE and Queensland Transport and applies to all students attending schools in Queensland and who use buses either to travel to and from school or for other school related activities, such as excursions and sport.

Students must ensure that they have made arrangements for payment if this applies to them.

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>EXAMPLES OF HOW STUDENTS MEET THE CODE</th>
</tr>
</thead>
</table>
| **Respect other people and property.** | • Treat other people and their possessions with respect.  
• Always stand and offer their seats to adults or anyone in need of a seat eg young children.  
• Follow the bus driver’s directions without argument.  
• Politely offer adults your seat if they are standing.  
• Not wait on private properties.  
• Not interfere with bus property, equipment, shelters and signs by marking or damaging them in any way. |
| **Wait for the bus in an orderly manner.** | • Wait well back from the bus until it stops and allow other passengers to leave the bus first.  
• Stay on the school grounds until the bus arrives  
• Stand quietly without calling out or shouting.  
• Not push other people in the line or push into the line. |
| **Whilst on the bus, students conduct themselves in an orderly manner.** | • Always follow instructions from the driver about safety on the bus.  
• Show their bus pass, ticket, go card or ID upon request.  
• Sit properly on a seat if one is available (in an allocated seat if directed by the driver).  
• If standing, remain in the area designated by the driver.  
• Store school bags under the seat or in appropriate luggage areas.  
• Speak quietly and do not create unnecessary noise.  
• Wear a seat belt where fitted. |
| **It is not appropriate for students to:** | • Bully or harass other students or the driver or other road users.  
• Place feet on the seats.  
• Fight, spit, use offensive language or behave poorly in other ways.  
• Throw any article around or from the bus.  
• Consume food or drink, or play music without permission of the driver.  
• Smoke (prohibited on all buses).  
• Travel under the influence of illegal drugs, alcohol or volatile substances.  
• Allow any portion of their body to protrude out of the bus windows.  
• Stand forward of the front seat.  
• Use a mobile phone to send threatening messages, or photograph others without consent.  
• Distract drivers through use of mobile phones or hand-held devices. |
| **Use designated stops.** | It is the responsibility of students to disembark at their correct designated stop. |
| **When alighting from the bus, do so in an orderly manner.** | • Wait until the bus stops before standing to get off.  
• Alight from the bus in a quiet and orderly fashion.  
• Never cross the road in front of the bus. Wait until the bus has moved away and it is safe to do so.  
• Use crossings or traffic lights if available. |
| **In case of an emergency or a breakdown, follow the driver’s** | • Follow the instructions of drivers at all times.  
• Wait until the bus stops before standing to get off.  
• Leave the bus in a quiet and orderly fashion.  
• Wait in the area indicated by the driver. |

Please note that this list of behaviours is not intended to be exhaustive. It forms the basis for any rules developed by individual operators for the management of behaviour on their buses.
Appendix O – Recording Minor and Major Behaviours in OneSchool

When recording behaviours in OneSchool:
- Record the first behaviour that occurred (causing you to intervene) in the behaviour category. Enter details of any secondary behaviour in the comment section.
- If a student was sent to the Buddy Class select ‘Buddy Class’ as the strategy used (critical for data analysis and policy review). Other strategies are also able to be selected.
- Reports need to be factual and describe what the student was doing or saying.
- Referrals are to go to be sent to the staff members line manager (e.g. HOD) Deans and Learning Managers will be monitoring students they are supporting through the Oneschool multiple behaviour reports and behaviour pivot charts.

<table>
<thead>
<tr>
<th>Oneschool Categories</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying/ Harassment</td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td><strong>Major:</strong> Repeated or serious verbal, physical, social, cyber/online or psychological misbehaviour that is harmful and involves misuse of power by an individual or group towards one or more persons.</td>
</tr>
</tbody>
</table>
| Harassment or Victimisation| **Minor:** Where an isolated or one off incident occurs. Low level disrespect of others through name calling, inappropriate gestures, social exclusion, intimidation etc.  
**Major:** Ongoing or major disrespect shown to others by way of verbal, gestural, sexual/graphic content, written or digital messages which include threats, intimidation or social exclusion. Negative messages relating to race, religion, gender, age, origin, appearance or disability which cause harm or embarrassment. Deliberately and knowingly spreading rumours/lies about others that are hurtful or harmful. |
| Lying / Cheating           |                                                                                                 |
| Cheating                   | **Minor:** Copies the work or assessment of another student during regular class time without permission.  
**Major:** Wholesale plagiarism which is a direct copy of someone else’s work and is presented as a student’s own in large amounts (i.e. at least 20% of the assignment is not the work of the student) or inappropriately uses a digital device during an examination or test. |
| Lying                      | **Minor:** Deliberate denial of involvement in an incident or act.  
**Major:** Deliberate, ongoing and consciously implicating a student in a behaviour incident when they were not involved. Deliberate, ongoing and consciously telling an untruth/s in order to minimise the involvement of a fellow student or self in a behaviour incident. Deliberately misleading by giving incorrect information relating to a behaviour incident. |
| Disruptive                 | **Minor:** Low intensity, inappropriate behaviour that disrupts learning and/or teaching.  
**Major:** Repeated or sustained inappropriate behaviour severely interfering with the learning process despite teacher correction and use of Essential Skills for Classroom Management (ESCMs). |
| Dress Code Infringement    | **Minor:** Wearing clothes or accessories that are near to, but not within the school’s dress code  
**Major:** Clothing or accessories that obviously violate the school’s dress code. Repeated minor dress code infringements |
| IT Misconduct              | **Minor:** Non-serious, but inappropriate use of a digital device. Off task internet use, turning off or pulling out computer cables, printing offensive words and/or images.  
**Major:** Persistent minor behaviour attempts to cause permanent, serious damage to equipment, accessing pornographic or inappropriate material. Serious inappropriate use of a digital device including illegal use of devices, accessing inappropriate websites, interfering with other student’s work or devices causing loss of class work or assessment. |
<table>
<thead>
<tr>
<th>Misconduct Type</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Misconduct</td>
<td>Low intensity use of inappropriate or offensive language not directed at another person. Low level swearing or name calling which causes offense.</td>
<td>High intensity use of inappropriate language including swearing, use of offensive or discriminatory language and name calling. Use of inappropriate language directed at a staff member or student.</td>
</tr>
<tr>
<td>Late</td>
<td>Arrives at school/class after the scheduled commencement time without permission</td>
<td>Pattern of repeated late arrivals, after problem solving strategies have been implemented.</td>
</tr>
<tr>
<td>Misconduct Involving Object</td>
<td>Deliberate inappropriate use of equipment and objects that does not cause harm to people, damage equipment or disrupt the lesson.</td>
<td>Deliberate, inappropriate use of equipment and objects that cause or could cause harm or damage to another person, property and/or disrupts the lesson.</td>
</tr>
<tr>
<td>Possesses Prohibited Item</td>
<td>Student in possession of any minor prohibited item as outlined on the Prohibited Items at YSHS list pg. 19 (Appendix C)</td>
<td>Student has at school any major prohibited item (illegal or weapon) as outlined on the Prohibited Items at YSHS list pg. 19 (Appendix C)</td>
</tr>
<tr>
<td>Non-Compliant with Routine</td>
<td>Low level failure to respond to reasonable instructions given by an adult. Found in an areas of the school grounds that is deemed to be out of bounds.</td>
<td>Wilful disobedient and/or disrespectful behaviour where a student refuses to follow reasonable instructions.</td>
</tr>
<tr>
<td>Refusal to participate in a program of instruction</td>
<td>Refusal to complete class work</td>
<td>Ongoing refusal (2&lt;sup&gt;nd&lt;/sup&gt; occasion) to complete class work</td>
</tr>
<tr>
<td>Physical Misconduct</td>
<td>Inappropriate, deliberate physical contact/touching which does not result in physical injury.</td>
<td>Inappropriate and deliberate direct or indirect, physical contact which results in injury or offence to another person or persons which may or does cause injury.</td>
</tr>
<tr>
<td>Property Misconduct</td>
<td>Inappropriate use of equipment or treatment of property which doesn’t result in damage. Use of someone else’s property without their permission.</td>
<td>Intentional damage to or destruction of property (e.g. vandalism).</td>
</tr>
<tr>
<td>Stealing</td>
<td>Takes and/or passes on the property of others without permission. Possesses the property of others knowing it to be stolen.</td>
<td></td>
</tr>
<tr>
<td>Truant / Skip Class</td>
<td>Leaves or misses class but remains on school grounds or within expected boundaries.</td>
<td>Failure to attend school, without approval, for scheduled classes or other school activity. Leaves the school grounds or expected boundaries of a school activity without permission.</td>
</tr>
<tr>
<td>Substance misconduct involving tobacco or other legal substances</td>
<td>Uses or possesses alcohol, tobacco or another legal but prohibited substance. Supplies such legal substances to others.</td>
<td></td>
</tr>
<tr>
<td>Substance misconduct involving illicit substances</td>
<td>Uses or possesses illegal drugs or substances. Supplies illegal drugs, substances or imitations to others.</td>
<td></td>
</tr>
<tr>
<td>Defiant / Threat/s to adults</td>
<td>Threatens harm to an adult either directly or indirectly.</td>
<td>Threatens harm to another student either directly or indirectly.</td>
</tr>
<tr>
<td>Threat/s to others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third minor referral</td>
<td></td>
<td>Third Buddy Class referral</td>
</tr>
<tr>
<td>Other conduct prejudicial to the good order and management of the school</td>
<td>Behaviour that causes damage to the school’s reputation or that causes significant disruption to the operation/management of the school.</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Any other behaviour that doesn’t fit in the categories above. Work with HOD to identify the behaviour.</td>
<td></td>
</tr>
</tbody>
</table>