



**The Code of
School
Behaviour**
Better Behaviour
Better Learning

PARK RIDGE STATE HIGH SCHOOL

Responsible Behaviour Plan for Students **based on *The Code of School Behaviour***

1. Purpose

Park Ridge State High School (PRSHS) 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.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

The Responsible Behaviour Plan for Students is intended to ensure that parents, teachers and students are aware of the expectations and responsibilities of all members of the school community.

2. Consultation and data review

PRSHS initially developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken as part of our Triennial School Review in 2009. The Plan has been updated a number of times after review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents.

In 2011 some review occurred to bring the plan in line with our School-wide Positive Behaviour Policy - *Learning Together*. The Plan was again formally reviewed with our school community in 2013 as part of our Quadrennial School Review and endorsed by the Principal, The President of the P&C Association, and the Assistant Regional Director. The most recent revision occurred in February 2014 in response to the *Education (Strengthening Discipline in State Schools) Amendment Bill 2013*. The plan will be reviewed in 2015.

3. Learning and behaviour statement

We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting PRSHS to create and maintain a positive and productive learning and teaching environment.

Shared beliefs underpinning our Responsible Behaviour Plan:

- Social and academic learning outcomes are maximised for all through quality practices in curriculum design, expert teaching and learning practices, respectful interpersonal relationships and effective school organisation.





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- All members of our school community are responsible for their own actions and they should resolve differences in constructive, non-violent and peaceful ways.
- It is reasonable and fair that young people are expected to be accountable for their behaviour.
- Proactive and collaborative processes can assist students to make positive choices re behaviour and learning.
- An orderly and cooperative classroom environment is necessary for effective learning and teaching.
- A teacher actively engaging students in learning provides the best environment for positive student behaviour.
- Effective learning happens best when students, teachers and parents work together.
- Parents have a joint responsibility to encourage students to be accountable for their behaviour and to actively participate in learning.

To foster a healthy and productive environment for every member of our community a Code of Conduct (Learning Together Framework) has been collaboratively designed to focus on the key expectations:

- We are here to learn
- We are here to do what is right
- We are here to work together.

Our key expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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

Universal behaviour support

Communication of Expectations

PRSHS strives to promote a positive whole school culture. Our core business is teaching and learning. Administration and teachers have a responsibility to deliver a quality curriculum and implement supportive and collaboratively developed programs and procedures. They must set high but realistic expectations and generate a positive and caring environment for students. Teachers are expected to be a positive role model and to adhere to the professional standards for teachers. Fundamental to the teacher's role is the delivery of a relevant and engaging curriculum.

Regular professional development of all staff reinforces the school's values and policies.

The expectations of students are also clear and stated in the Learning Together Framework which is distributed on enrolment and is published on our school website. This is augmented by regular discussion of the school community's expectations through whole school and year level assemblies, published codes in classrooms, in newsletters and in the School Organiser.

Parents are informed of the school's values, policies and procedures on enrolment. This occurs through discussion with the Enrolment Officer as well as via the School prospectus and website. Parents and students sign an Enrolment

Agreement. Regular reminders and updates are communicated through the school newsletter.

(See Appendix 1: *PRSHS Learning Together Matrix*)

Proactive and preventative strategies to support student behaviour:



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- Development of specific policies e.g.:
 - The Learning Together Framework
 - The School Dress Code
 - Active Participation Policy (Senior School)
 - Bus Travel Code
 - Procedures for Preventing and Responding to Incidents of Bullying
 - ICT Usage Code
 - The Use of Personal Technology Devices at School
- Implementation of proactive programs within the curriculum around issues such as bullying and harassment, conflict resolution, gender and cultural stereotyping.
- Positive recognition through a Merit Point system, Whole school and Year level assemblies, letters of congratulations, newsletter items, positive phone calls to parents, subject recognition at awards ceremonies and other rewards are designed to recognise and celebrate positive student behaviours.
- Regular meetings of the Student Support Teams in both the Middle and Senior school are aimed at identifying and supporting students at risk. The team discusses appropriate strategies to assist students to reach positive outcomes and appoints a case manager to oversee the individual student.
- Peer Mediation is another proactive measure aimed at promoting a positive school environment and facilitating students in taking a positive approach to managing student conflict.

Responding to low level and infrequent problem behaviour

- The best form of behaviour management is a well-planned lesson that caters for the individual needs of all students. The effective classroom is a place where clear and consistent expectations are set by the teacher, who actively encourages positive behaviour and deals consistently and supportively with misbehaviour.
- Protecting the learning environment is one of our school's core values. Reducing referrals to the withdrawal room and increasing student attendance and engagement are essential measures in achieving this. The building of strong teacher/student relationships and the development of dynamic and rigorous learning opportunities are essential facets of our school's behaviour management philosophy.

Re-directing low-level and infrequent problem behaviour

- Teachers undertake professional development in the Ten Essential Skills of Classroom Management. This is aimed at re-directing off task or inappropriate behaviour in a calm, non-confrontational manner.
- Our preferred way of re-directing low-level problem behaviour is to ask students to think of our school's expectations: We are here to learn, We are here to do what is right, We are here to work together. We encourage students to reflect on their own behaviour, evaluate it against expected

school behaviour, and to modify their behaviour so as to align with the expectations of our school community.

Withdrawal Room

- Our school has implemented a Withdrawal Room. Our belief is that teachers have the right to teach and students have the right to learn. Students do not have the right to disrupt the learning of others. All students are expected to take increasing responsibility for their own actions.
- Our aim is that students who disturb the school environment need to reflect on their situation and learn to think of ways of achieving their goals without violating the rights of others. Disruptive students will be sent to the Withdrawal Room if they persist in disrupting their class. An important feature of the implementation of the Withdrawal Room at PRSHS is communication with parents by the class teacher. Parents are considered as integral to the partnership needed to support students. Teachers are expected to enter details on Oneschool.

The Withdrawal Room Process

- Where a student chooses to behave in a way that disrupts the teaching and learning of others, s/he is given an opportunity to think about whether s/he will continue to disrupt or to work within the expectations of the classroom.
- If a student chooses to disrupt again, then s/he may be asked to leave the room and report to the Withdrawal Room. He/she will return to class in the following lesson but will be given a lunchtime detention. Failure to report to the Withdrawal Room or to complete the detention may result in an afternoon detention or a suspension if necessary. The Withdrawal Room is a supervised room. Referrals to the Withdrawal Room are closely monitored by Heads of Department and members of the School Administration so that intervention strategies can be put in place when required.

Targeted behaviour support

A whole school approach shapes, supports and recognises appropriate behaviours in all students. Most students will have little or no difficulties. However a small number of students may need additional support and timely intervention on some occasions.

- PRSHS regularly offers proactive targeted programs for students who have been identified by teachers, guidance counsellors, AVT teachers or other support staff as having specific needs. Referral may be to targeted programs such as Boys Group/ Girls Group and the YES program, or an individual Mentoring Program through AVT Behaviour Management or other selected staff. Behaviour Monitoring Cards and Attendance Monitoring Cards are often used. Intervention strategies for these students may include assessment for learning difficulties. Interagency support is sometimes needed.



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- **Intensive behaviour support**

PRSHS is committed to educating all students, including those with the highest behavioural support needs. For a variety of reasons, a very small percentage of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning. Strategies may include:

- A team based approach to providing intensive individualised support that includes a high level of adjustments
- Research validated procedures for the assessment and support of students requiring intensive, individualised support (Functional Behaviour Assessment)
- Individual behaviour contracts
- Individual Plans involving specific strategies such as identification of triggers, safe zones, time out
- Discipline Improvement Plans
- Alternative programming including adapted timetables and work experience
- Specific Retrieval Classes that focus on identified behaviours and learning
- District, regional and state behaviour support options.

5. Emergency responses or critical incidents

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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



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Follow through

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

Debrief

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

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that PRSHS' duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

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

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

Any physical intervention made must:

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

Record keeping

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

- incident report
- [Health and Safety incident record](#)

Outline steps to be taken in emergency response situations, including debriefing plans after a critical incident.

6. Consequences for unacceptable behaviour

In 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.

Students are expected to behave in an appropriate manner both at school and while travelling to and from school. The three key expectations (**We are here to learn, we are here to do what is right, we are here to work together**) underpin our agreed approach.

Consequences may be enforced for unacceptable behaviour that has occurred outside of the school grounds.

PRSHS makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Detentions – a Principal or teacher can detain a student as a consequence for disobedience, misconduct, wilful refusal or neglect to complete schoolwork or for another breach of school discipline. Detentions can occur outside of school hours and on weekends. There is no prescribed time limit for a detention. If the detention is completed after school, a parent must be informed about the time and duration of the detention and notified of start and finish times.

Discipline Improvement Plans are developed in consultation with parents and student.

Community Service Interventions, which take place outside of school hours, can also be imposed as a consequence of inappropriate behaviour. The intention is to encourage students to engage with their community in a positive way.

School Disciplinary Absences (SDAs) may be used if the behaviour of students warrants, but must be used after consideration has been given to all other responses.

There is a range of SDAs that can be employed including suspensions, behaviour improvement conditions and recommendations for exclusions. The Education Strengthening Discipline in State Schools) Amendment Bill 2013 states the following in relation to SDAs:

Suspension – a Principal may suspend a student from the school under the following grounds:

- a) disobedience by the student
- b) Misbehaviour by the student
- c) Conduct of the student that adversely affects or is likely to adversely affect other students
- d) Conduct that adversely affects or is likely to adversely affect the good order and management of the school.



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- e) Posing an unacceptable risk to the safety or well-being of students and staff.
- f) If the student is charged with a serious offence.
- g) If the student is charged with a non-serious offence but it is in the best interests of other students and staff for the student not to attend.
- h) Students can be suspended for conduct off school premises and out of school hours.

Discipline Improvement Plans may be imposed if the principal is reasonably satisfied that the student has engaged in behaviour that is the basis for a recommendation for exclusion of the student from the school or certain State schools as mentioned below.

Recommendations for Exclusion – For very serious breaches of our Responsible Behaviour Plan for Students the Principal may exclude a student from the school on the same grounds as those for suspension. There is an additional ground of “persistent disobedience”.

Certain types of behaviours are serious enough to warrant the consequence of proposal for exclusion. For example, selling or supplying drugs, violent assaults, setting fires or use of a weapon could expect to result in a proposal for exclusion.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the Head of Department, Withdrawal Room Supervisor or School Administration team.

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a re-direction procedure. The staff member
 - reminds the student of the school’s expectations
 - allows the student the opportunity to refocus
 - gives positive verbal acknowledgement when the expected school behaviour is demonstrated.
- a minor consequence logically connected to the problem behaviour, such as partial removal (time away), re-seating, individual meeting with the student, apology, restitution or detention for work completion.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in referral to Head of Department, Withdrawal Room Supervisor or Administration depending on the level of seriousness.



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In dealing with breaches of the code, school personnel will endeavour to ensure all decisions are transparent and fair. Incidents will be fully documented with appropriate witness statements collected. The student concerned will have the right of response. The decision to suspend or exclude a student will be made after considering all other responses.



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Child Protection Act

Under the *Child Protection Act* all members school staff have the responsibility to maintain appropriate behaviours when dealing with students. Staff members are obliged to report any suspected child abuse situations. Under the *Whistleblower's Protection Act* people are protected when a disclosure is made. Parents are not informed of the initial allegation nor are staff if accused of impropriety. Members of staff have the right, under natural justice, to have their case heard but this will take place after initial investigations. Any questions relating to the *Child Protection Act* should be directed to the Administration of the school.

7. Network of student support

Students at PRSHS are supported through positive reinforcement and whole school, targeted and intensive behaviour support, by the following personnel:

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- School Chaplain
- Indigenous Liaison Worker
- Work Transition Officer
- School Based Youth Health Nurse
- Youth Support Coordinator
- Advisory Visiting Teachers
- Withdrawal Room Staff
- Senior Guidance Officer
- Year Co-ordinators

The coordination of student support and intervention is managed by two Student Support Teams, Middle and Senior school, and comprises personnel from the above list. These teams oversee the case management for students in need of support.

It is an obligation of all members of the school community who provide support to students to report to the Principal any and all cases of the physical or sexual abuse of students. The Principal is then obliged to report the abuse to the Department of Child Safety.

Support is also available through the following government and community agencies:

- Disability Services Qld
- The Spot
- Lifeline

- Child & Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police Service
- Local Council
- Youth and Family Services
- Bridges Reconnect



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8. Consideration of individual circumstances

PRSHS considers the individual circumstances of students when applying support and consequences by:

- Promoting a teaching/learning environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account students' age, cultural background and their emotional state and personal circumstances.
- Recognising and taking into account a student's disability. The Disability Discrimination and Other Human Rights Legislation Amendment Act 2009 makes it clear that behaviour that is a symptom or manifestation of a disability, is considered to be part of the disability.
- Taking into account the student's attitude or role after the incident. Is the student owning his/her behaviour and taking steps to rectify the situation? Is the student demonstrating honesty, cooperation and trust?
- Recognising the rights of all students to:
 - express their opinions in an appropriate manner at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation and impairment.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)
- [Education \(Strengthening Discipline in State Schools\) Amendment Bill 2013](#)

10. Related departmental procedures

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

11. Some related resources

- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Code of Conduct for Students Travelling on Buses](#)



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Endorsement

Valerie Hadgelias
Principal

Chris Finch
P&C President

Date effective: From 1 February 2014 to 31 December 2015

Appendix 1

PRSHS Learning Together Matrix

Our values are expressed through our EXPECTATIONS and ACTIONS

- We are here to learn
- We are here to do what is right
- We are here to work together



EXPECTATION	WHOLE SCHOOL	CLASSROOM	SCHOOL GROUNDS/ AMENITIES	TRANSITIONS	OFF-CAMPUS
WE ARE HERE TO LEARN	<ul style="list-style-type: none"> • Make school attendance a priority – every lesson, every day counts • Be in the right place at the right time • Be organised every lesson, every event, every day • Make the most of your learning opportunities • Have a go and be ready to contribute • Challenge yourself – set goals • Be proud of your achievements – celebrate success • Manage your time • Show self-control • Follow directions • Ask for help • Solve problems in a constructive manner • Use technology responsibly 	<ul style="list-style-type: none"> • Be on task • Listen actively • Follow teacher instructions • Show pride in your work • Review your progress and refocus goals when necessary • Complete all class work and assessment on time and to the best of your ability 	<ul style="list-style-type: none"> • Learn new games and activities – be involved • Make healthy choices - eat and drink healthily • Manage your own money/ belongings 	<ul style="list-style-type: none"> • Be on time for next class • Return to class promptly 	<ul style="list-style-type: none"> • Complete homework tasks • Complete assignment work at home • Revise for assessment • Involve your family in your studies and in school life
WE ARE HERE TO DO WHAT IS RIGHT	<ul style="list-style-type: none"> • Treat others respectfully • Use polite language • Walk away – don't hit out • Report unsafe behaviours and equipment • Be alert to unauthorised visitors and inform staff • Take care of yourself, others and the whole school environment • Take responsibility for your own choices • Wear the uniform correctly • Make visitors to the school feel welcome 	<ul style="list-style-type: none"> • Allow others to learn and to teach • Care for the classroom Environment • Enter classroom calmly ready to learn • Follow teacher instructions • Use equipment safely and for intended purposes • Respect others' personal space 	<ul style="list-style-type: none"> • Use facilities for intended purposes • Take your place at the end of the queue and wait patiently in line at the canteen • Keep pathways clear • Respect others' personal space • Participate in school approved games/ activities only • Stay in-bounds • Stay in designated areas 	<ul style="list-style-type: none"> • Follow procedures 	<ul style="list-style-type: none"> • Follow all traffic laws • Wait in the designated areas for bus/train travel patiently • Be cyber safe • Be aware of your environment • Be an ambassador for the school • Be an active citizen
WE ARE HERE TO WORK TOGETHER	<ul style="list-style-type: none"> • Practise good hygiene • Respect others' personal space • Be accepting of other's identities, culture and differences • Be tolerant of others 	<ul style="list-style-type: none"> • Actively contribute to a positive learning environment • Bring a positive attitude to class 	<ul style="list-style-type: none"> • Fair play – show good sportsmanship • Show pride in your environment – place rubbish in bins, use pathways • Respect others' personal space 	<ul style="list-style-type: none"> • Walk – don't run • Walk quietly so others can learn • Keep left on pathway • Be aware of surroundings, people, objects 	<ul style="list-style-type: none"> • Show consideration through courtesy and manners to others

Appendix 2

THE CODE OF CONDUCT

At Park Ridge State High School we celebrate Learning, Integrity and Teamwork

WE ARE HERE TO LEARN**A commitment to learning requires me to:**

- Be in school – in class, on time, on task.
- Set short and long term goals
- Bring all learning materials required for each of my lessons.
- Complete all tasks and assessments to the best of my abilities.
- Maintain an attendance of 95%
- Explain all absences by parent/carer phone call or note
- Remain in the school grounds throughout the day

WE ARE HERE TO DO WHAT IS RIGHT**A commitment to do what is right requires me to:**

- Wear the correct uniform
- Say no to bullying
- Speak up for what is right
- Tell an adult if someone is in trouble
- Show respect for myself, for others and for the community
- Be honest and caring
- Take responsibility for my own actions
- Accept consequences of my actions honourably

WE ARE HERE TO WORK TOGETHER**A commitment to working together requires me to:**

- Follow all staff directions the first time they are given to me
- Resolve conflict peacefully
- Use respectful language
- Engage only in safe behaviour, with a zero tolerance for physical violence
- Care for my environment
- Respect school and personal property
- Work collaboratively with others, listening, valuing and respecting their ideas
- Make myself open to new possibilities, being willing to work with or get to know people who may be very different from myself
- Seek opportunities to be inspired by others and develop my potential



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Appendix 3

EXPLANATION OF CONSEQUENCES

While the initial efforts of staff will be focussed on encouraging students to support the Code of Conduct, we recognise that some students will repeatedly demonstrate behaviours that are contrary to the spirit of the Code. The following consequences may be imposed on students who either demonstrate major breaches of the Code or regularly behave in an unacceptable manner.

The list of consequences is provided as a guide only and is not sequential or exhaustive. The discretion of the Deputy Principal will be employed in the determination of higher-level consequences. The Principal may exercise the discretion to suspend, cancel an enrolment or recommend exclusion for continued and or serious breaches of the Student Behaviour Management Policy.

Consequence	Meaning	Authority to apply
Inform parents	Options include interview, telephone, e-mail, SMS text, letter or school organiser	<ul style="list-style-type: none"> All school personnel
Counselling	A non-punitive session designed to help a student work through a specific problem	<ul style="list-style-type: none"> All school personnel who feel able to conduct such session. Students in need of in depth counselling to be referred to Guidance Officer
Mediation	Two or more students sit down with a member of school staff and work towards the resolution of a specific problem	<ul style="list-style-type: none"> All school personnel who feel able to conduct such session
Uniform clothing swap	Non uniform item may be confiscated for the day and student loaned the correct item of uniform from a central supply. Loaned uniforms are laundered when they are returned to the school. The student receives own item back when loan item is returned.	<ul style="list-style-type: none"> Deputy Principals
Non-uniform Free Time Withdrawal	Where a student is out of uniform and refuses to change into a loaned uniform, the parent will be contacted to resolve the issue. If no parent contact, the student will be referred to Withdrawal Room for free time.	<ul style="list-style-type: none"> Year Coordinators Deputy Principals
Monitoring Card	The green behaviour card is used to monitor behaviour and attendance. A student is required to gain a comment and signature from every class teacher each lesson for an extended period.	<ul style="list-style-type: none"> Deputy Principal
Sign on Card	Yellow sign on card is designed to encourage a student at risk of truancy to attend every class. It is a gentler form of consequence than the behaviour card and can also be used for one day or one subject across a week.	<ul style="list-style-type: none"> Year Coordinator Deputy Principal
Subject Performance Report	Issued by HODs to monitor behaviour in specific subject areas.	<ul style="list-style-type: none"> HOD
Confiscation	Items prohibited at school, or the cause of student misbehaviour, may be removed from the student. Excessive jewellery or items that may pose a WPHS danger or distract from learning may be confiscated. Personal technology devices turned on during class will result in the student being required to hand the device into the office for the remained of	<ul style="list-style-type: none"> All teaching staff (<i>Confiscated items MUST be handed to office staff in the student foyer by the student</i>)

Consequence	Meaning	Authority to apply
	the day. Continued breaches of school expectations will result in the requirement of a meeting between the student, parents and Deputy principal).	
Withdrawal Room Referral	Students causing significant disruption to the learning in the classroom will be sent to the Withdrawal Room for the remainder of the lesson and will receive a detention in the next break.	<ul style="list-style-type: none"> All teaching staff
Withdrawal Room Free-time Referrals	Involves loss of free time during the day. Students may be referred to Withdrawal Room for low-level breaches of the Code of Conduct, including being out of bounds. Students will be allowed time for lunch and toilet.	<ul style="list-style-type: none"> All teaching staff
Detentions	A student may be asked to stay in class at the start of lunch or return to the classroom at the start of the next break to make up time for arriving late to class (minute for minute) or to complete work that was not finished in class due to a lack of application, or for minor breaches of our school expectations.	<ul style="list-style-type: none"> All teaching staff
After school detentions	A Principal or teacher can detain a student as a consequence for disobedience, misconduct, wilful refusal or neglect to complete schoolwork or for another breach of school discipline. Detentions can occur outside of school hours and on weekends. There is no prescribed time limit for a detention. If the detention is completed after school, a parent must be informed about the time and duration of the detention and notified of start and finish times. Parents must be given the option of at least 24 hours' notice so appropriate arrangements can be made for students to travel home.	<ul style="list-style-type: none"> All teaching staff through the HOD
Referral to outside agencies	Students may be referred to Drug Arm, Youth and Family Services, Bridges Reconnect, medical practitioner or similar. Teachers may not hear of outcomes of any such referral for reasons of confidentiality.	<ul style="list-style-type: none"> Guidance Officer Deputy Principal
Community Service	An alternative to suspension that may be used when suspension is warranted but not the most appropriate consequence eg persistent truancy. Must be negotiated with parents. Will be supervised by a member of Administration. Will occur outside of school hours.	<ul style="list-style-type: none"> Principal Deputy Principal
Suspension	Suspensions can be imposed for serious breaches of our school's expectations. A student is refused permission to attend school for <ul style="list-style-type: none"> one to 10 days (no appeal) eleven to twenty days (appeal process applies) An alternative curriculum program will be provided	<ul style="list-style-type: none"> Principal
Discipline Improvement Plan	Where a serious breach of the school's expectations has occurred, the principal may decide to impose a Discipline Improvement Plan rather than a proposal to exclude due to an extenuating circumstance. The Plan will be in	<ul style="list-style-type: none"> Principal

Consequence	Meaning	Authority to apply
	place for a fixed period and will be closely monitored by the Year level Deputy Principal.	
Cancellation of Enrolment	<p>Students who have completed Year 10 or who are over 16 years of age and who are not regularly attending classes or refusing to engage in the learning program may have their enrolment cancelled.</p> <p>A Warning of Cancellation letter will be issued first and the student will then report to the HOD Senior Schooling for daily monitoring. If no sustained change occurs then the cancellation will proceed.</p>	<ul style="list-style-type: none"> Principal
Exclusion	<p>For extremely serious breaches of our Responsible Behaviour Plan for Students the Principal may decide to propose to exclude the student. The student and his/ her parents have an opportunity to provide additional information for consideration by the principal before he/she makes a final decision. If a student is excluded there is a right of appeal to the Regional Director.</p>	<ul style="list-style-type: none"> Principal

Appendix 4

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

Purpose

1. Park Ridge State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising student achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in PRSHS. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at PRSHS include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
5. At PRSHS there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, retaliation, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

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



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7. All students are being explicitly taught the expected school behaviours. Lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to. The student curriculum modules of the anti-bullying process are covered in Life-skills classes in the Acting Against Bullying program, through the Mentoring in Violence Prevention Program and during our Anti-Bullying Awareness Week.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. 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 PRSHS takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

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

The school's response to bullying is outlined in the following flowchart:

WHAT OUR SCHOOL WILL DO

Espouse and be explicit that Park Ridge State High School is a bully-free zone. This will be achieved through newsletters, assemblies, classes and conversations. Members of staff are to be vigilant in both preventing and intervening in instances of bullying.

Student reports incident to classroom or playground teacher

Parent reports incident to Year Coordinator or Deputy Principal



The member of the teaching staff who has received the report intervenes immediately, applies appropriate behaviour management strategies (including withdrawal room), offers support and encourages the student to complete a bullying incident report. Staff record their actions on the bullying report form and transfer this information into our central data base (Oneschool). Teachers should complete the bullying report if the student declines to do so.



Instances requiring further action are promptly referred to the Year Coordinator who will refer to the HOD of Junior Secondary (Behaviour) or the HOD Senior Schooling if required. Serious issues are referred by the HODs to the Deputy Principals. Resulting actions could include no-blame mediation and contract between both parties, referral to special programs, as well as detentions, suspension or recommendation for exclusion.



The Senior Support Team and the Junior Secondary Support Team meet regularly. One of their functions is to review cases of reported bullying and harassment. They provide further intervention strategies and arrange support where needed.



TAKING THINGS FURTHER

If the bullying and harassment has not stopped or you are not satisfied with the action taken, contact one of the school's Deputy Principals. If you are still not satisfied, you may wish to contact the Principal directly.



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Appendix 5

The Use of Personal Technology Devices* at School

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

Students are advised not to bring any electronic equipment to school. If students wish to ignore this advice and they use electronic equipment inappropriately, there will be consequences for these choices.

- Personal listening devices are NOT permitted to be used during educational instruction/ supervised activities.
- Students are not allowed to have mobile phones switched on or visible in classes as it disrupts the learning environment.

Confiscation

Where a student uses personal technology devices contrary to this policy, the student will be required to hand the device in at the student office for the remainder of the day. Repeat offences will result in the requirement for a meeting between the parents, student and Deputy Principal.

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

Recording Voice and Images

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

We uphold the value of trust and the right to privacy at PRSHS. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) build a culture of distrust and disharmony.

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of



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bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur. Students involved in:

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

breach this policy and may be subject to discipline (including suspension and recommendation for exclusion).

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

Text Communication

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

Assumption of Cheating

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

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

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

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

Special Circumstances Arrangement

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

* *Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Appendix 5

Possession and Use of Illegal Substances at School or at School Functions

Incidents involving drugs at school account for a very small proportion of the critical incidents that may lead to disciplinary measures being taken. However, drug related incidents are viewed very seriously and are associated with legal and departmental processes.

Drug education forms part of the school's curriculum. The focus of the drug education program is on equipping students with the information, skills, understanding and support to enable them to learn to make responsible decisions about drugs and to give them the confidence to resist pressure to use drugs.

Procedures for dealing with the situation when a student is believed to be under the influence of drugs:

- the affected student should be brought to the office
- an ambulance should be called if required
- parents should be contacted immediately
- the student should be separated from the rest of the student body in a caring manner
- any physical evidence should be collected
- a first aid officer and a member of administration should be present and monitor the student
- administration should determine if further medical attention is required
- the Queensland Police Service will be notified if an illicit drug is involved
- the student will be kept at school (under supervision) until the influence or suspicion of influence no longer exists or the student is taken home by the parents/guardians
- where there is conclusive evidence of the student being under the influence of an illegal substance, long term suspension or a Proposal to Exclude will result
- where a student provides an illicit substance to another person, a Proposal for Exclusion would be expected.

Appendix 7

Confiscation of Property

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

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



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