MOSSMAN STATE HIGH SCHOOL

Responsible Behaviour Plan for Students

Based on The Code of School Behaviour

Reviewed and updated November 2014
## Index

<table>
<thead>
<tr>
<th>Purpose</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation and data review</td>
<td>2</td>
</tr>
<tr>
<td>Learning and behaviour statement</td>
<td>3</td>
</tr>
<tr>
<td>Processes for facilitating standards of behaviour and responding unacceptable behaviour</td>
<td>7</td>
</tr>
<tr>
<td>Emergency or critical incident responses</td>
<td>31</td>
</tr>
<tr>
<td>Consequences for unacceptable behaviour</td>
<td>34</td>
</tr>
<tr>
<td>The network of student support</td>
<td>35</td>
</tr>
<tr>
<td>Consideration of individual circumstances</td>
<td>37</td>
</tr>
<tr>
<td>Related legislation</td>
<td>37</td>
</tr>
<tr>
<td>Related policies</td>
<td>38</td>
</tr>
<tr>
<td>Some related resources</td>
<td>39</td>
</tr>
<tr>
<td>Endorsement</td>
<td>39</td>
</tr>
<tr>
<td>Appendix 1 – I act Safely, I act Respectfully, I am a Learner</td>
<td>40</td>
</tr>
<tr>
<td>Appendix 2 – Consequences</td>
<td>41</td>
</tr>
<tr>
<td>Appendix 3 – Uniform Policy</td>
<td>44</td>
</tr>
<tr>
<td>Appendix 4 – Homework Policy</td>
<td>48</td>
</tr>
<tr>
<td>Appendix 5 – Assessment Policy</td>
<td>50</td>
</tr>
<tr>
<td>Appendix 6 – Policy regarding the use of electronic devices by students</td>
<td>51</td>
</tr>
<tr>
<td>Appendix 7 – Bully and Harassment Policy</td>
<td>53</td>
</tr>
<tr>
<td>Appendix 8 – Good Standing Policy</td>
<td>55</td>
</tr>
</tbody>
</table>
1. Purpose

Mossman 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.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to inappropriate behaviours. Shared expectations of student behaviour are explicit, assisting us to create and maintain a positive and productive learning and teaching environment. All school community members have clear and consistent expectations and understanding of their roles so that the teaching and learning in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Mossman State High School has developed this plan in collaboration with the school community. Consultation with parents, staff and students was undertaken through the annual School Opinion Survey, Parents & Citizens Association meetings between 2012 and 2014 and feedback from parents, staff and students. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2011 to 2014 also informed the development process.

The Responsible Behaviour Plan will continue to be reviewed and updated in line with identified needs of the school and will undergo a full review and update in 2017 as required in legislation.
3. Learning and behaviour statement

At Mossman State High School our Vision is

Everyone
Achieving their best
Striving to improve
Everyday

The foundation of our Responsible Behaviour Plan are the values identified by our school community and the Douglas Cluster of Schools.

Be Safe
Be Respectful
Be a Learner

These common values have been agreed upon and endorsed by all members of our school community. They are aligned with the Code of School Behaviour for State Schools in Queensland and School Wide Positive Behaviour Support (SWPBS) that we call Positive Behaviour for Learning (PB4L) at our school.

The set of rights and responsibilities of our three keys values – Be Safe, Be Respectful and Be a Learner are outlined on the following pages.
<table>
<thead>
<tr>
<th>BE SAFE – in your environment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENTS</strong></td>
<td><strong>TEACHERS</strong></td>
</tr>
<tr>
<td>Students have the right to:</td>
<td>Teachers have the right:</td>
</tr>
<tr>
<td>- Personal safety</td>
<td>- Personal safety</td>
</tr>
<tr>
<td>- Work in a pleasant, safe, secure and ordered environment</td>
<td>- Work in a pleasant, safe, secure and ordered environment</td>
</tr>
<tr>
<td>- Feel safe and free from harassment (verbal, physical, sexual) or bullying at all times</td>
<td>- Facilitate activities in a safe environment</td>
</tr>
<tr>
<td>- Participate in activities that are safe</td>
<td>- Be informed of safety procedures and be up to date with relevant safety requirements</td>
</tr>
<tr>
<td>- Be informed of safety procedures</td>
<td>- Work in an environment which is free from bullying and harassment by any member of the school community (students, staff, parents, friends, public)</td>
</tr>
<tr>
<td>Students have the responsibility to:</td>
<td>Teachers have the responsibility to:</td>
</tr>
<tr>
<td>- Conduct themselves in a manner that ensures their personal safety and the safety of others</td>
<td>- Conduct themselves in a manner that ensures their personal safety</td>
</tr>
<tr>
<td>- Wear sun smart protection when outdoors (eg hat, sun screen)</td>
<td>- Wear appropriate clothing</td>
</tr>
<tr>
<td>- Assist in the maintenance of a safe and secure environment</td>
<td>- Monitor and model a safe and secure environment</td>
</tr>
<tr>
<td>- Notify staff of any harassment, bullying or danger to self or others</td>
<td>- Organise activities to minimise / eliminate risk and ensure student and teacher safety; and implement workplace health and safety guidelines</td>
</tr>
<tr>
<td>- Participate in activities in a manner which ensures their and other’s safety and follows workplace health and safety guidelines</td>
<td>- Inform students and other staff of safety procedures / guidelines</td>
</tr>
<tr>
<td>- Understand and follow safety procedures</td>
<td>- Discourage any behaviour that may be construed as harassment or bullying</td>
</tr>
<tr>
<td>- Follow directions and/or instructions</td>
<td>- Treat all complaints of harassment or bullying as serious – ensure complainants are not victimised</td>
</tr>
<tr>
<td>- Gain permission to leave and / or be in a setting</td>
<td></td>
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<tr>
<td><strong>PARENTS / CAREGIVERS</strong></td>
<td></td>
</tr>
<tr>
<td>Parents and caregivers have the right to:</td>
<td>Parents and caregivers have the responsibility to:</td>
</tr>
<tr>
<td>- Know that their son / daughter is safe at Mossman State High School</td>
<td>- Actively encourage students to conduct themselves in a manner that ensures their personal safety</td>
</tr>
<tr>
<td>- Know that their son / daughter is able to work in a pleasant, safe, secure and ordered environment</td>
<td>- Actively encourage students to assist in the maintenance of the safe and secure environment</td>
</tr>
<tr>
<td>- Know that their son / daughter will participate in activities that have been assessed for risk</td>
<td>- Actively encourage students to participate in activities in a manner which minimises / eliminates risk, and ensures student and teacher safety</td>
</tr>
<tr>
<td>- Be informed of safety procedures and also know that their son / daughter is informed of safety procedures</td>
<td>- Be aware of safety procedures / guidelines and actively encourage students to follow these</td>
</tr>
<tr>
<td>- Have their son / daughter work in an environment which is free from harassment and bullying</td>
<td>- Notify the school of any harassment or bullying</td>
</tr>
<tr>
<td></td>
<td>- Support the school in implementing its policies on harassment and bullying</td>
</tr>
<tr>
<td></td>
<td>- Inform the school when a student is absent</td>
</tr>
</tbody>
</table>
# BE RESPECTFUL – of people, property and the environment

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>STUDENTS have the right to:</th>
<th>Students have the responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be treated courteously and with dignity by other students and teachers regardless of cultural background, race, religion, sexuality and / or individual differences</td>
<td>• Treat other students and teacher courteously and fairly</td>
<td></td>
</tr>
<tr>
<td>• Be respected as an individual and accepted as part of the class / year level / school</td>
<td>• Show respect for their own person and act responsibly as part of the class / year level / school</td>
<td></td>
</tr>
<tr>
<td>• Work and play in a clean and appropriate environment which encourages learning</td>
<td>• Assist in the maintenance of a clean and appropriate environment which encourages learning</td>
<td></td>
</tr>
<tr>
<td>• Have their property respected, safe and secure</td>
<td>• Use others’ and the school’s property and environment with permission, care and consideration; and to ensure that property is returned to its rightful owner / place</td>
<td></td>
</tr>
<tr>
<td>• Be assumed to be honest and truthful</td>
<td>• Be truthful and honest, and accept consequences of actions</td>
<td></td>
</tr>
<tr>
<td>• Be valued and be seen to be valued as a student of Mossman State High School</td>
<td>• Treat others equally and with respect regardless of cultural background, race, religion, sexuality and / or individual differences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHERS</th>
<th>TEACHERS have the right:</th>
<th>Teachers have the responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be treated courteously and fairly by other students and teachers</td>
<td>• Model and encourage fair and courteous treatment of other students and staff</td>
<td></td>
</tr>
<tr>
<td>• Be respected as an individual and accepted as part of the department / school</td>
<td>• Model respect for their own person and act responsibly as part of the department / school</td>
<td></td>
</tr>
<tr>
<td>• Work and play in a clean and appropriate environment which encourages learning</td>
<td>• Assist in the maintenance of a clean and appropriate environment which encourages learning</td>
<td></td>
</tr>
<tr>
<td>• Have their property respected</td>
<td>• Use others’ and the school property and environment with permission, care and consideration</td>
<td></td>
</tr>
<tr>
<td>• Be assumed to be honest and truthful</td>
<td>• To treat students equally and without favour</td>
<td></td>
</tr>
<tr>
<td>• Be valued and be seen to be valued by students, other staff and administration</td>
<td>• Respect, uphold and be a role model for school values, expectations and rules, regardless of personal beliefs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARENTS / CAREGIVERS</th>
<th>PARENTS / CAREGIVERS have the right to:</th>
<th>Parents and caregivers have the responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Know that their son / daughter will be treated courteously and fairly by other students and staff</td>
<td>• Model and encourage fair and courteous treatment of other students and staff</td>
<td></td>
</tr>
<tr>
<td>• Know that their son / daughter will be respected as an individual and accepted as part of the department / school</td>
<td>• Model respect for their own person and act responsibly as part of the school community</td>
<td></td>
</tr>
<tr>
<td>• Have their son / daughter work and play in a clean and appropriate environment which is conducive to learning</td>
<td>• Assist in the maintenance of a clean and appropriate environment which is conducive learning</td>
<td></td>
</tr>
<tr>
<td>• Have their son / daughter’s property respected</td>
<td>• Use other’s and the school property and environment with permission, care and consideration</td>
<td></td>
</tr>
<tr>
<td>• Have their son / daughter assumed to be honest and truthful</td>
<td>• Support their son / daughter and the school in the pursuit of equal and fair treatment</td>
<td></td>
</tr>
<tr>
<td>• Feel valued as a parent / caregiver and have their son / daughter valued as a student of Mossman State High School regardless of cultural background, race, religion, sexuality and / or individual differences</td>
<td>• Respect, uphold and be a role model for school values, expectations and rules, regardless of personal beliefs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Treat all students and staff equally and with respect regardless of cultural background, race, religion, sexuality and / or individual differences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Actively encourage students to wear the correct school uniform as outlined in the school’s uniform policy</td>
<td></td>
</tr>
</tbody>
</table>
### BE A LEARNER – by taking personal responsibility for own actions, own organisation and own learning

**STUDENTS**

<table>
<thead>
<tr>
<th>Students have the right to:</th>
<th>Students have the responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learn without interruptions</td>
<td>• Participate in the learning program by regularly attending school, being punctual to school and class, being prepared for class with appropriate equipment, completing set tasks and behaving appropriately</td>
</tr>
<tr>
<td>• Participate in lessons which are well prepared and cater for their learning styles</td>
<td>• Allow other students and teachers to participate / deliver the learning program</td>
</tr>
<tr>
<td>• Receive support which enables them to work to the best of their ability</td>
<td>• Seek and accept assistance as required</td>
</tr>
<tr>
<td>• Participate in decision making where appropriate</td>
<td>• Use appropriate forums and processes to participate in decision making</td>
</tr>
<tr>
<td>• Be assessed on merit</td>
<td>• Present original work</td>
</tr>
</tbody>
</table>

**TEACHERS**

<table>
<thead>
<tr>
<th>Teachers have the right:</th>
<th>Teachers have the responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Deliver their learning programs with minimum interruptions</td>
<td>• Ensure that students participate in the learning program regardless of others’ cultural background, race, religion, sexuality and / or individual differences; by encouraging regular attendance, being punctual and prepared for school and class, and demanding appropriate student behaviour and completion of set tasks</td>
</tr>
<tr>
<td>• Be able to deliver lessons which are well prepared and which cater for the variety of student learning styles</td>
<td>• Allow all students to participate in the learning program by catering for their needs</td>
</tr>
<tr>
<td>• Receive support which enables them to work to the best of their ability</td>
<td>• Provide and / or advocate for support for students to enable them to work to the best of their ability</td>
</tr>
<tr>
<td>• Participate in decision making where appropriate</td>
<td>• Build a sense of community and identity within their classroom</td>
</tr>
<tr>
<td>• Be assessed on merit</td>
<td>• Use appropriate forums and processes to participate in decision making</td>
</tr>
</tbody>
</table>

**PARENTS / CAREGIVERS**

<table>
<thead>
<tr>
<th>Parents and caregivers have the right to:</th>
<th>Parents and caregivers have the responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have their son / daughter participate in the learning program with minimal interruptions</td>
<td>• Ensure that their son / daughter is able to participate in the learning program by regular attendance, being punctual and prepared for school and class, and expecting their son / daughter behaves appropriately and complete set tasks</td>
</tr>
<tr>
<td>• Have their son / daughter participate in lessons which are well prepared and which cater for the variety of student learning styles</td>
<td>• Take an active and supportive interest in their son / daughter’s education (including supervision of homework)</td>
</tr>
<tr>
<td>• Have their son / daughter receive support which enables them to work to the best of their ability</td>
<td>• Support their son / daughter in participating in the learning program by providing for his / her needs</td>
</tr>
<tr>
<td>• Participate in decision making where appropriate</td>
<td>• Advocate for support for their son / daughter through liaising with form teachers, year level co-ordinator, class teachers and administration as needed</td>
</tr>
<tr>
<td>• Be informed of school policies, dates and expectations that influence their son / daughter’s learning</td>
<td>• Use appropriate forums and processes to participate in decision making</td>
</tr>
<tr>
<td>• Have their son / daughter assessed on merit</td>
<td>• Actively support school policies, dates and expectations that influence their son / daughter’s learning</td>
</tr>
<tr>
<td></td>
<td>• Support the school in the assessment of student work, by encouraging students to present only original work</td>
</tr>
</tbody>
</table>
4. Processes for facilitating standards of behaviour and responding to unacceptable behaviour

- **Universal Behaviour Support**

In our school approximately 80-90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

Expectations of behaviour are communicated to students by explicitly teaching students the behaviours we want them to demonstrate at school. This universal behaviour support strategy is designed to prevent or change problem behaviour and provides a framework for responding to inappropriate behaviour.

**Reinforcing expected behaviour**

At Mossman State High School positive rewards systems are in place to regularly reinforce students demonstrating expected behaviours. The reward systems are designed to increase the quantity and quality of positive interactions between students and staff.

We implement proactive and preventative processes and strategies to support student behaviour as shown in the following table.
School Wide

- Regular reference to and reinforcement of the school values through the display of posters in classrooms, in the school grounds and at assemblies.
- Celebration activities
  - Year level and/or whole school acknowledgement.
  - Verbal praise
  - Positive Postcards
  - Good Standing
  - School House points allocated for attendance, behaviour, effort and involvement in a range of activities.
  - End of Year activities for Champion School House
  - Public display of work
  - Public recognition of achievements at assemblies, in newsletters, on School Facebook page, in local newspaper, at Presentation Night, at Parent Evenings.
- Orientation of the Responsible Behaviour Plan for students delivered to new staff and professional development opportunities are provided to enhance teaching and learning and behaviour management skills.
- Development of specific policies and programs to explicitly communicate expectations to students, staff and parents. These policies are displayed in our Student Diary
  - Uniform Policy
  - Homework Policy
  - Assessment Policy
  - Policy regarding the Use of Electronic Devices by students
  - Bullying & Harassment Policy
  - Good Standing Policy

Classroom

- A focus on explicit teaching and relevant and engaging curriculum.
- Explicit teaching of expectations and appropriate behaviour.
- Teachers using Essential Skills for Classroom Management (ESCM) to manage the learning environment.
- Positive reinforcement of appropriate behaviours through positive language and individual class rewards.
- Personal Development Education programs.
### Non-classroom

- Leadership and citizenship development activities for students.
- Extra-curricular activities.
- Sporting activities.
- Nationally recognised competitions

### Students

- Orientation in the Responsible Behaviour Plan for Students delivered to new students.
- Working with and encouraging students to become responsible for their own behaviours.
- Individual support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Mentoring programs.
- Social skilling programs for small groups of students.

### Families

- Establishing and maintaining productive relationships with parents/carers to celebrate student success and seek assistance and cooperation in resolving issues with students if the need arises.
- Regular articles in newsletters, enabling parents/carers to be actively and positively informed.
- Opportunities for parents to discuss academic achievement and school behaviour expectations.
- Parent evenings to connect with staff and to better understand learning programs and behaviour expectations.

### Targeted Behaviour Support

In our school approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is team based and develops strategies that prevent or minimise the occurrence of unacceptable behaviour.

Students who require targeted support are determined through the use of:
- Data to accurately identify students requiring targeted support (One School, mid and end of semester report results)
- Use of Student Support Services Team referral processes to identify students requiring intervention.

Once identified, strategies used to support students to follow school rules and demonstrate appropriate social behaviours may include;
- developing a plan in conjunction with student and parents;
- consulting with school-based specialists include Student Support Services Team members and/or Inclusive Education staff;
- consulting with external agencies;
- involving the student in targeted support programs – social skillling and other personal development programs;
- using data for goal setting and monitoring improvement;
- making adjustments as required to address individual students’ needs and
- adult - mentoring.

• **Intensive Behaviour Support**

Historical data indicates in our school 2 to 5% of students may require more intensive support and/or flexible learning options to assist them to continue their learning. These are individualised interventions for students with highly complex and challenging behaviours. Mossman State High School is committed to educating all students, including those with high behavioural support needs. Individual plans with regular review mechanisms are used in these instances.

Students identified as needing intensive behaviour support will be referred to the Student Support Services Team. The Student Support Services Team;
- reviews the referral by collecting and examining relevant data;
- works with other staff members to develop appropriate support strategies;
- makes adjustments to the student’s education program as required;
- explores alternative education/work pathways that would be better suited to the student;
- monitors and reviews the impact of support for individual students through continuous data collection and
- works with the student to address the various underlying issues that resulted in the major behaviour incidents.

In more complex cases, a case manager is appointed who then contacts relevant staff members (such as the Guidance Officer, Social Worker, School Based Youth Health Nurse, Community Education Counsellor, School Chaplain, Year Co-ordinator, Form Teacher and Class teachers) to form a focused team around the student. In many cases the support team also includes individuals from other agencies already working with the student and their family and a representative from the School’s Executive.

Where students have identified Special Education Needs, support and intervention can be assessed by the Inclusive Education Team. Students with Special Education Needs are assigned a case manager who provides advice and support in preparing specialised support programs. Mossman State High School follows Department of Education and Training policies for inclusive education.

Responding to Inappropriate Behaviour

When responding to inappropriate behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students;
- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to bring their behaviour in line with expected school behaviour.
Should the problem behaviour be repeated, the staff member need not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

**Levels of inappropriate behaviour**
When responding to inappropriate behaviour the staff member first determines if the behaviour is minor, repeated minor, or major, with the following agreed understanding.

Minor incidences are those that:
- are minor breaches of the expected expectations;
- do not seriously harm others or cause suspicion that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours and
- do not require involvement of specialist support staff or Executive.

Minor problem behaviour is managed by staff members at the time it happens. When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to:
- remind the student of expected school behaviour; and
- ask them to change their behaviour so that it aligns with these expectations.

This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

This level of intervention involves the teacher;
- using Essential Skills for Classroom Management (ESCMs);
- working with students to rectify low level misbehaviours quickly and locally;
- using strategies to de-escalate the situation;
- building towards student responsibility through processes including the responsible thinking approach;
- re-directing behaviour by taking the student aside and;
  naming the behaviour that the student is displaying;
  asking the student to identify the expected school behaviour;
  stating and explaining expected school behaviour if necessary; and
  giving positive verbal acknowledgement for expected school behaviour;
- enacting natural consequences for infringements that are logically connected to the problem behaviour, for example;
  short detention after class to finish work, clean up the room;
  removal from activity for a specified time (eg student continues work in buddy class);
  apology; and
  restitution;
- contacting parents / carers to raise concerns and seek support early before they escalate. Contacts will be recorded in OneSchool;
- using strategies to appropriately manage students based on the knowledge of their individual needs and referring to support services for advice; and
- reflecting on the effectiveness of their classroom / pedagogical practices.

**Repeated minor incidences**

Repeated minor incidences are behaviours normally addressed as close to the problem as possible but when all strategies above have been employed and the problem behaviour violates the rights of other students and staff members. In these cases the student may be referred to;
- a buddy classroom for time out and
- the respective Head of Department for further intervention

Students with repeated minor incidences for uniform and lateness will be referred to the Year Coordinator for follow-up.
Repeated minor incidences and actions taken will be recorded on One School.

**Major incidences**

Major incidences are those that are very serious in nature and require immediate referral to Administration. These are behaviour that;
- significantly violate the rights of others;
- put others / self at risk of harm; and
- are persistent, repeated minor incidences that have been referred to Executive by Head of Department.

When a major incident occurs, the staff member;
- calmly states the major problem behaviour;
- reminds the student of expected school behaviour;
- escorts the student to the Administration building or sends a messenger to the Office to get immediate support (in some instances the student may need to be escorted);
- provides information to Administration; and
- completes a OneSchool incident report with referral to the Administration, as soon as possible after the incident.

The Deputy Principal or Principal managing the major behaviour incident discusses the problem with the student and parent / carer and enacts appropriate consequences. Student Disciplinary Absences are considered under the range of available consequences once consideration has been given to all other responses. The Deputy Principal and/or Principal may also refer the student to the Student Support Services Team.

Consequences for unacceptable behaviour are outlined on the following pages according to our three school values and the level of unacceptable behaviour.
Teacher uses all essential skills for classroom management to deal with in class and out of class behaviours.

**Verbal / Non Verbal Aggression**
- Swearing
- Aggressive actions
- Talking back
- Teasing
- Disruptive Behaviour
- Calling out to others / teacher

**Routines**
- Failure to complete set work
- Failure to submit tasks (refer to Assessment Policy)
- Uniform / Lateness to class / Truancy
- Refusal to follow classroom rules
- Failure to bring equipment
- Littering
- Low level banned items such as aerosol cans
- IT Misconduct
- Inappropriate use of an item (e.g. scooter, football etc.)

**Possible Consequences**
- Give choice or warning
- Post lesson discussion
- Move student / Change seating plan
- Time out / Buddy Teacher
- Contact Parent / caregiver
- Teacher Detention
- Catch up missed work
- Confiscation
  Persistent behaviours must be entered into OneSchool

Everyone
Achieving their best
Striving to improve
Everyday
Referral to the Head of Department:
- Persistent and repeated Level 1 behaviours recorded in OneSchool
- Refusal to provide name or follow instructions
- Banned item, e.g. matches, lighters, cigarettes, aerosol cans (asthma)
- Harassment / Bullying
- Verbal Abuse
- Swearing in front of adults or at other students
- Leaving the school grounds
- Out of bounds
- Cheating / Plagiarism

LEVEL 2

- Contact parent / caregiver
- Restitution (invoice for damage)
- Behaviour Monitoring Card
- Detention (lunchtime)
- Class withdrawal
- Mediation
- Refer to Support Staff
- Refer to external organisations

NB. Student disciplinary actions are given after consideration is given to student
Referral to Administration:
- Illegal substances (smoking, alcohol, illegal and prescription drugs – buying, selling supply, possession or using)
- Assault / Fighting
- Weapons including knives, use of lighter and aerosol
- Threat towards staff
- Swearing at staff
- Vandalism / damage to school property
- Physical misconduct toward staff
- Third level 2 referral
- Persistent truancy
- Refusal to participate (over 16 years of age)
- Serious misconduct prejudicial to the good order and management of the school
- Behaviour outside of school that affects the good order and management of the school
- Inciting or promoting violent / threatening behaviour

NB. Student disciplinary absences are given after consideration is given to student circumstances
SAFETY

<table>
<thead>
<tr>
<th>Level</th>
<th>Examples of Behaviour</th>
<th>One School Alignment</th>
<th>Possible corrective / supportive consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not reporting incidents</td>
<td>Not reporting any incidents of fighting, dangerous or broken equipment, aggressive behaviour, presence of unidentified persons at school, incidents of harassment / bullying.</td>
<td>• Non-compliance with routine</td>
<td>• Essential Skills for Classroom Management 1 – 7</td>
</tr>
<tr>
<td>Not wearing PPE (Personal Protective Equipment) in specific areas (including sun smart items when outdoors), Possessing and/or using aerosol cans, lasers &amp; energy / caffeine drinks, skate boards, sitting on port racks.</td>
<td>• Dress Code</td>
<td>• Verbal / Non-verbal redirection</td>
<td></td>
</tr>
<tr>
<td>Not showing self-control</td>
<td>Throwing objects, unsafe behaviour, paper wasps, paper planes, use of sporting equipment around buildings, single incident involving calling another student names, making derogatory comments, belittling other students, taking other student’s possessions &amp; hiding them, pushing shoving, tripping other students, pulling chair out.</td>
<td>• Physical misconduct</td>
<td>• Given choice / Warning</td>
</tr>
<tr>
<td>Not gaining permission to leave and or be in a setting</td>
<td>Leaving class without permission, entering a classroom without permission.</td>
<td>• Non-compliance with routine</td>
<td>• Student moved temporarily in room</td>
</tr>
</tbody>
</table>

1. Dealt with by Teacher

- Dress Code
- Possess prohibited items
- Prohibited items
- Prohibited items (use of)
- Physical misconduct
- Non-compliance with routine
- Bullying / Harassment
- Physical misconduct
- Non-compliance with routine
- Truancy / skipped class
- Student removed to buddy class
- Post lesson discussion
- Teacher organised detention
- Making amends (eg apology, confiscation, cleanup)
- Student moved permanently ie seating plan
- Parent/Guardian contact

MORE DETAILS INFORMATION IS PROVIDED IN THE FOLLOWING TABLES.
<table>
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<tr>
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<th>Examples of Behaviour</th>
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<th>Possible corrective / supportive consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not following directions</td>
<td>Disobedience, failure to follow class / school rules, unfocussed behaviour.</td>
<td>• Defiance / threats to adults</td>
<td>• Referral to HOD/ Year Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Non-compliance with routine</td>
<td></td>
</tr>
</tbody>
</table>
## SAFETY

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<th>Examples of Behaviour</th>
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</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Frequent repetition of Level 1 behaviours and/or refusing to accept consequences</td>
<td></td>
<td>• Mediation – eg interview with HOD / Year Coordinator restating school expectations, warning given, planned resolution of issues with relevant parties, restitution / making amends.</td>
</tr>
<tr>
<td></td>
<td>Not reporting incidents</td>
<td></td>
<td>• Parent / Guardian contact</td>
</tr>
<tr>
<td></td>
<td>Repeated incidents of not reporting incidents listed in Level 1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not following workplace safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dangerous behaviours which pose an immediate threat to self and /or others, misusing equipment in science labs, manual arts workshops, art classes, home economics kitchens/sewing rooms.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Not showing self-control</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behaving in a manner that poses an immediate risk to self and others including throwing objects that may hit others, bully/harassment of other students, threatening behaviour, fighting, inciting others to violence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not gaining permission to leave and or be in a setting</td>
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<tr>
<td></td>
<td>Leaving school grounds without permission, being in out-of-bounds areas.</td>
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</tr>
<tr>
<td></td>
<td>Not following directions</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Refusal to follow instructions leading to a distraction or safety risk, involvement in distracting behaviours.</td>
<td></td>
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## Managing Unacceptable Behaviours

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<th>Possible corrective / supportive consequences</th>
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<tr>
<td></td>
<td>• Non-compliance with routine</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Third minor referral</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Non-compliance with routine</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Third minor referral</td>
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<tr>
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<td>• Non-compliance with routine</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Bullying / Harassment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Non-compliance with routine</td>
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<td>• Bullying / Harassment</td>
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<tr>
<td></td>
<td>• Non-compliance with routine</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Defiance / threats to adults</td>
<td></td>
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<tr>
<td></td>
<td>• Non-compliance with routine</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Flexible detention</td>
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<tr>
<td></td>
<td>• Loss of Good Standing</td>
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<tr>
<td></td>
<td>• Monitoring sheets</td>
<td></td>
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<tr>
<td></td>
<td>• Referral to support staff if appropriate</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Withdrawal from selected classes if appropriate</td>
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<tr>
<td></td>
<td>• Referral to Admin</td>
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<td></td>
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<tr>
<td>Level</td>
<td>Examples of Behaviour</td>
<td>One School Alignment</td>
<td>Possible corrective / supportive consequences</td>
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<tr>
<td>-------</td>
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</tr>
<tr>
<td></td>
<td>Frequent repetition of Level 2 behaviours and / or refusing to accept consequences.</td>
<td>• Non-compliance with routine&lt;br&gt;• Bullying / Harassment</td>
<td>• Interview with member of admin, restating school expectations, warnings given, restitution. &lt;br&gt;• Parent/Guardian contact&lt;br&gt;• Individual Behaviour Improvement Plan&lt;br&gt;• Formal detention (including out-of-school hours)&lt;br&gt;• Withdrawal from selected classes or all classes (in-school suspension)&lt;br&gt;• Monitoring sheet&lt;br&gt;• Referral to support staff / external agency if appropriate&lt;br&gt;• Suspension 1 – 10 days&lt;br&gt;• Suspension 11 – 20 days&lt;br&gt;• Suspension – charge related grounds&lt;br&gt;• Suspension – pending exclusion&lt;br&gt;• Cancellation of enrolment</td>
</tr>
<tr>
<td></td>
<td>Not reporting incidents&lt;br&gt;Frequently not reporting incidents listed in Level 1 and demonstrating by-stander behaviour that contributes to the seriousness of the incident.</td>
<td>• Physical misconduct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not following workplace safety&lt;br&gt;Dangerous behaviours which cause major injury to self and others eg misuse or reckless use of equipment, using equipment to cause harm to others.</td>
<td>• Physical misconduct&lt;br&gt;• Possess prohibited items&lt;br&gt;• Verbal misconduct&lt;br&gt;• Prohibited items (use)&lt;br&gt;• Non-compliance with routine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not showing self-control&lt;br&gt;Physical violence to others, inciting others to violence, possessing dangerous items at school (including tools taken from classrooms without permission (eg chisels, scalpels, carving tools etc), intimidating behaviour toward others, indecent behaviours (eg urinating in public, exposing genitals, sexual acts), ‘dacking’ other students, using dangerous items to threaten others, injure others and/or cause damage.</td>
<td>• Physical misconduct&lt;br&gt;• Non-compliance with routine&lt;br&gt;• Truancy / skipped class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not gaining permission to leave and or be in a setting&lt;br&gt;Continued truancy and/or being out of class.</td>
<td>• Non-compliance with routine</td>
<td></td>
</tr>
</tbody>
</table>

SAFETY

Managing Unacceptable Behaviours

Everyone
Achieving their best
Striving to improve
Everyday
21
### SAFETY

<table>
<thead>
<tr>
<th>Level</th>
<th>Examples of Behaviour</th>
<th>One School Alignment</th>
<th>Possible corrective / supportive consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not following directions</td>
<td>Refusing to follow directions resulting in a major disturbance, on going disturbance, or safety risk to others.</td>
<td>• Defiance / threats to adults &lt;br&gt;• Non-compliance with routine &lt;br&gt;• Misconduct prejudicial to the good and management of the school</td>
<td></td>
</tr>
</tbody>
</table>

**Managing Unacceptable Behaviours**

- Everyone
- Achieving their best
- Striving to improve
- Everyday
<table>
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<th>Examples of Behaviour</th>
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</thead>
</table>
| 1.    | Not being understanding of others | • Bullying / Harassment | • Essential Skills for Classroom Management 1 – 7  
• Verbal / Non-verbal redirection  
• Given choice / Warning  
• Student moved temporarily in room  
• Student reconsiders behaviour outside classroom with timeout sheet  
• Student removed to buddy class  
• Post lesson discussion  
• Teacher organised detention  
• Making amends (eg apology, confiscation, cleanup)  
• Student moved permanently ie seating plan  
• Parent/Guardian contact  
• Referral to HOD/Year Coordinator |
|       | Single incident of verbal harassment eg calling other students names, making derogatory comments, belittling other students, taking others possessions and hiding them, spreading rumours. |                       |                                               |
|       | Not caring for self, others and the environment | • Property misconduct  
• IT Misconduct  
• Non-compliance with routine |                                               |
|       | Accidental damage, minor theft (pens/pencils), eating or drinking in class, wearing hat in classroom, disrespectful treatment of school equipment, using other student’s passwords, switching others computers off, gaming, using unapproved sites, use of personal electronic devices in classrooms, littering. |                       |                                               |
|       | Not using acceptable language and behaviours | • Verbal Misconduct  
• Other conduct prejudicial to good order and management of school |                                               |
|       | Back chatting, refusal to follow adult direction, general low level swearing, inappropriate non-verbal gestures, dishonesty and insolence. |                       |                                               |
|       | Not showing school pride | • Dress Code  
• Other conduct prejudicial to good order and management of school |                                               |
|       | A breach of Dress Code, disrespectful behaviour on excursions. |                       |                                               |
### RESPECT

**Managing Unacceptable Behaviours**

<table>
<thead>
<tr>
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<th>Examples of Behaviour</th>
<th>One School Alignment</th>
<th>Possible corrective / supportive consequences</th>
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<tbody>
<tr>
<td></td>
<td>Frequent repetition of Level 1 behaviours and / or refusing to accept consequences</td>
<td></td>
<td>• Bullying / Harassment</td>
</tr>
<tr>
<td></td>
<td>Not being understanding of others</td>
<td>Rude, challenging behaviour, persistent teasing or harassment, threats to another student, verbal sexual harassment and sexual harassment (minor).</td>
<td>• Threats to others</td>
</tr>
<tr>
<td></td>
<td>Not caring for self, others and the environment</td>
<td>Bringing offensive material to school, minor theft (repeated), damage to school equipment (including graffiti), damage to other people’s property, hacking, trolling and other serious misuse of network, threatening adults (minor).</td>
<td>• Verbal misconduct</td>
</tr>
<tr>
<td></td>
<td>Continued littering or refusal to assist in litter management program.</td>
<td></td>
<td>• Other continued non-compliance</td>
</tr>
<tr>
<td></td>
<td>Not using acceptable language and behaviours</td>
<td>Aggressive use of tone and body language, refusing to attend teacher detention, refusing to follow adult direction, swearing in front of adults, swearing at another student, inappropriate use of other language designed to offend.</td>
<td>• Verbal Misconduct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Other conduct prejudicial to good order and management of school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Defiance / threats to adults</td>
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<td></td>
<td></td>
<td></td>
<td>• Other continued non-compliance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Mediation – eg interview with HOD / Year Coordinator</td>
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<td>• Mediation – restating school expectations, warning given, planned resolution of issues with relevant parties, restitution / making amends.</td>
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<td>• Parent / Guardian contact</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Formal detention</td>
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<td></td>
<td></td>
<td>• Loss of Good Standing</td>
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<td></td>
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<td>• Monitoring sheets</td>
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<td></td>
<td>• Withdrawal from selected classes if appropriate</td>
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<td></td>
<td></td>
<td></td>
<td>• Referral to Admin</td>
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</tbody>
</table>

**The Code of School Behaviour**

**Better Behaviour Better Learning**
<table>
<thead>
<tr>
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<th>Examples of Behaviour</th>
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<th>Possible corrective / supportive consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not showing school pride Breaches of School Dress Code, disrespect while on excursions, community events or to guest speakers.</td>
<td>• Dress Code • Other conduct prejudicial to good order and management of school • Other continued non-compliance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>Examples of Behaviour</td>
<td>One School Alignment</td>
<td>Possible corrective / supportive consequences</td>
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<td></td>
<td>Frequent repetition of Level 2 behaviours and / or refusing to accept consequences</td>
<td></td>
<td>• Interview with member of admin, restating school expectations, warnings given, restitution.</td>
</tr>
<tr>
<td></td>
<td>Not being understanding of others Major racial or discriminatory harassment, sexual harassment / attacks, sexting.</td>
<td>• Bullying / Harassment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not caring for self, others and the environment Any conduct involving illicit substances such as marijuana and restricted substances such as prescription drugs. Includes possession of illicit substances and or implements, offering to sell illicit substances or prescription drugs, selling or supplying illicit or prescription drugs. Any conduct involving tobacco, alcohol or non-prescription drugs. Includes use of, supply of, offer to sell and / or sale of these substances. Major computer hacking, introducing computer virus, tampering with records, major vandalism, major theft, deliberately breaking windows &amp; equipment, deliberately setting off fire extinguishers, damage to staff vehicles.</td>
<td></td>
<td>• Parent/Guardian contact • Individual Behaviour Improvement Plan • Formal detention (including out-of-school hours) • Community Service Interventions • Withdrawal from selected classes or all classes (in-school suspension)</td>
</tr>
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<td></td>
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</tbody>
</table>

3. Referral to Administration
<table>
<thead>
<tr>
<th>Not using acceptable language and behaviours</th>
<th>Verbal Misconduct</th>
<th>Other conduct prejudicial to good order and management of school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swearing at a staff member or guest, directly insulting a staff member or guest, swearing at or using derogatory language toward other students, adults or staff.</td>
<td>• Monitoring sheet</td>
<td>• Referral to support staff / external agency if appropriate</td>
</tr>
<tr>
<td>Not showing school pride</td>
<td>• Dress Code</td>
<td>• Suspension 1 – 10 days</td>
</tr>
<tr>
<td>Continued refusal to wear school uniform, bringing school into disrepute (any behaviours that portray our school in a negative light, eg postings on Facebook, behaviour in public that is negative, aggressive or disrespectful, offensive conduct / language).</td>
<td>• Other conduct prejudicial to good order and management of school</td>
<td>• Suspension 11 – 20 days</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Suspension – charge related grounds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Suspension – pending exclusion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cancellation of enrolment</td>
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### LEARNING

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<tbody>
<tr>
<td></td>
<td><strong>Not being on task</strong></td>
<td>Disruptive</td>
<td>• Essential Skills for Classroom Management 1 – 7</td>
</tr>
<tr>
<td></td>
<td>Off task talking, calling out, talking whilst teacher is talking, undue noise (eg tapping, whistling, humming), walking around room.</td>
<td>Non-compliant with routine</td>
<td>• Verbal / Non-verbal redirection</td>
</tr>
<tr>
<td></td>
<td><strong>Not doing your best</strong></td>
<td>Refusal to participate in program of instruction</td>
<td>• Given choice / Warning</td>
</tr>
<tr>
<td></td>
<td>Not engaging in tasks, not completing homework, not completing assessment draft, refusal to engage in class activities or work.</td>
<td></td>
<td>• Student moved temporarily in room</td>
</tr>
<tr>
<td></td>
<td><strong>Not managing your time &amp; being prepared</strong></td>
<td>Late</td>
<td>• Student reconsiders behaviour outside classroom with timeout sheet</td>
</tr>
<tr>
<td></td>
<td>Late to class (form and subject), failure to bring equipment and books to class, failure to attend detention with teacher.</td>
<td>Refusal to participate in program of instruction</td>
<td>• Student removed to buddy class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Post lesson discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Teacher organised detention</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>• Making amends (eg apology, confiscation, cleanup)</td>
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<td></td>
<td>• Student moved permanently ie seating plan</td>
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<td>• Parent/Guardian contact</td>
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<td>• Referral to HOD/Year Coordinator</td>
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</tr>
<tr>
<td>Level 1</td>
<td>Frequent repetition of Level 1 behaviours and / or refusing to accept consequences.</td>
<td></td>
<td>• Mediation – eg interview with HOD / Year Coordinator restating school expectations, warning given, planned resolution of issues with relevant parties, restitution / making amends.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Not being on task Disturbing the learning needs of others, inciting others to be disobedient or disruptive, disrupting an exam, inappropriate use of computers &amp; internet access.</td>
<td>• Disruptive • IT Misconduct</td>
<td>• Parent / Guardian contact • Formal detention • Loss of Good Standing</td>
</tr>
<tr>
<td>Level 3</td>
<td>Not doing your best Failure to complete assessment requirements, plagiarism.</td>
<td>• Refusal to participate in program of instruction • Lying/Cheating</td>
<td>• Monitoring sheets • Referral to support staff if appropriate • Withdrawal from selected classes if appropriate</td>
</tr>
<tr>
<td>Level 4</td>
<td>Not managing your time &amp; being prepared Persistent unexplained lateness, truanting lessons / number of lessons / days.</td>
<td>• Lateness • Truant / skip class</td>
<td>• Referral to Admin</td>
</tr>
</tbody>
</table>
### LEARNING

<table>
<thead>
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<td></td>
<td>Frequent repetition of Level 2 behaviours and / or refusing to accept consequences.</td>
<td></td>
<td>• Interview with member of admin, restating school expectations, warnings given, restitution.</td>
</tr>
</tbody>
</table>
|       | Not being on task Persistent disruption of the learning of others. | • Disruptive | • Parent/Guardian contact  
• Individual Behaviour Improvement Plan  
• Formal detention (including out-of-school hours)  
• Withdrawal from selected classes or all classes (in-school suspension) |
|       | Not doing your best Refusal to participate in programs and complete assessment requirements across subjects or continued non-submission within a subject. | • Refusal to participate in program of instruction | • Monitoring sheet  
• Referral to support staff / external agency if appropriate  
• Suspension 1 – 10 days  
• Suspension 11 – 20 days  
• Suspension – charge related grounds  
• Suspension – pending exclusion  
• Cancellation of enrolment |
|       | Not managing your time & being prepared Continued lateness to school and/or non-attendance. | • Lateness  
• Truant / skip class | |
5. Emergency or critical incident responses

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

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

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

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.

Basic Defusing Strategies

Avoid escalating the problem behaviour by avoiding:

- Shouting
- Cornering the student or 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 by:

- Modelling the behaviour you want students to adopt
- Staying calm and controlled
- Using 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 (if appropriate) by:

- Moving slowly and deliberately toward the problem situation
- Speaking privately to the student/s where possible
- Speaking calmly and respectfully
- Minimising body language and keep a reasonable distance
- Establishing eye level position
- Being brief; stay with the agenda
- Acknowledging cooperation
- Withdrawing if the situation escalates

Follow through:

- If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity.
- If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued inappropriate behaviour.
- Withdraw from the situation if the problem behaviour escalates giving a calm message that the situation will be dealt with at a later date.

**Physical Intervention**

Appropriate physical intervention may be used to ensure that our duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate when the immediate safety of others is threatened and the strategy is used to prevent injury.
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member
- Posing an immediate danger to him/herself or to others

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
- 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 motivation for the behaviour

Any physical intervention made must:

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

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

- Property destruction
- School disruption
- Refusal to comply to a direction
- Verbal threats
- Leaving a classroom or the school, unless student safety is clearly threatened

Refer to the Safe, Supportive and Disciplined School Environment Policy

6. Consequences for Unacceptable Behaviour

Mossman State High School makes systemic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When inappropriate behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to inappropriate behaviour are consistently applied and proportionate to the nature of the behaviour.
7. The network of student support

Students at Mossman State High School are supported through positive reinforcement and whole school targeted and intensive behaviour support by the following personnel:
Mossman
State High School

Everyone
Achieving their best
Striving to improve
Everyday
8. Consideration of individual circumstances

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

- Promoting a teaching and learning environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences for infringements of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account students’ age, gender, disability, socio economic situation, cultural background and their emotional state
- Recognising the rights of all students to:
  - Express their opinions in an appropriate environment and at the appropriate time
  - Work and learn in a safe environment regardless of their age, gender, disability, socio economic situation, cultural background and impairment
  - Receive adjustments appropriate to their learning and / or impairment needs

To ensure alignment with The Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of the school community 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
10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- SM-06: Management of Behaviour in a Supportive School Environment – Schools and Discipline
- SM-16: School Disciplinary Absences
- HR-07-1: Code of Conduct
- CS-01: Gender Equity in Education
- CS-05: Educational Provision for Students with Disabilities
- CS-16: Cultural and Language Diversity
- CS-17: Anti-Racism
- SM-05: Physical Restraint and Time out Procedures – Students with Disabilities
- SMS-PR-018: Information Sharing under Child Protection Act 1999
11. Some related resources

- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au/values/)
- National Framework for Values Education in Australian Schools – Queensland (education.qld.gov.au/curriculum/values/)
- MindMatters (www.mindmatters.edu.au/)
- Schoolwide Positive Behaviour Support (education.qld.gov.au/studentservices/behaviour/swpbs/)

12. Endorsement

<table>
<thead>
<tr>
<th>Principal</th>
<th>P &amp; C President or Chair</th>
<th>Regional Executive Director or Executive Director (Schools)</th>
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<tbody>
<tr>
<td>Mrs Deborah Kachel</td>
<td>Mr Neville Mogg</td>
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Everyone
Achieving their best
Striving to improve
Everyday
Appendix 1

MOSSMAN STATE HIGH SCHOOL

I act RESPECTFULLY

Be understanding of others
- Each individual is different – physically, culturally, spiritually, gender, race, religion
- Celebrate similarities and differences
- Accept without prejudice

Care for self, others and the environment
- Look after yourself and be proud of who you are
- Keep an eye out for your friends and others – encourage them to seek help and report if necessary
- Keep the school a clean, tidy and healthy place. You can pick up rubbish that is not yours

Show school pride
- Comply with dress code
- Be a good ambassador for the school wherever you are

Report any problems
- You tell a teacher or other responsible adult if you see an unsafe situation eg someone fighting or being attacked by someone else or a dangerous or broken piece of equipment or unidentified persons at school

Use polite language
- Be polite and speak calmly
- Appropriate language only (Swearing is unacceptable)

Workplace Safety
- Be Sun Smart – hat, sunscreen, cover up
- Wear Personal Protective Equipment as directed eg eyeglasses, masks
- Leave aerosols, laser pointers, caffeine & energy drinks at home

Gain permission to leave and to be in any setting
- Seek permission to move from your seat or to leave the learning area/classroom
- Seek permission to enter a classroom or other work area
- Follow correct processes to gain permission to leave the school grounds

Do your best
- Try everything you are asked to do, including homework and assessment
- Challenge yourself to achieve your best
- Listen to instructions
- Seek and give help
- Set yourself realistic goals

Manage your time and be prepared
- Attend all lessons each day
- Arrive at class on time with all necessary equipment
- Use your school diary to assist you in planning and managing your time to complete homework and assessment
- Seek assistance if you need an extension, special consideration or selective update of assessment as early as possible
- Use your morning tea and lunch breaks to re-energise and refocus for the next lesson

Show self control
- Any physical contact with another person is only ever part of a friendly agreed upon interaction
- When asked to link up, assemble or disperse you do so calmly without joking others
- You run only when it is a safe area to do so
- You do not touch items around the school which are not meant to be handled except in special circumstances eg fire extinguishers, safety switches
- Remember it is unsafe to throw any object

Follow directions
- Listen to the instructions
- Know what the task is, ask for assistance if you’re unsure
- Stay focused on what you have to achieve
- Model yourself on other ‘on task’ students
- Avoid being distracted

I am a LEARNER

Be on task
- Enter a classroom or work area quietly
- Be familiar with your responsibilities in the ‘I Do’, ‘We Do’ & ‘You Do’
- Be clear about the work you require to be complete
- Ask for assistance if you are unsure
- Stay focused on the set task
- Avoid distractions

I act SAFELY
Level 1 Consequences – TEACHER MANAGED BEHAVIOUR

- Teacher enters information on OneSchool.
- Steps are not strictly hierarchical ie contact with parents and carers may occur earlier in the process and strategies will be chosen to suit individual circumstances.
Level 2 Consequences – HOD OR YEAR LEVEL COORDINATOR MANAGED BEHAVIOUR

- Head of Department / Year Level Coordinator enters information on OneSchool.
- Steps are not strictly hierarchical ie contact with parents and carers may occur earlier in the process and strategies will be chosen to suit individual circumstances.
Level 3 Consequences – ADMINISTRATION MANAGED BEHAVIOUR

- Administration enters information on OneSchool.
- Steps are not strictly hierarchical ie contact with parents and carers may occur earlier in the process and strategies will be chosen to suit individual circumstances.
The P&C Association of Mossman State High School supports a uniform policy for Mossman State High School. It believes that a school student dress code policy promotes the objectives of the Education (General Provisions) Act 2006, and in particular that it:

- Promotes a safe environment for learning by ready identification of students and non-students of the school;
- Promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the school;
- Promotes a supportive environment at the school by fostering a sense of belonging;
- Fosters mutual respect among individuals at the school by minimising visible evidence of economic class or social differences;
- Engenders a positive public image of the school within the community.

**Everyday Uniform**

Students at Mossman State High School are required to wear full and correct uniform each day when no formal representation of the school is required.

| Shirt (Junior) | Polo style school shirt predominately green with blue trim and Junior identified on the collar. |
| Shirt (Senior) | Polo style school shirt predominately blue with green trim and Senior identified on the collar. |
| Shorts         | Blue school shorts with relevant school house identified on the right leg (see Interhouse Colours section) |
|               | NOTE – Students in Year 9 – 12 in 2015 have a one year transition period to purchase the new school uniform. |
| Socks          | White or Black Socks – ankle socks, no calf or knee high |
| Footwear       | **Shoes must be fully enclosed lace-up shoes that are PLAIN BLACK with LEATHER OR SYNTHETIC LEATHER UPPERS (no suede) for Workplace Health & Safety requirements.** Brightly coloured shoes/shoe laces, canvas, cloth or mesh shoes, shoes above ankle height and boots are **not acceptable.** |
Winter Uniform
The winter uniform is available through the Mossman State High School Tuckshop. It comprises of:
- Jacket (black with school logo) - $40
- Long Pants (black with school logo) - $35

Formal Uniform

Boys
- Tailored plain black long trousers
- Mossman State High School formal shirt
- Mossman State High School tie
- Black leather lace-up formal shoes or plain black joggers
- Plain black socks
- Mossman State High School Blazer (optional)
- Black belt (if required)

Girls
- Black formal skirt
- Mossman State High School formal shirt
- Mossman State High School tie
- Black leather lace-up or low heeled black closed-in shoes
- Flesh coloured sockettes or stockings
- Mossman State High School Blazer (optional)
- Plain white, green or black headbands or scrunchies may be worn to hold back hair
- No flowers or ornaments are to be worn in hair

- Ties are available from the school.

Music Uniform

Shirt
- Polo style shirt in aqua with a black treble clef and white collar

Shorts
- Black School Shorts in basketball style with MSHS lettering at hemline

Socks
- White Socks – ankle socks, no calf or knee high

Footwear
- Shoes must be fully enclosed lace-up shoes that are PLAIN BLACK with LEATHER OR SYNTHETIC LEATHER UPPERS (no suede) for Workplace Health & Safety requirements.
- Brightly coloured shoes/shoe laces, canvas, cloth or mesh shoes, shoes above ankle height and boots are not acceptable.

Formal Music Uniform

Girls
- Black formal skirt
- Green overshirt
- Black undershirt
- Black leather lace-up shoes or low-heeled black closed-in shoes
- Flesh coloured sockettes or stockings
- Plain white, green or black headbands or scrunchies may be worn to hold back hair
- No flowers or ornaments are to be worn in hair

Boys
- Tailored plain black long trousers
- Plain black long sleeved business shirt
- Black leather lace-up formal shoes or plain black joggers
- Plain black socks
- Black belt (if required)

- Skirts, overblouses and undershirts are available from the school at a minimal hire fee.
**Sports Uniform**
Mossman State High School sports singlets, shorts and socks are available for sale. Jerseys are provided when required.

**Interhouse Colours**
On Annual School Athletics Day, Swimming Carnival and other interhouse events, students can wear the following colour.

- Yawu (Yar-woo) - Stingray A – D - PURPLE
- Kurranji (Gor-run-gee) – Cassowary E – K - BLUE
- Jalbil (Jar-bill) – Forest Dragon L – R – YELLOW
- Bilngkumu (Bill-ga-more) – Crocodile S – Z – RED

**Hats & Sun Safety**
Students are supplied with a Mossman State High School sunsafe hat when they enrol at our school. Students should wear this hat when involved in any outdoor activity.

**Jewellery**
Due to Workplace Health and Safety issues, jewellery is to be limited to:

- A wrist watch
- One discreet neckchain of personal significance (small pendent only). This must be worn on a light breakable gold or silver chain only. Bracelets, anklets, wristbands and bangles are not permitted.
- Beads, shells and large chains are not permitted. No leather necklaces.
- One small flat ring with no raised settings.
- Small plain sleepers or studs as earrings (no bling). No more than 2 per ear. No spacers or stretchers are allowed. Earrings should be gold or silver in colour only.
- One facial piercing is permitted but must be a small flat stud that does not protrude from the face.
- Students will be asked to remove inappropriate jewellery. This jewellery will be held for collection.

**Hair**
Hair should be clean and neatly groomed. Hair accessories can only be white, black or green.
This applies to hair ties and ribbons as well as small hair bands.

**Facial Hair**
Must be well groomed.

**Makeup**
The only makeup acceptable is the application of a light foundation when students need to cover skin blemishes. Other makeup is not permitted at school. This includes lipstick, mascara, eye shadow and the like.

**Coloured Nail Polish**
Not permitted – clear nail polish only.

**Enforcement of the Policy**

(a) Students who are out of uniform will be issued with a uniform slip by the Form Teacher. The Form Teacher will check for compliance the following day. Students who are still out of uniform will be referred to the Year Coordinator.

(b) The Year Coordinator will contact parents regarding the student being out of uniform for two consecutive days to remind them of the Uniform Policy and to seek assistance in having the student comply with the Policy.

(c) Students who continue to be in breach of the Uniform Policy will be referred to the HOD (Senior/Junior). The HOD will contact parents and inform them of the consequences for their students non-compliance with the Uniform Policy.

(d) Students who are regularly in breach of the Uniform Policy and unwilling to follow procedures will be referred to a member of Administration for further management.

(e) Students not wearing correct footwear without a medical reason or a detailed letter from a parent or guardian explaining the reason and the anticipated date of return of footwear, will have their parents...
contacted and/or complete their school work at the office. Wearing of correct footwear is a health and safety requirement.

The Mossman State High School Winter Uniform is available through the Tuckshop only.

Day uniforms are supplied by:
Bartolos & Co., Front Street, Mossman (Ph 4098 1175) or
Ives’ Mensland, Front Street Mossman (Ph 4098 3666)
Homework provides students with the opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. Homework is:

- Work that enhances student learning
- Purposeful and relevant to students needs
- Appropriate to the phase of learning (early, middle and senior)
- Appropriate to the capability of the student
- Develops the student’s independence as a learner
- Varied, challenging and clearly related to class work
- Work that allows for student commitment to recreational, employment, family and cultural activities.

Homework includes the extension of classwork, independent reading, projects and research, study and preparation for future lessons (getting organised). It promotes the engagement of independent learning.

RESPONSIBILITIES

Teachers

Teachers can help students establish a routine of regular, independent study by:

- ensuring their school’s homework policy is implemented;
- setting homework on a regular basis;
- clearly communicating the purpose, benefits and expectations of all homework;
- checking homework regularly and provide timely and useful feedback;
- setting homework that is varied, challenging, directly related to class work, appropriate to students’ learning needs;
- explicitly teaching strategies to develop organisational and time-management skills and providing opportunities to practice these strategies through homework;
- giving consideration to other academic and personal development activities (school based or other) that students could be engaged in when setting homework; and
- discussing with parents and caregivers any developing problems concerning their child’s homework and suggesting strategies to assist with their homework.

Students

Students can take responsibility for their own learning by:

- being aware of the school’s homework policy;
- maintaining a diary to record homework tasks in;
- discussing with their parents or caregivers homework expectations;
- accepting responsibility for the completion of homework tasks within set time frames;
- following up on comments made by teachers;
- seeking assistance when difficulties arise; and
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

The role of parents and caregivers with homework

Parents and caregivers can help their children by:

- reading with them, talking with them and involving them in tasks at home including shopping, playing games and physical activity;
- helping them to complete tasks by discussing key questions or directing them to resources
- encouraging them to organise their time and take responsibility for their learning;
- encouraging them to read, to take an interest in and discuss current local, national and international events;
- helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities; and
• contacting the relevant teacher to discuss any concerns about the nature of homework and their children’s approach to the homework.

Amount of Homework

**Junior Secondary (Year 7, 8 and 9)**

Homework in Year 7, 8 and 9 could be up to but generally not more than **5 hours per week.**

*This equates to approximately 15 minutes per subject a night (students have 4 subjects a day) each week night.*

**Senior Secondary (Year 10, 11 and 12)**

The amount of time devoted to homework and independent study will vary according to the student’s learning needs and individual program of learning.

Consequences for failure to complete homework

Under the Education (General Provisions) Regulations 2000:

• A student may be detained for wilful neglect to prepare homework for a period of 20 minutes during the lunch recess or one half hour after the school program is finished.

• Mossman State High School will enforce a detention as described above for failure to complete homework. Parents will be notified by phone or letter if failure to complete homework becomes a regular occurrence.
ASSESSMENT POLICY

All students will be given an individual student assessment report at the beginning of each term listing all assessment items and their due dates for completion during that term.

TESTS/EXAMS
• Students must attend all tests and exams at the scheduled time.
• If a student is ill and can not attend a test or exam at the scheduled time the following procedures must be followed:
  ➢ the school must be notified before the scheduled test/exam
  ➢ on return to school the student must report to the teacher and/or head of department to make arrangements to sit for the test/exam
  ➢ a medical certificate or a parental letter giving valid reasons is presented
  ➢ exceptional circumstances will be considered by the head of department and/or Principal.
• If students fail to attend scheduled exams/tests and do not comply with the conditions outlined above:
  ➢ the student folio/profile will clearly identify the lateness of item together with any management procedures adopted eg late sitting – no valid reason.
  ➢ parents/guardians will be notified.

ASSIGNMENTS
• If a student is absent on the due date for an assignment, every attempt should be made to have the assignment brought into the school on that day. In the case of oral assessment, palm cards or a written script should be sent.
• If it is not possible for the assignment to be delivered to the school on the due date, parents/guardians should contact the school and advise the Head of Department or teacher of the reasons for non-submission on the due date.
• Special consideration for assignments may be granted by the Head of Department if the following conditions are met:
  ➢ a request has been approved
  ➢ a medical certificate or note is received from parent/guardian to explain valid reasons
  ➢ exceptional circumstances will be considered by the Principal.
• In the case of oral assessment, all students must be ready on the first day of the testing period unless the teacher has arranged otherwise.
• DUE DATE – is on or before 3.00pm on the due day specified.

Students will be given some time in class to work on their assignments. This enables teachers to provide help, to monitor student progress and to verify authorship of student work. Productive use of this time is essential to granting of requests for extension.

If an assignment is not submitted by the due date:
➢ The assessment will be based on draft work presented to the teacher. It is the student’s responsibility to ensure that draft work has been sighted by the teacher.
➢ If no draft work is sighted by the teacher, they will record a Not Submitted (NS) on the student profile and the student may lose a semester’s credit for that subject if the assessment is substantive. Non submission may also result in a lower level of achievement if stated achievement criteria are not met.
➢ Parents/guardians will be notified regarding non-submission of assignment work by the teacher/Head of Department.

The school follows the Queensland Curriculum and Assessment Authority Policies on Late and Non Submission of Student Responses to Assessment Instruments (July 2014) in Authority and Authority Registered Subjects and the Policy on Special Provisions for School-based Assessment in Authority and Authority-registered Subjects. (July 2014).
POLICY REGARDING THE USE OF ELECTRONIC DEVICES BY STUDENTS

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by our school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies and classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Confiscation
Personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

Students who continue to choose to ignore this policy will have electronic devices confiscated and a parent or guardian will be asked to collect this property from the school office.

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

We uphold the value of trust and the right to privacy at Mossman State High School. 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) builds a culture of distrust and disharmony.

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

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities 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 our school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording
are in breach of this policy and may be subject to disciplinary action (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 a staff member.

**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 a Head of Department or member of Administration.

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberries®, 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. Mossman State High School strives to create positive, supportive environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Mossman State High School. 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 Mossman State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or young people in care.

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

6. When considering whether or not bullying has occurred, we will avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

7. 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 schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 3 school values and have been taught the expected behaviours attached to each value in all areas of the school
   - All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, in all areas of the school.
   - A high level of quality active supervision is a permanent staff routine whilst on playground duty.
This means that playground duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move around the designated supervision areas.

8. An initial introductory lesson on our bullying and harassment policy is delivered by all teachers in all classrooms as an orientation to the school year.

9. The introductory lesson is followed by several lessons as part of the Personal Development Education Program in Years 7-10 and the English Curriculum in years 11 & 12. These lessons include instruction on what bullying is, why it is occurring and ways of responding, with particular emphasis on school specific behaviours.

10. Mossman State High School uses behavioural data for decision-making. This data is entered into OneSchool 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.
GOOD STANDING POLICY

RATIONALE
As part of the school’s Responsible Behaviour Plan and commitment to Positive Behaviour for Learning (PB4L), Mossman State High School focuses on improving student standards and performance by rewarding positive behaviours. The Good Standing Policy allows students who meet certain expectations to access privileges that are part of the educational experience at the school. The policy is intended to educate and reward appropriate behaviour. All students begin with a ‘Good Standing’ status and must work to maintain this. ‘Good Standing’ is monitored by the Year Level Coordinator.

PRIVILEGES FOR STUDENTS ON ‘GOOD STANDING’
Students on ‘Good Standing’ will be eligible to participate in a range of privileges, which include:

• Excursions (non-compulsory for assessment);
• School camps (including the International trips and year level camps);
• Representative school, cultural and sporting activities (including instrumental music groups, interschool, TCN, Peninsula, State & National sport);
• Leadership positions within the school;
• Champion House Day;
• Year 12 Formal (including as a guest of another student);
• Disco
• Other social functions organised by the school.

MINIMUM EXPECTATIONS TO MAINTAIN GOOD STANDING STATUS

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENDANCE</td>
<td>Fewer than 10% unexplained absences</td>
</tr>
<tr>
<td>PUNCTUALITY</td>
<td>Fewer than 10% unacceptable or unexplained reasons for lateness to school</td>
</tr>
<tr>
<td>TRUANCY</td>
<td>No incidents of truancy/skipping class</td>
</tr>
<tr>
<td>BEHAVIOUR</td>
<td>No incidents resulting in school detention/s or suspension.</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>Submit all assessment pieces on time unless an extension has been granted by the HOD; attend all exams.</td>
</tr>
<tr>
<td>UNIFORM</td>
<td>Consistently wear the school uniform as per the school’s uniform policy including correct footwear.</td>
</tr>
</tbody>
</table>

CONSEQUENCES FOR STUDENTS WHO DO NOT ACHIEVE ‘GOOD STANDING’
Students who do not meet the minimum expectations will be ineligible to participate in all of the privileges outlined above. In exceptional circumstances, final decisions will be made at the discretion of the School Principal, in consultation with the Heads of Departments, Deputy Principals, Year Coordinator and teachers. Personal circumstances will be acknowledged and taken into consideration in the decision making process.

In the case of students in post-compulsory education, students who do not meet these criteria may be asked to show cause for the continued enrolment and be given a verbal, then written warning of cancellation of enrolment.

REGAINING ‘GOOD STANDING’
If a student does not meet the minimum expectations for ‘Good Standing’, they may regain this status in one of two ways.

1. Reset Process: a student will have their Good Standing Status reinstated after 8 school weeks of losing it if they have met all of the minimum expectations to maintain good standing since that date.

2. If a student does not meet the minimum expectations and wishes to be considered for one or more of the privileges afforded to students on ‘Good Standing’ they may apply to ‘Show Cause’ for their inclusion by completing the GOOD STANDING REVIEW form a minimum of two weeks after the loss of Good Standing. Students can only apply after this time period with exception only granted by the Principal.

The Principal will then make the final decision in relation to their participation in such privileges.