



Atherton State High School

On Eagles' Wings

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

Based on the Code of School Behaviour

1. PURPOSE

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

This plan reflects Atherton State High School's purpose to work in partnership with students, parents and the wider school community to ensure that all students receive a high quality education appropriate to their needs through clearly articulated procedures. This document affirms that learning is the central function of Atherton State High School and each person in the school community has worth and is important. The full version of the Responsible Behaviour Plan for Students which contains the general rules and procedures is available on the school website.

2. CONSULTATION AND DATA REVIEW

Atherton State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings. An annual review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents, policies and procedures also informs the development process.

The Responsible Behaviour Plan for students is reviewed annually by the Student Services team. This review is shared with the P and C Association. This document was reviewed in November 2014.

3. LEARNING AND BEHAVIOUR STATEMENT

This plan reflects the intent of the school's *Guiding Principles and Charter of Values*.

All members of the Atherton State High School family are expected to act in accordance with the school's **Guiding Principles** so that:

100% of students meet the Service Commitment by

- Maximising outcomes for all students
- Working in a culture of excellence
- Provision of efficient and effective service delivery.

Fundamental to this plan is our commitment to our school's **Charter of values** and what they represent:

Responsibility:

- Our behaviours are everything we say and do.
- We value the right to choose our behaviours and actions.
- There are consequences, both natural and logical to every behaviour and action.

- If we choose a behaviour and/or action we will accept the consequences of that behaviour.

Respect:

- We will consider and appreciate the emotional, physical and intellectual needs of others and ourselves.
- We will treat all people with respect and dignity.
- We will take care of our environment to ensure longevity.

Our plan intrinsically recognises the following *rights and responsibilities*:

- The rights and responsibilities of all students to learn
- The rights and responsibilities of teachers to teach

4. PROCESSES FOR FACILITATING STANDARDS OF BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

Atherton State High School aims to foster and develop a safe and supportive environment by:

- Promoting a positive school climate and developing a pleasant physical environment;
- Maintaining a good working relationship among all members of the school community;
- Recognising and positively reinforcing appropriate behaviours;
- Ensuring consequences for unacceptable behaviours are logical and appropriate;
- Developing and applying procedures to support victims, counsel offenders, and provide appropriate behaviour management strategies;
- Encouraging all members of the school community to accept personal responsibility for their behaviours; and
- Teaching a curriculum that is inclusive and allows personal development in a broad range of academic, cultural and sporting activities.

UNIVERSAL BEHAVIOUR SUPPORT

The school's universal proactive and preventative processes and strategies for:

Facilitating the development of acceptable standards of behaviour includes:

- Explicit and scheduled teaching of rules, behavioural expectations and values
- Induction of new students and staff
- School-wide system of positive reinforcement
- Implementation of bullying and cyber bullying programs
- Opportunities for parents to be involved with activities that promote and reinforce acceptable behaviour

Encouraging positive aspirations, relationships and values to develop including:

- Establishing effective classroom management systems that encourage acceptable behaviour
- Procedures that provide students access to assistance for learning problems
- Encouraging all students to take increasing responsibility for their own behaviour and the consequences of their actions including:

- Recognition that students have individual needs when developing social competencies
- Procedures that emphasise teaching students new skills to meet their own needs in the school environment
- Procedures that recognize the importance of positive reinforcement in the teaching and learning process

These processes are reinforced at Atherton State High through:

- Our *Responsible Thinking System (RTS)*. This is a behaviour management program that is based on the principles of Perceptual Control Theory, a human behavioural theory. The Theory maintains that as human beings we are designed to be *self-controlling* rather than controlled by others. Our Responsible Thinking System is designed to teach students to control their own behaviour. We believe that when we tell students to do things, we are doing the thinking. On the other hand, when we ask students about what they are doing, they are doing the thinking. The Responsible Thinking System therefore, focuses on the way students think rather than the way they behave i.e. *if we want students to behave responsibly, we must first teach them how to think responsibly*. In our program, based on Ed Ford's ideas, teachers ask questions rather than tell students what to do.
- The *Valuing Education program* which addresses social and emotional learning from a 'values' perspective, such as responsible thinking and choices, bullying, responsible cyber citizenship, drug and alcohol issues, leadership, volunteering, expectations and beliefs, study skills and time organisation, relationships, life skills, interpersonal skills, careers, sexual health, and decision making.

TARGETED BEHAVIOUR SUPPORT

Step 1:

New students enrolled for Year 7 at Atherton High school participate in an induction program on the first day of high school to familiarise them with the Responsible Thinking System (RTS) and the rights and responsibilities that go along with the behavioural choices they make at our school. The program explains how the system is used in all context of our school, including classrooms and the playground. Each teacher will clearly articulate the Responsible Thinking System, how they will use it in their class and how it aligns to the whole school classroom rules and expectations. Teachers will revisit the RTS with their classes if they feel that students have not fully come to grips with the concept. Students are encouraged to ask for clarity from their teachers if there are aspects of the system they do not understand. The Responsible Thinking System is constantly reinforced with the school community throughout movement through Junior to senior schooling.

Step 2:

Every student at Atherton State High School participates in the Valuing Education program. This program covers the topics outlined above and also outlines the school's views and expectations of all students. The Valuing Education program is facilitated by classroom teachers during seventy minute lessons twice a week. The aim of the program is to have it delivered by a staff member that has a significant relationship with a known class for the year. It is the responsibility of the classroom teacher to ensure all students understand the

school rules and consequences of any breaches of them. Other student support staff in this area can be other classroom teachers, sporting coaches, other charismatic adults in the school community.

Step 3:

All behaviour incidents are investigated through a set process and findings of facts determined before actioned. Incidents of behaviour that are faculty specific rather than across a range of social setting are dealt with by the classroom teacher and the specific faculty Head of Department – Teaching & Learning if required. Incidents of behaviour which encompass a range of faculties or social situations are referred to the Student Support Teacher who investigates the incident and refers finding of facts to the appropriate student service staff member who will help to determine the follow up actions.

Step 4:

If students are found to be in breach of any of the rules they are required to do further education on the particular area they have breached. For example, if a student is found to be in possession of tobacco on the school grounds, the student is required to complete an “Effects of Smoking” program. This will be administered by the appropriate Student Services staff, in this instance the School Nurse. Parents are notified.

Step 5:

If the student continues demonstrating this inappropriate behaviour, consequences at the school level will escalate and outside agencies could be involved. The agency involved will depend on the inappropriate behaviour demonstrated. For example, if a student continuously disrupts learning, has truanted and will not attend school, we may contact Vocational Educational Partnerships (VPG) to investigate reengagement in school through access to their programs.

5. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

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

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to:
 - A. Student Support Teacher
 - B. Head of Junior Secondary (Years 7, 8 & 9)
 - C. Head of Senior (Years 10, 11 & 12)
 - D. Heads of Teaching & Learning (if faculty specific)
 - E. Deputy Principals – Student Services and Teaching & Learning.

Minor behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that a 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

Minor problem behaviours may result in the following consequences:

- a minor disruption during class time requires the use of the *Responsible Thinking System*
- minor problem behaviours which occur outside the classroom and may include complete or partial removal from the activity, individual meeting with the student and/or the parent, apology or restitution. RTS in the playground.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm; and
- require the detailed investigation of the incident.

At Atherton State High School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. The Disciplinary actions procedures used at Atherton SHS for minor and major behaviours documents the consequences of actions.

Anti- Bullying Procedures and Use of Electronic Equipment are detailed in the procedural section of this handbook.

6. EMERGENCY RESPONSES OR CRITICAL INCIDENTS

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

DEFINITIONS

- *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.

PHYSICAL INTERVENTION

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

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

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

7. THE NETWORK OF STUDENT SUPPORT

School Based Services	District & Other Education QLD Services	Community Services
<ul style="list-style-type: none"> • Teachers • Teacher-aides • Heads of Department – Teaching & Learning • Management staff • Student Support Services Team (listed below) • School Based Police Officer (n/a at present) 	<ul style="list-style-type: none"> • Advisory Visiting Teachers • Youth Support Co-ordinator • Youth Transition Centre • Senior Guidance Officer 	<ul style="list-style-type: none"> • Vocational Partnerships Group • Child and Youth Mental Health • Department of Child Safety • Police/JAB (Juvenile Aid Bureau) • Disability Services Queensland • Queensland Health • Local Council

INTENSIVE BEHAVIOUR SUPPORT

Students who require more intensive support can access this/ or be identified through the following avenues through direct contact/referral by students, parents or staff with members of the Student service staff. These people make up a team who have specific support of subgroups within the whole school and who know and are familiar with the students in that cohort. This group, known as the Student Support Service Team (SSS) meets regularly and includes:

- A. Guidance Officer (GO)
- B. Student Support Teacher (SST)
- C. Community Education Counsellor (CEC)
- D. Head of Junior Secondary (HOJS)
- E. Head of Senior School (HOSS)
- F. Deputy Principal – Student Services (DPSS)
- G. School Based Youth Nurse (SBYN)
- H. Youth Support Coordinator (YSC)
- I. School Chaplain

Through this team, a *plan of support* is determined for each student and a case manager is assigned to assist that student.

A plan of support may include one or more of mechanisms listed below:

Curriculum Adjustment: Staff to determine whether a student may need further support in curriculum related areas, and adjustment are made where necessary. This may involve:

- working with a teacher-aide or learning support teacher
- adjusted class/assessment work
- working with a peer or older student
- individual support in ALT lessons
- one-on-one curriculum support with a teacher

Timetable Modification: A student's timetable will be modified to ensure that the student has the opportunity to experience success. This may involve:

- extra numeracy or literacy time
- a change of class
- monitored personal study
- accelerated subject selection
- extra sessions in a targeted subject area
- work experience/work placement.

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

8. CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

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

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

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

RECORDING INCIDENTS

One School, Education Queensland's official electronic data collection instrument, is used to record all minor and major problem behaviour. All behaviour incidents which require intervention are to be formally recorded by the intervening or referring teacher in the first instance on OneSchool. All incidents should be recorded in a timely manner.

9. RELATED LEGISLATION

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

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](#)

11. SOME RELATED RESOURCES

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Mind Matters \(www.curriculum.edu.au/mindmatters\)](#)
- [Code of Conduct for School Students Travelling on Buses.](#)



APPENDIX ONE - ANTI BULLYING PROCEDURES

CONTEXT: Atherton State High School does **NOT** tolerate any bullying IN ANY FORM. All members of the school community (Staff, Students and Parents) are committed to providing a safe and supportive school environment which promotes personal growth and positive self-esteem for all. Bullying is any unprovoked behaviour which causes discomfort, embarrassment and unhappiness to another individual. It involves threatening, frightening, hurting or attempting to control others. Types of bullying include:

- Physical Bullying: Pinching, pushing, shoving, fighting, or any other unwelcome physical contact used intentionally to intimidate or hurt someone.
- Verbal Bullying: Includes name-calling, offensive language, put-downs, picking on people because of their race, gender or religion.
- Exclusion Bullying: Deliberately being "left out" of games or peer groups etc.
- Sexual Harassment: Individuals or groups of one sex making physical or verbal derogatory comments about another individual or group of the opposite sex, etc.
- Rumour Bullying: Rumours, malicious gossip, untrue sexual comments, etc.
- Extortion Bullying: Physically stronger and more powerful students forcing weaker students to hand over lunches, money, etc. Stealing games, balls, personal effects from others.
- Gesture Bullying: Includes body language or subtle facial expressions - all designed to intimidate, threaten or silence a victim, etc.
- Cyber Bullying: Using technology (i.e. internet, mobile phones, etc.) to intentionally intimidate, threaten or harass a person.

PURPOSE:

The purpose of this document is to outline the procedures for reporting bullying at Atherton State High School.

RELATED POLICIES AND LEGISLATION:

This policy is informed by various pieces of legislation, Education Queensland policies and international conventions. These include:

- The United Nations Convention on the Rights of the Child (1989).
- Education General Provisions Act (1987).
- Queensland Anti-Discrimination Act (1991).
- Queensland Workplace Health & Safety Act (1989).
- Queensland Equal Opportunity in Public Employment Act (1992).
- Management of Behaviour in a Supportive School Environment (DOEM).

- Other Departmental Policies (i.e. Social Justice, Equity and Gender Equity, Students with Disabilities, Inclusive Curriculum).

PROCEDURES:

FOR STUDENTS

1. Report any bullying incident immediately. There is no reason to 'put up' with bullying at school. Report the incident(s) of bullying to one of the following:
 - Teacher
 - Student Support Teacher
 - Guidance Officer
 - Any other member of the Student Services team.
2. When you report an incident of bullying you will be asked to complete an '*Incident Report*' (APPENDIX 5). This report asks for details of the incident/s which will be investigated by the Student Support Teacher.
3. The Student Support Teacher will listen to you; speak with you about your experience. The Student Support teacher is very experienced at investigating these incidents and has ways of doing it without mentioning your name or singling you out.
4. The Student Support teacher will discuss with you options to make sure you have adult support as well as ways for you to act self protectively where possible.
5. The Student Support Teacher will action any necessary follow up with the students identified in the incident report. If students are found to be involved in incidents associated with bullying, the Student Support Teacher may:
 - Implement Responsible Behaviour actions,
 - Contact parents,
 - Organise mediation,
 - Involve Queensland Police and other external agencies.
6. If the bullying continues after the investigation is actioned you should immediately make another report which will again be investigated and actioned by the Student Support Teacher.

FOR STAFF

1. *If you notice a student in your class has displayed a change in attitude and behaviour which you feel is uncharacteristic* and displays some of the following behaviours, it may be because of bullying. Students may:
 - Seem frightened, withdrawn, and unsafe, embarrassed, intimidated, depressed or feel unfairly treated in the classroom.
 - Seem unable to concentrate on schoolwork and seem unusually tired.
 - Experience deterioration in relationships with family and friends. They may not sit with their 'usual' group of friends in class.
 - Become unusually confused and less sure.
 - Avoid coming to school to escape the problem.
2. *If a student does not approach you but you feel that bullying may be occurring,* approach the student and ask if everything is OK. If after this initial conversation you feel there is something not quite right still, please refer your concerns to the Student Support Teacher. Record your conversation with the student as a 'Record of

Contact' on One School rather than as an' Incident Report'. Include the Student Support Teacher as a referral.

3. *If a student reports an issue of bullying to you, you should:*
 - Direct or take the student up to Student Services to report the incident
 - Complete a '*Record of Incident*' on One School and refer to the Student Support Teacher.



APPENDIX 2- USE OF PERSONAL ELECTRONIC DEVICES PROCEDURES

CONTEXT:

The use in the general community of mobile phones, personal games consoles (PSP, Nintendo DS) and portable music players (iPods, MP3 players) has led to increased use of these devices by students. The management of these devices is necessary, especially the impact that these devices have on lesson instruction and good order and management of the school site.

PURPOSE:

The purpose this document is to outline the procedures for use of personal electronic devices at Atherton State High School.

RELATED POLICIES AND LEGISLATION:

Safe, Supportive and Disciplined School Environment

Responsible Behaviour Plan - Atherton SHS

Managing Electronic Identities and Identity Management

Appropriate Use of Mobile Telephones and other electronic equipment by students.

PROCEDURES:

STUDENT USE OF PERSONAL ELECTRONIC DEVICES

Students need to be aware of the following until after 3 pm:

- If electronic devices are seen or heard, they will be confiscated.
- Use of any electronic devices is not permitted and, unless their usage is specifically requested by a staff member as part of a class activity or excursion, will see the device confiscated.
- The use of an electronic device to listen to music at any time during school hours is strictly prohibited.
- Atherton SHS recommends that these devices are not brought to school.
- Students should use USB memory sticks to store data.

Students who choose to bring an electronic device to school for use outside of school operating hours are advised to do the following:

- Store and secure the device in the zippered pocket of their school uniform pants so that it is not confiscated.
- It must be turned off.

Students who feel they must use their phone for a personal call during school hours should approach a member of Student Services staff to discuss the request:

- If appropriate the student will be given access to a land line from the school to use to make contact.
- If appropriate the Student Services staff will initiate the contact for the student.
- If appropriate the student will be directed to a space out of the general school population in which to make the phone call in private.

Atherton State High School does not take responsibility for the loss, damage or theft of any electronic devices that are brought onto the school grounds. Atherton State High recommends that these devices are left at home.

If there are urgent messages to students, there are well established systems that exist. Please contact the school on 40 305222 and students will receive any urgent messages.

PROCEDURES FOR STUDENT BREACH OF POLICY

1. *It is an expectation that staff will enforce the Use of Personal Electronic Devices Procedures.*
2. *Students will comply with all reasonable requests from staff.*
3. *In the event that a student does not follow this policy, the following consequences will apply:*
 - Teacher will request electronic device from student;
 - Electronic device will be taken to Reception in L block as soon as possible. The teacher will label the device for future collection by parent;
 - Collection can only be made by parent/guardian. The device will not be returned to the student.
 - Students who repeatedly refuse to comply with this policy will be dealt with through the school's Disciplinary Action Procedures outlined in this handbook.



APPENDIX 3 -DISCIPLINARY ACTIONS PROCEDURES

CONTEXT:

Atherton State High School aims to support all students with clear expectations and consequences in regard to behaviour. Whilst it is possible to generalise a set of actions it is not always possible to predict all behavioural incidents that may occur or be aware of the individual circumstances of each student prior to a behaviour incident.

PURPOSE:

The purpose of this procedures document is to articulate a general set of staff actions to assist in ensuring consistent disciplinary action implementation whilst working towards resolving behavioural incidences.

RELATED POLICIES AND LEGISLATION:

Safe, Supportive and Disciplined School Environment
Responsible Behaviour Plan - Atherton SHS

PROCEDURES:

Please note the following aspects of the Atherton State High School Responsible Behaviour Plan when implementing the suggested Disciplinary Actions as outlined in the tables below.

RECORDING INCIDENTS

One School, Education Queensland's official electronic data collection instrument, is used to record all minor and major problem behaviour. All behaviour incidents which require intervention are to be formally recorded by the intervening or referring teacher in the first instance on ONE SCHOOL. All incidents should be recorded in 'Record Incident' in a timely manner and any further follow up should be recorded as a 'Record of Contact'.

CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

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

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

- promoting an environment which is responsive to the diverse needs of its students

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

TRUANCY			
<i>INCIDENT DESCRIPTION</i>	<i>INITIAL INCIDENT</i>	<i>SECOND INCIDENT</i>	<i>FURTHER INCIDENTS</i>
From an individual class	Classroom teacher addresses absence with the student and discusses need to make up work OR Student absence reported through other means to school SST. This would be referred back to the classroom teacher.	Classroom teacher talks with student to inform them that a further absence was noted and that it would now be referred through to the faculty HOD and SST. Parents informed by classroom teacher. SST meets with student for follow up and support. Student issued with Student Tracker form to monitor attendance in this class.	Classroom teacher or HOD refers continued absences to SST for follow up and support. Student issued with Student Tracker form to monitor attendance in this class. Parents contacted. HOJS/HOSS informed. If Student Tracker not completed HOJS/HOSS follow up with parental interview.
From a variety of classes	Classroom teacher addresses absence with the student and discusses need to make up work OR Student absence reported through other means to school SST. This would be referred back to the classroom teacher.	Classroom teacher talks with student to inform them that a further absence was noted and that it would now be referred through to the Student Support Teacher. Faculty HOD informed of pattern of behaviour. Parents informed by SST. SST meets with student for follow up and support. Student issued with Student Tracker form to monitor attendance in classes.	Classroom teacher and faculty HOD monitor student's attendance. Continued absences referred through to SST for further follow up and support. Student issued with Student Tracker form to monitor attendance in class. Parents contacted. HOJS or HOSS informed. If Student Tracker not completed HOJS/HOSS follow up with parental interview. Chronic truancy will be viewed as failure to follow school routines and may result in suspension.

USE OF PHYSICAL FORCE

<i>INCIDENT DESCRIPTION</i>	<i>INITIAL INCIDENT</i>	<i>SECOND INCIDENT</i>	<i>FURTHER INCIDENTS</i>
In the school grounds to visitors, staff or students	Student referred to Student Services. Staff may send someone to get SST if student /s noncompliant. SST isolates and calms student/s involved checks for any injuries and seeks first aid if required. When calm, SST conducts interviews of all parties and refers findings of facts to DPSS, HOJS or HOSS. The investigation may take time so parental contact is made for all parties involved to determine if PSI should be used, especially if the student is still upset or unsettled or a safety concern remains. Details of possible outcome of suspension time outlined. Support from Student Services staff offered upon return to school. Mediation may be arranged if all parties are agreeable.	As per first incident. If further suspension initiated, duration to be determined on the basis of findings. Support from Student Services staff will form a part of the return to school from suspension.	As per first incident. If further suspension initiated, duration to be determined on the basis of findings. Continual, formal support from Student Services staff will be a negotiated condition of the return to school from suspension. If major and continual physical force is used, investigation of exclusion a possibility.
Threats of physical altercation	SST investigates reported incidents with all parties and witnesses and determines findings of facts. PSI may be used if student presents as upset or unsettled or a safety concern remains. SST offers mediation to both parties through Student Services support staff either together or individually. Outline of self-protective behaviours given.	As per first incident but will require a longer duration of PSI or a more formal suspension. Support from Student Services staff will form a part of the return to school from suspension.	As per first incident. If suspension initiated, duration to be determined on the basis of findings. Continual, formal support from Student Services staff will be a negotiated condition of the return to school from suspension.
Outside of school	Student and parent referred to police for follow up. Situation at school monitored. SST will approach students involved in external altercations to ensure they are aware of the	As per the initial incident. Timetable may be adjusted to ensure teaching and learning can continue uninterrupted for all parties. Meeting with GO	As per the initial incident. School will insist on contact with GO or other support staff to help discuss ongoing issues.

	outcomes of it being brought into the school grounds and to offer advice on self-protective behaviours. Suggest referral to the GO to attempt mediation.	initiated.	
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USE OF INAPPROPRIATE LANGUAGE

<i>INCIDENT DESCRIPTION</i>	<i>INITIAL INCIDENT</i>	<i>SECOND INCIDENT</i>	<i>FURTHER INCIDENTS</i>
In the playground	RTS in the playground initiated by supervising staff member. If directed at a teacher incident referred via One School to Student Services for discussion with SST.	Referral to discuss incident with SST. SST initiates PSI from playground or organises litter duty as appropriate. Parents informed. Support suggested through Student Services staff.	Referral to discuss incident with SST. SST discusses PSI, with possibility of suspension with parents. Student returns with parent for meeting with HOJS/HOSS/DPSS. Plan for return to school negotiated to include meetings with Student Support staff to address ongoing issues.
In the classroom	RTS in the classroom initiated by classroom teacher. If directed at teacher incident referred via One School to Student Services for discussion with SST.	Referral to discuss incident with SST. SST initiates PSI. Parents informed. Support suggested through Student Services staff. Return to class via RTC.	Referral to discuss incident with SST. SST discusses PSI, with possibility of suspension with parents. Student returns with parent for meeting with HOJS/HOSS/DPSS. Plan for return to school negotiated to include meetings with Student Support staff to address ongoing issues. Return to class via RTC.
Verbal abuse directed at a person (student or staff member)	Referral to discuss incident with SST. SST discusses PSI, with possibility of suspension with parents. Student returns with parent for meeting with HOJS/HOSS/DPSS.	Referral to discuss incident with SST. SST discusses PSI, with possibility of further suspension with parents. Student returns with parent for meeting with HOJS/HOSS/DPSS.	Referral to discuss incident with SST. SST discusses PSI, with possibility of further suspension with parents. Student returns with parent for meeting with HOJS/HOSS/DPSS.

THEFT			
<i>INCIDENT DESCRIPTION</i>	<i>INITIAL INCIDENT</i>	<i>SECOND INCIDENT</i>	<i>FURTHER INCIDENTS</i>
Anywhere in the school	Incident investigated by SST. PSI for student whilst investigation is carried out. Findings of facts reported through to HOJS/HOSS. Parents contacted and findings of fact relayed. Restorative justice initiated where possible.	Incident investigated by SST. PSI for student whilst investigation is carried out. Findings of facts reported through to HOJS/HOSS. Parents contacted and findings of fact relayed as well as details of possible suspension. Restorative justice initiated where possible. Parties advised to follow through with police if desired.	As per second incident. Duration of possible suspension determined on the basis of findings. For chronic theft, contact with Student Services support staff will be included as part of the negotiated return to school.

VANDALISM			
<i>INCIDENT DESCRIPTION</i>	<i>INITIAL INCIDENT</i>	<i>SECOND INCIDENT</i>	<i>FURTHER INCIDENTS</i>
Anywhere in the school	Informal discussion from teacher/person who witnessed vandalism. RTS if in class or playground. Clean or restore area. May pay for damages - will depend on degree of incident. SST contacted if damage is considerable and not easily restorable. Parent contacted depending on degree of damage and willingness to make amends.	Referral to SST to investigate incident. Findings of fact determined and parents contacted. Possible PSI or suspension outlined to parents. Clean or restore area. May pay for damages or cleaning - will depend on degree of incident. Contact with Student Service support staff offered.	Referral to SST to investigate incident. Findings of fact determined and parents contacted. PSI initiated. Suspension may be initiated on the basis of findings. Clean or restore area. May pay for damages or cleaning - will depend on degree of incident. Police may be contacted. Contact with Student Service support staff a negotiated part of return to school from if suspended.

PROHIBITED SUBSTANCES E.G. DRUGS AND ALCOHOL			
<i>INCIDENT DESCRIPTION</i>	<i>INITIAL INCIDENT</i>	<i>SECOND INCIDENT</i>	<i>FURTHER INCIDENTS</i>
On school grounds (cigarettes, alcohol)	Student referred to SST. Student asked to allow a bag search to establish if there are any more prohibited items. Parents contacted.	Student referred to SST. Student asked to allow a bag search to establish if there are any more prohibited items. Parents contacted. PSI	Student referred to SST. Student asked to allow a bag search to establish if there are any more cigarettes. Parents contacted. Suspension

	Possible health related information program supplied, refer to School Nurse. Information regarding Queensland government fines program outlined.	initiated with possibility of suspension discussed. Police contacted regarding Queensland government fines advice. Contact with School Nurse arranged. Health information program supplied, refer to School Nurse.	may be initiated on the basis of findings. Police contacted regarding Queensland government fines advice. Contact with School Nurse arranged. Health information program supplied, refer to School Nurse.
On school grounds (illegal drugs)	Student referred to SST. Student asked to allow a bag search to establish if there are any more prohibited items. Parents contacted. Suspension may be initiated on the basis of findings. Police contacted regarding Queensland government fines advice. Contact with School Nurse arranged. Health information program supplied, refer to School Nurse.	Student referred to SST. Student asked to allow a bag search to establish if there are any more prohibited items. Parents contacted. Further suspension may be initiated on the basis of findings. Police contacted regarding Queensland government fines advice. Contact with School Nurse arranged. Health information program supplied, refer to School Nurse.	

FAILURE TO COMPLY WITH A REASONABLE REQUEST/INSTRUCTION			
<i>INCIDENT DESCRIPTION</i>	<i>INITIAL INCIDENT</i>	<i>SECOND INCIDENT</i>	<i>FURTHER INCIDENTS</i>
Non RTS	Investigation by SST. SST to report findings and recommendations to appropriate HOJS/HOSS. Parents contacted. Possible PSI for student until investigation is done. Restorative justice initiated.	Investigation by SST. SST to report findings and recommendations to appropriate HOJS/HOSS. Parents contacted. PSI initiated and suspension possibility outlined for student and parents until investigation is done. Restorative justice initiated. Mediation offered between parties.	Investigation by SST. SST to report findings and recommendations to appropriate HOJS/HOSS. Parents contacted. Suspension may be initiated on the basis of findings. Restorative justice initiated. Mediation offered between parties. Support for student by Student Services staff part of negotiated re-entry strategy.

POSSESSION/USE OF A WEAPON E.G KNIFE, SHANK, LIGHTER, FIREARM, ETC.

<i>INCIDENT DESCRIPTION</i>	<i>ANY INCIDENT</i>	<i>Any occasion</i>	
Any incident in school	Student referred to SST. Student asked to produce item, bag search requested, parents contacted. Temporary removal of student property to be conducted in accordance with relevant departmental procedure (see section 10: Related Policies). PSI initiated with possible suspension/exclusion outlined to parents. Investigation conducted, findings of facts established and referred to Principal or DPSS. Possible police involvement.	Student referred to SST. Student asked to produce item, bag search requested, parents contacted. Temporary removal of student property to be conducted in accordance with relevant departmental procedure (see section 10: Related Policies). Suspension initiated with possible exclusion outlined to parents. Investigation conducted, findings of facts established and referred to Principal or DPSS. Possible police involvement.	Student referred to SST. Student asked to produce item, bag search requested, parents contacted. Temporary removal of student property to be conducted in accordance with relevant departmental procedure (see section 10: Related Policies). Longer term suspension initiated with possible exclusion outlined to parents. Investigation conducted, findings of facts established and referred to Principal or DPSS. Possible police involvement.

PRANKING E.G WATERBOMBS, FLOUR BOMBS, DANGEROUS PLAY, UNAUTHORISED EQUIPMENT, ETC

<i>INCIDENT DESCRIPTION</i>	<i>INITIAL INCIDENT</i>	<i>SECOND INCIDENT</i>	<i>FURTHER INCIDENTS</i>
Any incident in school	Student referred to SST. Incident investigated and findings of facts established. Contact with parents made. Possible PSI instigated if health and safety is a concern. Possible withdrawal from playground, litter duty or restorative justice depending on degree of damage/mess.	Student referred to SST. Incident investigated and findings of facts established. Contact with parents made. PSI initiated with outline of possible suspension. Restorative justice implemented.	Student referred to SST. Incident investigated and findings of facts established. Contact with parents made. Suspension may be initiated on the basis of findings. Restorative justice implemented.

FAILURE TO COMPLY WITH ELECTRONIC DEVICES POLICY

<i>INCIDENT DESCRIPTION</i>	<i>INITIAL INCIDENT</i>	<i>SECOND INCIDENT</i>	<i>FURTHER INCIDENTS</i>
Any incident in school	Student referred to SST. Incident investigated and findings of facts	Student referred to SST. Incident investigated and findings of facts	Student referred to SST. Incident investigated and findings of facts

	<p>established. Contact with parents made. Device handed over – no further action, parent collects item on behalf of student or other arrangements are negotiated. Device not handed over - possible PSI instigated.</p>	<p>established. Contact with parents made. Device handed over – no further action, parent collects item on behalf of student or other arrangements are negotiated. Device not handed over - PSI initiated with outline of possible suspension for further incidents.</p>	<p>established. Contact with parents made. Suspension may be initiated on the basis of findings. Device handed over – parent meeting requested to discuss continued non-compliance with school routine, parent collects item on behalf of student or other arrangements are negotiated. Device not handed over – suspension initiated with outline of possible suspension for further incidents.</p>
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INAPPROPRIATE USE OF SOCIAL MEDIA

<i>INCIDENT DESCRIPTION</i>	<i>INITIAL INCIDENT</i>	<i>SECOND INCIDENT</i>	<i>FURTHER INCIDENTS</i>
Any incident in school – will vary depending on the severity of the breach	Student referred to SST. Incident investigated and findings of facts established. Contact with parents made. PSI initiated.	Student referred to SST. Incident investigated and findings of facts established. Contact with parents made. Suspension initiated with outline of possible further actions. Possible police involvement.	Student referred to SST. Incident investigated and findings of facts established. Contact with parents made. Longer term suspension initiated with outline of possible further actions such as exclusion. Possible police involvement.

CHOSE TO LEAVE THE RTC

<i>INCIDENT DESCRIPTION</i>	<i>INITIAL INCIDENT</i>	<i>SECOND INCIDENT</i>	<i>FURTHER INCIDENTS</i>
Disruption in RTC	Student referred to student services. Staff discuss incident with student, determine they understand the consequences of choosing to leave the RTC again. Direct student to negotiate back to class the next break. Student moved to alternate classroom as per RTS document.	Student referred to student services. Staff discuss incident with student, determine they understand the consequences of choosing to leave the RTC again such as a PSI. Direct student to negotiate back to class the next break. Student moved to alternate classroom as per RTS document.	Student referred to student services. Staff discuss incident with student. Contact with parents made. PSI/suspension initiated.

I (parent / guardian) _____ of (student name) _____
have read and are to support Atherton State High School's Responsible Behaviour Plan for
Students.

Parent's signature _____ Date _____