



The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning

## Pioneer State High School

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

#### **1. Purpose**

Pioneer 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.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. This is closely aligned with our vision to be a “partner in learning in an innovative, inclusive and caring community”.

#### **2. Consultation and data review**

Pioneer 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 held in 2009, leading to the endorsement of the Plan in November that year.

As required in legislation, the Plan was reviewed again in 2012. Feedback from the school’s 2011 Quadrennial School Review process as well as ongoing analysis of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents informed this review. In line with departmental priorities, particular emphasis was placed on a review of data pertaining to:

- attendance;
- unexplained absences;
- suspensions and exclusions; and
- behaviour incidents (particularly bullying, including cyberbullying).

The revised Plan was endorsed by the Principal, the President of the Parents’ and Citizens’ Association and the Assistant Regional Director (School Improvement) in October 2012. The Plan was updated in May 2015 as required by legislation. The review conducted in September 2018 was completed to ensure the Responsible Behaviour Plan aligns with DET’s 2018 – 2022 Every Student *Succeeding* Strategic Plan.

This version of the Responsible Behaviour Plan was last updated in November 2018.

### 3. Learning and behaviour statement

All areas of Pioneer State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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

Our school community has identified the following four overarching school rules to teach and promote our high standards of responsible behaviour:

- **S**afety first
- **T**ake responsibility for your own behaviour
- **A**rrive prepared and on time
- **R**espect yourself, others and your environment

These four rules, known as our STAR Expectations have been agreed upon and endorsed by all staff and our school's Parents' and Citizens' Association. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.



The STAR Expectations are reinforced in the day-to-day running of the school by:

- being the focus of iLessons where expectations are elaborated on and explicitly taught
- forming the basis by which the school's reward system, VIVO, identifies positive behaviours
- providing the structure from which the whole-school Classroom Expectations are defined, and then monitored through the school's Essential Skills for Classroom Management profiling processes.

We believe that caring relationships and high quality and engaging teaching help to minimise problem behaviour. At Pioneer, key beliefs and expectations about student learning are outlined in our Pioneer Pillars, which is an integral part of our Whole School Pedagogical Framework:

## Pioneer Pillars

### In every classroom, the teacher will:

- seek to know every child, both personally and in terms of data about their learning
- establish high expectations for every student's success
- require all junior classes to line up in two quiet lines and require all students to take out their Student Planner and other equipment before entering the classroom
- utilise the Explicit Instruction sequence in all lessons and clearly display the lesson's learning goals
- differentiate work so that every student is able to engage with work at their level
- regularly set homework to help ensure that foundational knowledge is moved from short to long term memory – work should be written in the Student Planner at least weekly
- check that homework is written in Student Planners as students leave the classroom
- demand a high standard of presentation and bookwork from every student – departments will set specific expectations relevant to each subject area
- provide regular feedback on students' learning and regularly correct students' bookwork – books should be collected and marked at least once a term and feedback should be provided on drafts for all assignments
- display relevant stimulus, exemplars and high quality student work around the room
- establish a positive classroom tone, with clear expectations for student engagement and conduct
- maintain an active presence, moving actively around the classroom and engaging with students

**Relationships**

**High expectations**

**Presentation and  
handwriting**

**Correction and  
feedback**

**Classroom display**

**Classroom tone**

### Every student needs:

**A positive relationship  
with their teacher**

**Work at their level**

**Friends at school**

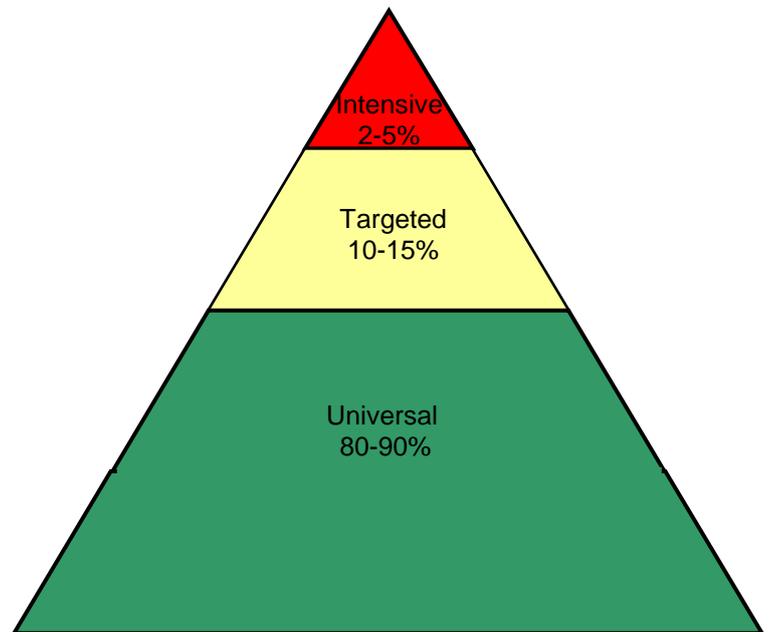
**All students can  
learn and achieve**

**Every student in every  
lesson must be learning**

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

Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, Pioneer State High School utilises a combination of **universal**, **targeted**, and **intensive** supports:

- **Intensive:** Approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours.
- **Targeted:** Approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.
- **Universal:** Approximately 80% to 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.



### 4.1 Universal support strategies

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Pioneer State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been developed for each of our four STAR Expectations. The Schoolwide Expectations Matrix on the following pages outlines our agreed rules and specific behavioural expectations in all school settings. The schoolwide Classroom Expectations are developed collaboratively between teachers and students from this matrix, in accordance with the Essential Skills for Classroom Management.

These expectations are communicated to students via a range of strategies, including:

- explicit stating and teaching of positive behaviour expectations at school and year-level assemblies and during classroom and non-classroom activities;
- proactive programs in relation to targeted aspects of the school's expectations, such as bullying and cyber-bullying, through the wellbeing curriculum delivered in iLessons; and
- publication and display of expectations in our Student Planner, on our website and on posters and signage around the school.

### Schoolwide Expectations Matrix

	Safety First	Take Responsibility
All settings	<ul style="list-style-type: none"> <li>Follow all reasonable instructions</li> <li>Keep hands and feet to yourself</li> <li>Report any unsafe behaviour, hazards or accidents</li> <li>School is a smoke free zone</li> <li>Chewing gum is not permitted</li> <li>Remain in school grounds</li> <li>Wear covered footwear</li> </ul>	<ul style="list-style-type: none"> <li>Take every opportunity to learn</li> <li>Represent your school positively</li> <li>Look out for your friends – report if they are being bullied</li> <li>Seek to resolve any conflicts responsibly – abuse or violence are not options</li> <li>Keep personal valuables safe</li> <li>Follow all reasonable instructions from staff</li> <li>Look out for your friends – report if they are being bullied</li> <li>any damage to staff</li> <li>Report inappropriate behaviour to staff</li> </ul>
All classrooms and learning areas	<ul style="list-style-type: none"> <li>Leave bags in racks or predetermined safe areas</li> <li>Junior students are to line up outside the classroom in 2 straight lines</li> <li>Move in a careful and orderly manner</li> <li>Follow all instructions</li> <li>Sit safely with chairs flat on the floor</li> <li>Pass items carefully – do not throw things</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and follow instructions</li> <li>Stay seated unless otherwise directed</li> <li>Stay on task</li> <li>Ask for help and wait patiently for assistance</li> <li>Return all equipment to the correct location</li> <li>Use your student planner to record homework and important information</li> </ul>
School grounds	<ul style="list-style-type: none"> <li>Walk sensibly around buildings and on pathways</li> <li>Remain in school grounds</li> <li>Keep feet on the ground – avoid climbing on fences, walls, trees or buildings</li> <li>Leave sticks and stones on the ground</li> <li>Be sun safe</li> <li>Play ball games only in designated areas</li> <li>Wear covered footwear</li> <li>Observe safety barriers</li> <li>Only play contact sports with appropriate staff supervision</li> </ul>	<ul style="list-style-type: none"> <li>Report safety issues and accidents to a staff member</li> <li>Keep personal valuables safe</li> <li>Follow all reasonable instructions from staff</li> <li>Place bags in racks or designated areas</li> <li>Look out for your friends – report if they are being bullied</li> <li>Remain clear of out-of-bounds areas, including car park areas</li> </ul>
Amenities	<ul style="list-style-type: none"> <li>Wash your hands after going to the toilet</li> <li>Flush the toilet after use</li> <li>Be healthy and avoid taking any food or drink into the toilets</li> </ul>	<ul style="list-style-type: none"> <li>Go to the toilet during breaks</li> <li>Report inappropriate behaviour to staff</li> <li>Report any damage to staff</li> <li>Only enter toilet facilities if you need to use them and move out quickly afterwards</li> </ul>
Canteen	<ul style="list-style-type: none"> <li>Line up in an orderly manner</li> <li>Place all bags in the racks provided</li> <li>Keep the surrounding area clear – move away if you are not purchasing food</li> <li>Line up safely – avoid pushing and shoving</li> </ul>	<ul style="list-style-type: none"> <li>Protect valuables by keeping them on your person or leaving at home or at the office</li> <li>Line up responsibly</li> <li>Make responsible food choices</li> </ul>
Excursions and school activities	<ul style="list-style-type: none"> <li>Wear appropriate clothing</li> <li>Remain seated when on buses and use seatbelts where provided</li> <li>Follow staff and bus driver instructions</li> <li>Walk calmly on and off buses</li> <li>Follow all rules of any venue being visited</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that your name is recorded before entering the bus</li> <li>Bring all equipment required for the excursion to school</li> <li>Ensure that all forms are returned and monies are paid prior to the excursion</li> </ul>
Entering and leaving school	<ul style="list-style-type: none"> <li>Follow the road rules when riding a bike</li> <li>Follow school rules if driving to and from school</li> <li>Walk bikes through school grounds</li> <li>Enter and leave through Celeber Drive gates if using a bike</li> <li>Always wear a helmet when riding a bike</li> <li>Always use the pedestrian crossing</li> <li>If catching a bus, wait inside the fence until the teacher directs you to move to the bus</li> </ul>	<ul style="list-style-type: none"> <li>If you are late, report to the records office and sign in</li> <li>Observe all road rules</li> </ul>
Assemblies and performances	<ul style="list-style-type: none"> <li>Enter and depart area under staff direction</li> <li>Leave area in an organised and safe manner</li> </ul>	<ul style="list-style-type: none"> <li>Listen to staff directions</li> <li>Be responsible for your actions</li> <li>Sit with care group in alphabetical order</li> <li>Use your student planner to record important dates and other information</li> </ul>

	<b>Arrive Prepared</b>	<b>Respect Yourself, Others and Environment</b>
<b>All settings</b>	<ul style="list-style-type: none"> <li>• Be in correct uniform</li> <li>• Be on time</li> <li>• Bring all necessary equipment and materials</li> <li>• Leave banned items at home</li> </ul>	<ul style="list-style-type: none"> <li>• Treat all furniture, buildings and equipment with respect</li> <li>• Respect other people's property and your own</li> <li>• Be tolerant and respect other people's opinions</li> <li>• Attend to personal hygiene</li> <li>• Use only appropriate and polite language</li> <li>• Be courteous and polite at all times</li> <li>• Be honest</li> </ul>
<b>All classrooms and learning areas</b>	<ul style="list-style-type: none"> <li>• Have the necessary materials for each class (survival kit)</li> <li>• Place your student planner on desk each lesson</li> <li>• Be prepared for assessment</li> <li>• Have homework completed</li> <li>• Be prepared to listen and to participate</li> <li>• Have a positive mental attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Dispose of rubbish appropriately</li> <li>• Respect other people's personal space and avoid distracting other people</li> <li>• Leave your work area clean and tidy</li> <li>• Ensure you are wearing your uniform neatly and remove your hat</li> <li>• Avoid taking food or drink into classrooms or the Hall</li> </ul>
<b>School grounds</b>	<ul style="list-style-type: none"> <li>• Arrive on time – move off to classes promptly when the bell rings</li> <li>• Bring a hat if you are going to be in the sun</li> </ul>	<ul style="list-style-type: none"> <li>• Treat gardens and plants with respect and stay on pathways where possible</li> <li>• Treat furniture with respect – look after outdoor seating and only sit on chairs, not tables</li> <li>• Maintain appropriate contact with other students – avoid any intimate contact</li> <li>• Speak at a reasonable volume – avoid yelling and shouting</li> <li>• Speak respectfully to others</li> <li>• Place all litter in bins</li> </ul>
<b>Amenities</b>	<ul style="list-style-type: none"> <li>• Go to the toilet at break times preferably</li> <li>• Take your student planner with teacher's signature if out during class time</li> </ul>	<ul style="list-style-type: none"> <li>• Leave facilities clean – others will need to use them after you</li> <li>• Respect others' privacy</li> <li>• Wait your turn</li> <li>• Ensure taps are turned off</li> </ul>
<b>Canteen</b>	<ul style="list-style-type: none"> <li>• Have your money ready</li> <li>• Order lunch as early as possible</li> </ul>	<ul style="list-style-type: none"> <li>• Respect others who are lining up – don't let other people into the line and buy food for yourself only</li> <li>• Follow all instructions given by the supervising staff and canteen staff</li> <li>• Be courteous when ordering food</li> <li>• Place all litter in bins</li> </ul>
<b>Excursions and school activities</b>	<ul style="list-style-type: none"> <li>• Return forms and payments before the due date</li> <li>• Have all equipment needed for the excursion</li> <li>• Know where and when the excursion is departing and arrive on time</li> </ul>	<ul style="list-style-type: none"> <li>• Be polite and friendly to peers and others in the community</li> <li>• Follow instructions of staff as requested</li> <li>• Dress appropriately as you are representing your school</li> </ul>
<b>Entering and leaving school</b>	<ul style="list-style-type: none"> <li>• Move directly in and out of school grounds in a sensible manner</li> <li>• Once on grounds, remain here unless signed out</li> <li>• If arriving on school bus, move directly off the bus into grounds</li> </ul>	<ul style="list-style-type: none"> <li>• Put all litter in the bins</li> <li>• Treat all other students with respect</li> <li>• Make use of cycle paths</li> </ul>
<b>Assemblies and performances</b>	<ul style="list-style-type: none"> <li>• Avoid bringing in any food or drinks</li> <li>• Have equipment as directed by teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Listen respectfully – do not interrupt the performance</li> <li>• Remove hats</li> <li>• Stop talking and listen</li> <li>• Applaud achievements</li> <li>• Be punctual</li> <li>• Leave the area clean</li> </ul>

Pioneer State High School approach to behaviour management and support references the Positive Behaviour For Learning (PBL) evidence-based process. PBL is a proactive, research-based approach to behaviour management and is used widely in Education Queensland schools. PBL ensures that there are consistent expectations across the school, that all students know what these expectations are, and that they are rewarded for meeting these expectations in a variety of way including but not exclusively the use of VIVO rewards. Pioneer's behavioural expectations are explicitly taught and reinforced in a positive and supportive manner in line with PBL methodology.

Pioneer implements the following proactive and preventative processes and strategies to support positive student behaviour:

- The Student Wellbeing Team regularly review individual support strategies and also collaboratively develop and coordinate a proactive wellbeing curriculum delivered through iLessons. The Wellbeing Team consists of classroom teachers and members of the Student Support Services team (GO, CEC, Chaplain).
- A range of rewards are utilised as part of the school's PBL-influenced processes to recognise and reinforce positive behaviour and participation
- A range of opportunities for active student involvement in the school community, particularly through the school's Student Council, encourage positive participation and foster success and community spirit
- Comprehensive induction in the Responsible Behaviour Plan for Students is delivered to new and relief staff and ongoing professional development is provided for staff in relation to effective behaviour management strategies
- Individual support profiles (Functional Behaviour Assessments) are 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
- Specific policies have been developed to address:
  - The Use of Personal Electronic Devices at School (**Appendix 1**)
  - Preventing and Responding to Incidents of Bullying (**Appendix 2**)
  - Responding to Non-Attendance and Truancy (**Appendix 3**)
  - Possession of Weapons at School (**Appendix 4**)
  - Re-entry from Suspension - Behaviour Contract (**Appendix 5**)

#### Reinforcing expected school behaviour:

At Pioneer, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. VIVO and Essential Skills for Classroom Management are the formal recognition and coaching/monitoring process that are used to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

#### Responding to unacceptable behaviour:

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to better meet relevant STAR Classroom 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.

## 4.2 Targeted support strategies

Each year, a small number of students at Pioneer are identified through our data as needing some additional and more targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. Targeted support strategies utilised at Pioneer include:

- Regular review of behaviour management data – the Admin team and Year-level Coordinators conduct regular reviews of data to identify and monitor students requiring more targeted support
- Referral to support specialists – the Guidance Officer will often be the first referral, however, a range of specialist staff including the CEC, Chaplain, School-Based Youth Health Nurse may also be utilised
- Engagement in targeted small group programs – involvement in mentoring and other support programs focussed on enhancing students' social skills such as Drum Beat, Rock & Water, Cutters Crew, Y Bloom, Deadly Choices and the Real Me.
- Individual plans – development of an Individual Behaviour Plan or a modified timetable tailored to improve behaviour and learning outcomes
- Survival Cards – Survival Cards are used to track student behaviour and as a mechanism for building student awareness and ownership of specific target behaviours
- Contact with parents or caregivers – keeping parents well informed and sharing successful strategies to work together for improvement.
- Use of buddy teacher – planned arrangements for 'time-out' that may assist students in breaking some patterns of unacceptable behaviour

## 4.3 Intensive support strategies

Pioneer is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

Members of the school's Admin and Student Support Services Teams:

- work with other staff members to develop appropriate behaviour support strategies
- conduct a Functional Behavioural Analysis where appropriate.
- monitor the impact of support for individual students through continuous data collection
- make adjustments as required for the student, and
- work with the Senior Leadership Team and the PBL Cross-Curricular Team to achieve continuity and consistency.

Following a referral, the relevant Admin team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases, the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

Individual Behaviour Plans are developed for students with particular complex or challenging behaviours.

Intensive support will often involve close collaboration with external agencies to ensure that students with complete and challenging behaviours are adequately supported. The Guidance Officer will work with the Principal and Deputy Principals to facilitate referrals to the Positive Learning Centre (PLC) and other programs provided in the local area.

## 5. Consequences for unacceptable behaviour

Pioneer makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour, while also taking the student's individual circumstances into consideration. OneSchool is used to record all minor and major problem behaviours. OneSchool is also used in conjunction with email to refer problem behaviour to other staff for further follow-up and intervention, when required. ID Attend records detentions for lateness and uniform violations.

### Minor and major behaviours:

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the relevant staff member, such as a Year Coordinator, Head of Department, Deputy Principal or the Principal

**Minor** behaviours are those that:

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

**Minor** problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks the student to name the expected school behaviour,
  3. states and explains the expected school behaviour if necessary, and
  4. gives positive verbal acknowledgement for the expected school behaviour.

**Major** behaviours are those that:

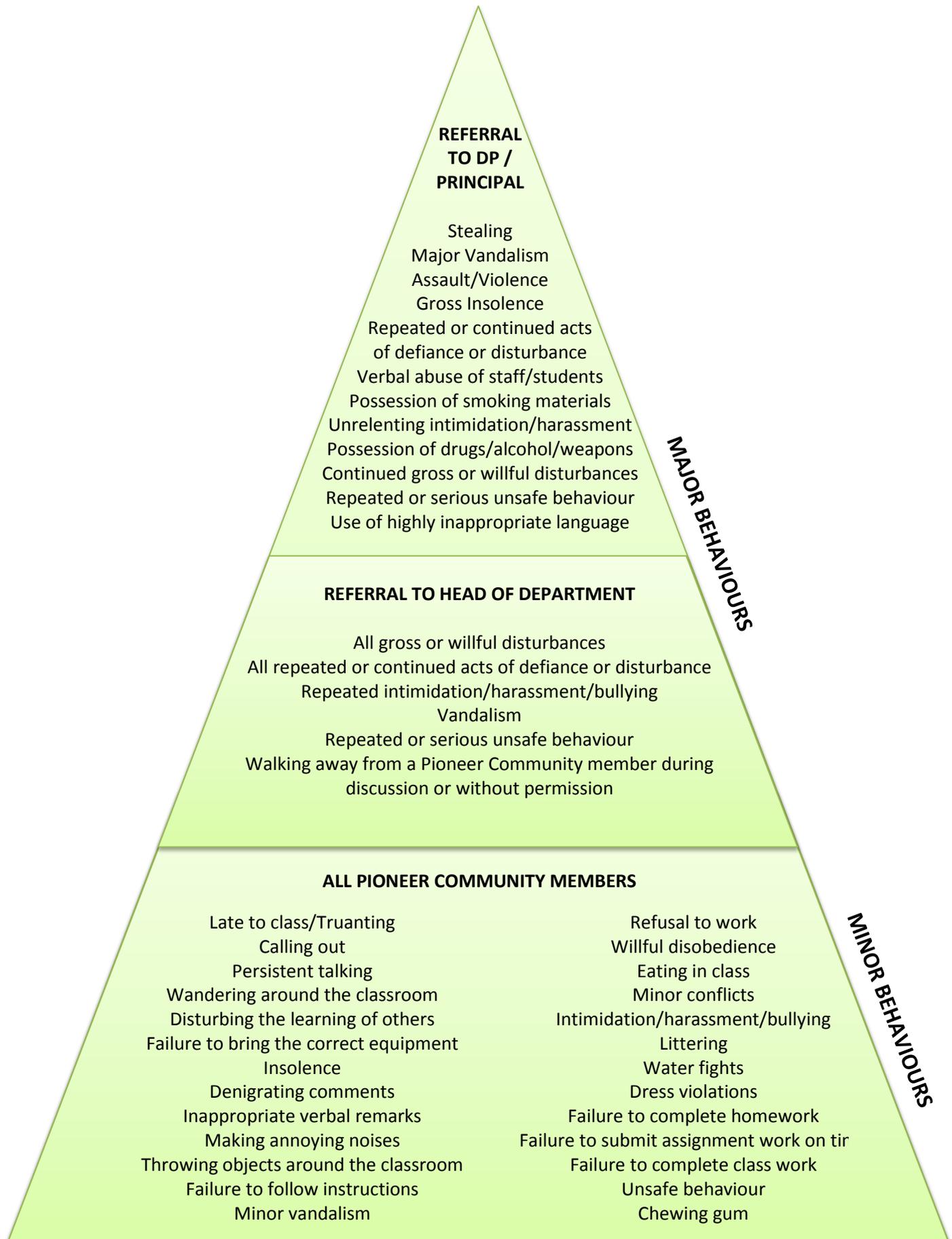
- significantly violate the rights of others,
- may involve a pattern of persistent, repetitive minor behaviours.
- put others / self at risk of harm, and / or
- require the involvement of other staff, such as a Year Coordinator, Head of Department, Deputy Principal or the Principal.

**Major** behaviours result in an immediate referral to a Year Coordinator, Head of Department, Deputy Principal or the Principal because of their seriousness. When a major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member makes contact with the person to whom the student is being referred and documents the incident and the referral in OneSchool.

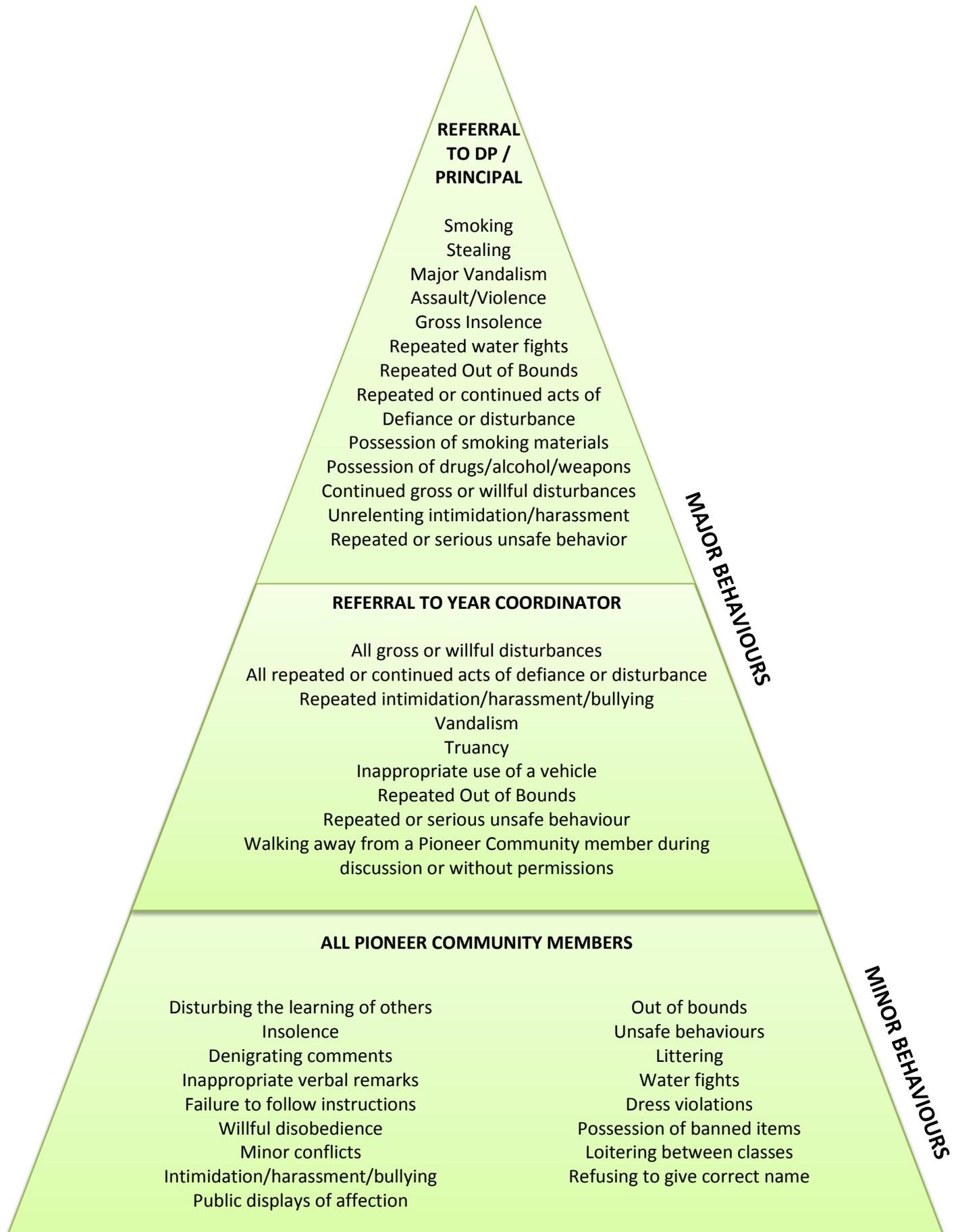
Major problem behaviours may result in the following consequences:

- Time in office, alternate lunchtime activities, loss of privileges, restitution, loss of break times, afterschool detention, warning regarding future consequence for repeated offence
- Parent contact, referral to Guidance Officer or other school-based support staff, isolation from regular classes, short or long term suspension from school
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs, or persistent disruptive behaviour affecting others after extensive strategies to modify inappropriate behaviour have been implemented by the school, can expect their exclusion from the school to be proposed or recommended.

**Sequence of referrals for inappropriate in-class behaviours**



**Sequence of referrals for inappropriate out-of-class behaviours**



### Relate problem behaviours to expected school behaviours:

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

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

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

### Use of OneSchool to record, refer and track student behaviours:

The ongoing monitoring of problem behaviours is dependent upon the availability of accurate data, both in relation to individual students and in trends or patterns across the school or targeted groups of students. Consistent utilisation of the Student Behaviour module within OneSchool ensures that accurate data can be generated.

Staff are required to complete a OneSchool behaviour entry for:

- minor behaviour incidents when a detention is issued or a parent is contacted
- all major behaviour incidents

The school Admin team use OneSchool behaviour entries when making decisions about students' placement on 'Survival' monitoring cards. Similarly, the Principal and Deputy Principals use OneSchool behaviour entries when making decisions or recommendations about consequences to be imposed for major incidents.

While email and other modes of communication may also be used when referring behaviour incidents, it is essential that incidents are recorded and referred to relevant staff using OneSchool. OneSchool entries should be succinct and objective. They should be used to record factually the details of a specific incident. Emotive language, judgements about the student or their behaviour or suggestions about possible consequences are not appropriate within OneSchool entries. Students' full names should be used in OneSchool entries, particularly for incidents involving multiple students, to ensure that the identity of students is clear when other staff access and review OneSchool reports.

OneSchool should also be used to record details of any parent contact relating to student behaviour.

Staff members who have behaviour incidents referred to them through OneSchool should also use OneSchool to manage these incidents and record details of consequences and support strategies that have been put in place. This ensures that OneSchool provides a record not only of student behaviour but of the support and strategies that have been employed to assist students in improving their behaviour.

Staff are also encouraged to record positive behaviours within OneSchool. While day-to-day positive behaviour can be acknowledged through personal feedback and the VIVO rewards system, OneSchool should be utilised to record more significant positive behaviours in which students show considerable initiative, compassion or leadership or invest significant time or energy in a positive activity.

Recipients and nominees for the fortnightly Pioneer Star awards are also recorded in OneSchool by the Teacher Aide assigned to the Student Wellbeing Team.

'Survival Cards': the monitoring processes for students exhibiting problem behaviours

**Principle 1:** It is a Survival Card, not Monitoring Card. The language used with students is that they are placed on a 'Survival Card', not a 'Monitoring' or 'Behaviour' card. The language is used very deliberately to ensure that all participants understand that the purpose is to have the student reflect on how they can improve their behaviour, to 'survive' the day. The term 'monitoring' is not used due to its connotations of surveillance and control.

**Principle 2:** Year Coordinators, Heads of Department, Deputy Principals and the Principal all have the responsibility to attend to student behaviour as part of their position descriptions. As such they have a certain level of skill/experience/authority whereby they can case manage students. Pioneer SHS recognises this by removing any hierarchy regarding the use of Survival Cards to support students who are misbehaving.

**Principle 3:** The purpose of a Survival Card is to support and mentor students that are misbehaving or in need of extra attention and support. Reflecting the intent of a Functional Behaviour Analysis, the purpose of the Survival Card is to encourage the student to focus on improving one particular behaviour. During the first meeting with the student, the case manager works with the student to identified one mutually-agreed behaviour to focus on.

**Principle 4:** It is the responsibility of the case manager to work out when the student has finished the card. For some students this might be if they have five good days in a row, for other students it might be an improvement over time – less Ds, more Cs after a few days.

**Process**

At the start of each term, depending on staff changes, Admin creates a roster of case managers, consisting of Year Coordinators, HODs, the HOSES, DPs and the Principal. As a student becomes eligible for a card, Admin works down the roster to assign students to each case manager. The intent is to spread the coverage of students throughout the list of case managers evenly, rather than allocate students to their own Year-level coordinator or DP. If a student gets suspended, they return back to their case manager, not their year level DP.

The case manager has the right to seek a student to be allocated to another case manager if they are finding over time that the student is not responding to the support that is being offered to them.

**How does a student get referred?**

Every even-week Friday, the school's Admin team complete a fortnightly report from OneSchool of students with multiple referrals (ie two weeks is the time frame for the referrals), and from there appoint students to case managers. The Admin team may employ some discretion as to which students are put on a card based on their knowledge of the other support that individual students may have received.

### Ensuring consistent responses to problem behaviour:

At Pioneer, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

#### **Supportive**

Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. An appropriate response for those students who breach the school's Responsible Behaviour Plan for Students is targeted and/or intensive behaviour support. Students who display chronic problem behaviours are supported using a range of individual strategies and consequences, if necessary, in the context of an individual behaviour support plan.

#### **Fair**

When determining consequences for serious misbehaviour (which may lead to suspension or recommendations for exclusion) it is important that the principles of natural justice are followed – this means ensuring that the student is fully aware of the alleged behaviour; that they are given the right to respond to the accusations giving their side of the story; that the person making the decision about their alleged conduct does so only after hearing what the student has to say in their own defence and without prejudice or bias against the student. When making a decision about a consequence, a student's age, cultural background, emotional wellbeing and any other contextual factors should be taken into account. The consequence should be developmentally and culturally appropriate and sensitive to individual circumstances. Consideration should also be given to the student's past relevant disciplinary history. Where there is a choice of consequences and/or extenuating circumstances, the Principal is in the best position to make the final determination. All consequences must be in accord with the Education (General Provisions) Act 1989 and with the student behaviour policies of Education Queensland.

#### **Logical**

For consequences to be most effective, students must be able to see a connection between the behaviour and the resulting consequence. This type of consequence is termed a logical consequence. Logical consequences, for both positive and negative behaviours, should be applied consistently, calmly, firmly and without prejudice towards individual children. The level of a student's behaviour should be assessed against a continuum from minor to major consequences. Staff and students must be aware of the progression of consequences for continued disruptive or dangerous behaviour.

#### **Consistent**

A consistent approach to student behaviour should occur across the school. Consistent consequences should be applied so that they:

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

The table below outlines examples of inappropriate behaviour and appropriate consequences. It also outlines behaviours which may lead to suspension and/or recommendation for exclusion.

**Every case will have the particular circumstances considered before consequences are applied.** Staff will then apply appropriate consequences from the range of consequences listed (not necessarily in the order they are written). Where there is a choice of consequences and/or extenuating circumstances, the Principal reserves the right to make the final determination.

Area	Behaviours	Consequences
Classroom	<p><b>Inappropriate classroom behaviours</b></p> <p><i>Persistent disruptive behaviour affecting others</i></p> <p><i>Refusal to participate in program of instruction</i></p>	<ul style="list-style-type: none"> <li>The teacher will employ a range of strategies to re-engage the student in learning. Where the student does not respond to these strategies, the teacher will take steps to ensure that the learning of others is not disrupted and the student receives the support they need to choose to re-engage. This support may include: counselling, learning support, detention, making up time, daily monitoring, contacting parent/guardian, individual planning, and referral to support staff.</li> </ul>
	<p><b>Late to Class</b></p> <p><i>Persistent disruptive behaviour affecting others</i></p> <p><i>Refusal to participate in program of instruction</i></p>	<ul style="list-style-type: none"> <li>Teachers will discuss the absence with the student and the student will make up the lost time.</li> <li>Students may be issued with detention.</li> </ul>
	<p><b>Not completing classwork or homework</b></p> <p><i>Refusal to participate in program of instruction</i></p>	<ul style="list-style-type: none"> <li>Teachers will set new timelines for work completion, supervise the completion of work and contact parent/guardian as appropriate.</li> </ul>
	<p><b>Not completing course requirements</b></p> <p><i>Refusal to participate in program of instruction</i></p>	<ul style="list-style-type: none"> <li>Teachers will supervise the completion of work.</li> <li>Heads of Department will supervise the completion of work.</li> <li>Credit for the subject may be withdrawn.</li> <li>Invitations to school events, including Year 12 Formal, may be withdrawn.</li> <li>Enrolment may be cancelled.</li> </ul>
Use of Electronic Devices	<p>Inappropriate use of mobile phones or electronic devices in the classroom</p> <ul style="list-style-type: none"> <li>All mobile phones and other electronic devices must be turned off and out of sight, unless they have been explicitly approved to be part of the lesson.</li> <li>Permission must be sought before any recording or photographing takes place.</li> </ul> <p><i>Other conduct prejudicial to the good order and management of the school</i></p> <p><i>Persistent disruptive behaviour affecting others</i></p> <p><i>Property Misconduct</i></p>	<ul style="list-style-type: none"> <li>Students who misuse mobile phones or any electronic devices in the classroom will have the device confiscated by the classroom teacher. The teacher will hand the device in at the student counter. The student will be able to collect the device from the counter at the end of the school day.</li> <li>Where a student repeatedly misuses a mobile phone in or outside of the classroom the matter will be treated as wilful disobedience or harassment.</li> <li>The second occurrence when a student has a phone confiscated will mean that the student will not be able to collect it from the student counter at the end of the school day, and will instead require a parent or guardian to take possession of the phone.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Inappropriate email use, e.g. offensive language.</b></li> </ul>	<ul style="list-style-type: none"> <li>Students may be removed from internet access, have limitations placed on network access, have take-home privileges revoked, be required to provide restitution or pay for repairs, removed from the</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Visits to inappropriate internet sites or downloading of inappropriate material, e.g. pornography.</b></li> </ul> <p><i>Other conduct prejudicial to the good order and management of the school</i></p>	<p>subject, placed on detention and/or be suspended. Parent/guardian will be notified.</p>
	<ul style="list-style-type: none"> <li>• Attempts to gain unauthorised access to any part of the <b>Network</b> systems, e.g. via hacking, 'spyware' or other 'backdoor' methods OR the use of the teacher or network managed logins OR copying and/or misuse of school data OR damaging the network.</li> </ul> <p><i>Other serious conduct prejudicial to the good order and management of the school</i></p>	<ul style="list-style-type: none"> <li>• Minimum of suspension, removal of network rights for minimum of a term and possible withdrawal from the subject.</li> <li>• Students who cause serious damage to the network or to student learning as a result of interfering with the network/computers can expect to be excluded from Pioneer State High School.</li> </ul>
<b>Environment and Property</b>	<p><b>Litter:</b> Whether dropped by an individual or surrounding a group of students.</p> <p><i>Property misconduct involving other's property</i></p>	<ul style="list-style-type: none"> <li>• Student/s will be requested to pick up litter.</li> <li>• Staff will attempt to 'work it out' with student/s. If this fails, the student will be placed on detention or given a lunchtime environmental-related duty.</li> <li>• Refusal to comply with request will be regarded as disobedience.</li> </ul>
	<p><b>Stealing (or intent to steal)</b></p> <p><b>Or</b></p> <p><b>Interfering with the property of others</b></p> <p><i>Property misconduct involving other's property</i></p>	<ul style="list-style-type: none"> <li>• The student will be referred to a Deputy.</li> <li>• If the matter is deemed to be high level, the parent/guardian will be notified.</li> <li>• The student will be required to restore property or make restitution to the owner.</li> <li>• The student will undertake detention or withdrawal for a period determined by a Deputy.</li> <li>• The student may face suspension or exclusion.</li> <li>• Police will be contacted if necessary.</li> </ul>
	<p><b>Graffiti/damaging/destroying property (or intent to damage or destroy)</b></p> <p><i>Property misconduct involving other's property</i></p>	<ul style="list-style-type: none"> <li>• Parent guardian will be notified.</li> <li>• Student will repair/rectify damage in own time and own or parent's guardian's expense.</li> <li>• Student will undertake school community service or detention/withdrawal for a period of time.</li> <li>• The student may be suspended or excluded from school.</li> <li>• Major damage will result in referral to police.</li> </ul>

Compliance	<p><b>Missing Detention</b></p> <p><i>Other conduct prejudicial to the good order and management of the school.</i></p>	<ul style="list-style-type: none"> <li>Where this was an oversight and the student attempted to communicate with the staff member concerned, the student may complete the original detention.</li> <li>An additional detention is usually added to the original.</li> <li>Repeated or blatant refusal to attend may result in suspension.</li> </ul>
	<p><b>Wilful disobedience</b></p> <p><i>Persistent disruptive behaviour affecting others</i></p> <p><i>Other serious conduct prejudicial to the good order and management of the school</i></p>	<ul style="list-style-type: none"> <li>Continued failure to comply with a reasonable request or instruction, will result in detention, suspension or exclusion.</li> </ul>
Safety	<p><b>Unsafe behaviour</b></p> <p><i>Persistent disruptive behaviour affecting others</i></p> <p><i>Other serious conduct prejudicial to the good order and management of the school</i></p>	<ul style="list-style-type: none"> <li>Students will be required to make the situation safe.</li> <li>Ongoing or major incidents of unsafe behaviour may result in detention, suspension or exclusion.</li> </ul>
	<p><b>Possessing or using weapons (see Appendix 4)</b></p> <p><i>Other serious conduct prejudicial to the good order and management of the school</i></p> <p><i>Property misconduct involving other's property</i></p>	<ul style="list-style-type: none"> <li>Items that are considered unsafe may be confiscated.</li> <li>Students may be suspended or recommended for exclusion for possession of a weapon or if acting in a way that endangers themselves or others, or has the potential to do so.</li> </ul>
	<p><b>Late to school (arriving after Home Group)</b></p> <p><i>Absences</i></p>	<ul style="list-style-type: none"> <li>The student's name will be recorded on file at the student counter and a late slip will then be issued. Students who arrive at 9.45am or later will be marked absent for half a day.</li> <li>Year Level Coordinators will follow up with students with repeated absences.</li> <li>Parent/guardian of persistent offenders will be contacted. A meeting will take place to develop a support strategy to address persistent lateness. Students may face detentions, withdrawal of certain privileges and daily monitoring.</li> <li>Documentation of persistent lateness will appear on reports/references.</li> </ul>
Attendance	<p><b>Truancy</b></p> <p><i>Absences</i></p> <p><i>Refusal to participate in program of instruction</i></p>	<ul style="list-style-type: none"> <li>Parent/guardian will be notified by the Year Level Coordinator or Attendance Officer of extended periods of unexplained absence from school by the student.</li> <li>Parent/guardian will be notified as soon as practical if a student is suspected of truanting.</li> <li>The student will be required to make up lost time. Students may face detention or supervised breaks.</li> <li>Student may be placed on a Survival Card.</li> <li>QCCA attendance requirements and Government Allowances requirements will be applied.</li> <li>Cancellation of enrolment may occur for post compulsory age students.</li> </ul>

		<ul style="list-style-type: none"> <li>Intervention will be sought for compulsory school aged students who are chronic truants.</li> </ul>
	<p><b>Leaving school grounds without permission/pass</b></p> <p><i>Absences</i></p> <p><i>Refusal to participate in program of instruction</i></p>	<ul style="list-style-type: none"> <li>The Year Level Coordinator or Deputy will be informed.</li> <li>Parent/guardian will be notified.</li> <li>The student may spend their breaks under the supervision of the Year Level Coordinator or the appropriate Deputy.</li> <li>Persistent offences will be treated as unsafe behaviour and disobedience.</li> <li>Students who leave the school grounds unauthorised may be suspended</li> </ul>
	<p><b>Bullying/Threats – Verbal, physical, sexual, racial and bullying (including cyber-bullying)</b></p> <p><i>Verbal or Non Verbal Misconduct</i></p>	<ul style="list-style-type: none"> <li>Students will be made aware of school policy.</li> <li>Students will be stepped through a process to change this behaviour.</li> <li>Mediation, detention, reparations can be expected.</li> <li>Students may be required to undertake an anti-bullying education program.</li> <li>Students may be withdrawn from classes or breaks for a specified number of days.</li> <li>Parent/guardian will be notified.</li> <li>Suspension/exclusions from school may occur.</li> <li>Parent/guardian will ensure that inappropriate materials are removed from public view or from the internet or any electronic device.</li> <li>Possible referral to police.</li> </ul>
Treatment of Others	<p><b>Indecent assault (any act of a sexual nature with the aim to humiliate the victim)</b></p> <p><i>Verbal or Non Verbal Misconduct</i></p> <p><i>Physical Misconduct</i></p>	<ul style="list-style-type: none"> <li>Students will be suspended/excluded from school.</li> <li>Possible referral to police.</li> </ul>
	<p><b>Violence/Fighting/Other physical misconduct</b></p> <p><i>Physical Misconduct</i></p>	<ul style="list-style-type: none"> <li>Students will be suspended/excluded from school.</li> <li>Possible referral to police.</li> </ul>
	<p><b>Sexual Assault/Abuse</b></p> <p><i>Physical Misconduct</i></p>	<ul style="list-style-type: none"> <li>Immediate referral to police for investigation. School does not investigate, but does take steps to limit contact between victim and accused while police conduct investigation.</li> <li>Steps of intervention may include temporary suspension from school on grounds of physical misconduct (a sexually explicit act, see below), or organisation of alternative learning and playground arrangements.</li> <li>SP4 (Student Protection) completed</li> </ul>
	<p><b>Parking vehicles in school grounds.</b></p> <p><i>Other conduct prejudicial to the good order and management of the school.</i></p>	<ul style="list-style-type: none"> <li>All students who drive vehicles to school must register all appropriate details with the school, e.g. model, colour, registration number, name of driver, names of passengers, and written consent from both driver and passenger parent/guardian.</li> </ul>

		<ul style="list-style-type: none"> <li>Students may not park their motor vehicles in school grounds because of the limited space available. Students who park their vehicles in school grounds will be asked to move it. If students continue to park their vehicles in school grounds the matter will be referred to parent/guardian and/or police.</li> </ul>
School Community	<p><b>Publishing inappropriate or abusive material about staff or school in any public or school domain including the internet.</b> <i>Other serious conduct prejudicial to the good order and management of the school</i></p>	<ul style="list-style-type: none"> <li>Students will be instructed to remove the material from public view or the internet.</li> <li>Parent/guardian will be notified.</li> <li>Students can expect to be suspended or excluded.</li> </ul>
	<p><b>Contacting media outlets without the authorisation of the Principal.</b> <i>Other serious conduct prejudicial to the good order and management of the school</i></p>	<ul style="list-style-type: none"> <li>Students who contact or supply information to media outlets (or facilitate this) and this results in harm to students/staff or negative publicity for the school can expect to be excluded.</li> </ul>
	<p><b>Inappropriate Language</b> <i>Verbal or Non Verbal Misconduct</i></p>	<ul style="list-style-type: none"> <li><u>Incidental:</u> Attention will be drawn to the language used and the student asked to recognise the inappropriateness of it.</li> <li><u>Deliberate or persistent:</u> The student will apologise to the offended party. The student may be asked to move away, do community service or detention.</li> <li><u>Swearing directly at a teacher:</u> Student may be suspended.</li> </ul>
Personal Conduct	<p><b>Inappropriate behaviour/dress on trips/camps/excursions/free dress days/work experience</b> <i>Other conduct prejudicial to the good order and management of the school</i></p>	<ul style="list-style-type: none"> <li>The normal consequences for the inappropriate behaviour/dress will be implemented where possible.</li> <li>If dress is deemed inappropriate, the student will be asked to change.</li> <li>Depending of the nature of the inappropriate behaviour/dress the student may be sent home at the parent's/guardian's expense. The parent/guardian will be notified of the action as will a Deputy Principal.</li> <li>Depending on the nature of the inappropriate behaviour, the student may be excluded from attending further trips/camps/excursions for a period determined by a Deputy Principal or Principal after consultation with all parties concerned.</li> </ul>

	<p><b>Failure to wear school uniform</b></p> <p><i>Other conduct prejudicial to the good order and management of the school</i></p>	<ul style="list-style-type: none"> <li>• Students will be asked to change into the correct uniform.</li> <li>• Students may receive a detention.</li> <li>• Where the correct uniform is unavailable, we will negotiate a means of rectifying the uniform and a suitably safe program for the day.</li> <li>• Parent/guardian will be notified and arrangements made to address the concern.</li> <li>• Persistent failure to wear the correct uniform will lead to an interview between families and a Deputy to develop a suitable plan for adhering to school policy.</li> <li>• Failure to comply with uniform requirements may be treated as disobedience.</li> </ul>
	<p><b>Smoking cigarettes</b> In/around the school grounds. Similar consequences will occur if students are smoking at a school activity, in school uniform, or easily identified as a student of Pioneer State High School.</p> <p><i>Substance misconduct involving tobacco</i></p>	<ul style="list-style-type: none"> <li>• If a student is caught smoking, he/she will be suspended for 3 days.</li> <li>• If a student is caught for a second time, the suspension will be for 3-5 days.</li> <li>• If a student continues to smoke, he/she will face a 6-20 day suspension.</li> <li>• Students who are in the company of smokers can expect similar consequences.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal Conduct</p>	<p><b>Possession of cigarette</b> in/around school grounds; while away on a school organised activity; whilst in school uniform or while easily identifiable as a Pioneer State High School student.</p> <p><i>Substance misconduct involving tobacco</i></p>	<ul style="list-style-type: none"> <li>• If a student is suspected of being in possession of cigarettes (or associated materials), the student will be escorted to a Deputy (where possible) where he/she will be requested to empty/his/her bag.</li> <li>• If cigarettes are found in the student's possession he/she will be suspended for a period of 3 days. The cigarettes will be confiscated and parent/guardian notified.</li> </ul> <p>Persistent offenders will face the same consequences as a student caught smoking cigarettes for a second or third time.</p>
	<p><b>Supply of alcohol/drugs*</b> on/around school grounds; while on a school organised activity; whilst in school uniform or while easily identifiable as a Pioneer State High School student.</p> <p><i>Substance misconduct involving other legal substances</i></p> <p><i>Substance misconduct involving an illicit substance</i></p>	<ul style="list-style-type: none"> <li>• Parent/guardian will be informed as soon as practical.</li> <li>• Students supplying alcohol or drugs or any substance they purport to be a drug can expect to be excluded.</li> <li>• Police will be appropriately involved.</li> </ul> <p>Students who are in the company of those involved in alcohol or drug related incident can expect similar consequences.</p> <p>Students who are attempting to acquire alcohol, drugs or drug implements can expect similar consequences.</p> <p>Pioneer State High School does not tolerate the supply of controlled substances.</p>
	<p><b>Possession of alcohol/drugs* or drug</b></p>	<ul style="list-style-type: none"> <li>• If a student is suspected of being in possession of alcohol, drugs or drug implements, the student will</li> </ul>

	<p><b>implements</b> in/around school grounds. Similar consequences will result if students are in possession while away on a school activity, in school uniform, or whilst easily identified as a Pioneer State High School student.</p> <p><i>Substance misconduct involving other legal substances</i></p> <p><i>Substance misconduct involving an illicit substance</i></p>	<p>be escorted to the office. Parent/guardian will then be called. Parent/guardian will be invited to the school as soon as practical.</p> <ul style="list-style-type: none"> <li>• Students in possession of alcohol, drugs, drug implements or any substance they purport to be a drug can expect to be excluded.</li> <li>• Police will be appropriately involved.</li> </ul> <p>Students who are in the company of those involved in an alcohol or drug related incident can expect similar consequences.</p> <p>Pioneer State High School does not tolerate possession of controlled substances.</p>
	<p><b>Use of alcohol drugs*</b> on/around school grounds</p> <p>Similar consequences will result if students use while away on a school activity, in school uniform, or easily identifiable as a Pioneer State High School student.</p> <p><i>Substance misconduct involving other legal substances</i></p> <p><i>Substance misconduct involving an illicit substance</i></p>	<p>If a student is suspected of consuming alcohol or an illegal drug or being under the influence of a drug while at school, the following will occur:</p> <ul style="list-style-type: none"> <li>• The student will be brought to a Deputy</li> <li>• Parent/guardian will be notified as soon as practicable.</li> <li>• The student will be kept separated from the rest of the student body till taken home by parent/guardian. Where necessary, medical attention will be sought.</li> <li>• The Principal will conduct an investigation.</li> <li>• Police will be appropriately involved.</li> <li>• Students who are under the influence of alcohol or drugs at school or have used drugs at school can expect to be excluded.</li> </ul> <p>Students who are in the company of those involved in an alcohol or drug related incident can expect similar consequences.</p> <p>Pioneer State High Does not tolerate the consumption of controlled substances.</p>
	<p><b>Any sexually explicit act</b></p> <p><i>Verbal or Non Verbal Misconduct</i> <i>Physical Misconduct</i></p>	<ul style="list-style-type: none"> <li>• Students will be counselled about socially acceptable behaviour.</li> <li>• Parent/guardian will be informed.</li> </ul> <p>Students may be suspended or excluded.</p>

- Drugs may include prescription drugs, alcohol, inhalants, illicit or prohibited substances and substances purported to be a drug.
- The involvement of police may be necessary in some of the above situations, even when not specifically indicated, if there is a real possibility of harm to others or to property, or there is associated unlawful activity, such as theft or drink/drug driving.

Provision of class work and alternative programs for suspended and excluded students:

When a student's behaviour and the circumstances surrounding the incident warrant the use of suspension as a consequence, the school will ensure that appropriate steps are taken to provide the student with access to school work or an education program that allows the student to continue with their education. In some circumstances, the education program may involve participation in externally provided programs or in structured work experience.

Office staff will coordinate the collation of student work and will contact the student's parent or guardian to make arrangements for the work to be collected or sent home. Where appropriate, material may be emailed to the parent or guardian or directly to the student.

When a student is suspended for 1 to 10 days, school work will be gathered from the student's class teachers and provided to the student or their family as soon as practicable.

When a student is suspended for 11 to 20 days, the student's school-based case manager will coordinate the development of an education program for the student. This program will include a balance of school work gathered from the student's class teachers as well as programs and activities that relate to the student's social and emotional wellbeing and will assist in their successful re-entry into the school community.

Should a student's behaviour result in a proposed or recommended exclusion, the school will utilise regional case management processes to support the successful re-engagement of the student in another learning program or alternative pathway.

In line with regional processes, the school's Guidance Officer will have an initial discussion with the parents of an excluded student to provide options regarding re-enrolment and alternative programs and gauge parents' intentions.

The principal contacts the principal of the student's destination school or the coordinator of any alternative program to communicate the potential new enrolment and provide initial briefing information.

The Guidance Officer gathers information about the student from class teachers, the Year Level Coordinator and other relevant staff and then organises a Transition Meeting to be held at the destination school.

## 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.

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

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

### Basic defusing strategies:

- *Avoid escalating the problem behaviour*
  - Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language
- *Maintain calmness, respect and detachment*
  - Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally
- Approach the student in a non-threatening manner
  - Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates
- Follow through
  - If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour
- Debrief
  - Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations

### Physical Intervention:

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

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

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

## 7. Network of student support

A collaborative approach to behaviour support necessitates the involvement of school administrators, staff, students, parents, members of the wider community and personnel from other agencies.

Students at Pioneer are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Year Coordinators
- Curriculum Heads of Department
- Administration Staff
- Head of Special Education
- Guidance Officer
- School Chaplain
- School Based Police Officer
- School Based Youth Health Nurse
- Positive Learning Centre Staff
- Senior Guidance Officer

The **Student Wellbeing Team** headed by a Deputy Principal and involving Year Coordinators and student support staff plays a lead role in developing, reviewing and coordinating proactive and preventative programs and universal strategies as well as overseeing the referral and support of students for targeted and intensive support.

The **Principal** and **Deputy Principals** are responsible for overseeing the development and implementation of policies and procedures relating to student behaviour and wellbeing. The Principal and Deputy Principals are attached to designated year levels and oversee the response to major behaviour incidents involving students in those year levels.

**Year Coordinators** first priority is to case manage students with poor attendance. They also have responsibilities around responding to out-of-class incidents, uniform code violations, lower level truancy and engagement issues and lower level conflict and bullying. Year Coordinators also develop and implement activities and programs that promote a sense of belonging and develop students' social skills, resilience and leadership, such as camps, reward activities, year-level parades and the iLesson wellbeing curriculum. Year Coordinators monitor students on attendance cards.

The **Guidance Officer** has an integral role in managing students with high level and complex needs and coordinating access to external support services and alternative programs and pathways.

The **Community Education Councillor**, CEC, is available to assist Aboriginal and Torres Strait Islander students with information on allowances, tutoring assistance, career, educational and personal difficulties.

**Youth Health nurse/Chaplain** are available to consult confidentially with students, staff and parents regarding emotional, physical and spiritual health of our students.

The **Head of Special Education** provides advocacy and specialist expertise around the management of behaviour for students with disabilities.

**Care Teachers** ensure that all students have an adult that they can approach to discuss issues or problems. Care Teachers are often the first point of contact for a student or parent when there is an issue regarding a students' wellbeing. Care Teachers are responsible for monitoring attendance and following up on unexplained absences. They also play a vital role in delivering the STAR Bytes and iLesson wellbeing and Habits of Mind curricula.

**Teachers** are at the frontline of supporting positive student behaviour. Problem behaviour is minimised when teachers provide high quality and engaging learning experiences, cater to individual needs, treat students with respect, communicate effectively with parents and other staff, and consistently enforce our school's behaviour expectations.

Support is also available through a range of government and community agencies including Disability Services Queensland, Child and Youth Mental Health, Queensland Health, including ATODS, the Department of Communities (Child Safety Services) and the Queensland Police Service.

## 8. Consideration of individual circumstances

Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members.

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

## 9. Related legislation

- 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
- Weapons Act 1990
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

## 10. Related policies

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

## 11. Related resources

The following appendices provide copies of a range of related resources referred to with Pioneer's Responsible Behaviour Plan for Students.

- [Code of School Behaviour](#)
- [Positive Behaviour Learning](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Resource Manual](#)
- [Working Together Toolkit](#)
- [Classroom online Safety Resources](#)
- [Bullying No Way](#)
- [Take a Stand Together](#)
- [Detention Guidelines](#)
- [Community Service Intervention Guidelines](#)

**Appendix 1: The Use of Personal Electronic Devices at School**

## Electronic Devices Policy

Schools have the authority to ban anything which is illegal, dangerous or is likely to cause disruption or harm to the smooth running of the school and the education of other students. The use of some electronic equipment by students at school can be disruptive and is not permitted at Pioneer State High School. This includes, but is not limited to, games devices, PDAs, cameras, voice recording devices, iPods and other media players or devices of a similar nature.

While Pioneer State High School strongly discourages students from bringing mobile phones to school, the school acknowledges that there are circumstances in which it is necessary for students to have access to such devices before school, during breaks or after school. Any mobile phone brought to school must be turned off and kept away and out of sight during lessons. Leaving mobile phones on silent, checking them during lessons, or using them for other functions such as a clock or calculator is not acceptable.

Mobile phones and other electronic equipment are brought to school at their owners' risk. No liability will be accepted by the school in the event of loss, theft or damage to any device.

All communication between students and parents, guardians or other outside personnel is to be conducted through the office. Messages, be they information or urgent, will be conveyed to students at the appropriate time. Any student who is feeling unwell at school and needs to contact home must arrange this through the office. Under no circumstances may students use mobile phones to make arrangements to leave the school. During break times, students can access a phone in the school office to contact parents if needed. Permission to make such calls will be at the discretion of school staff. It is extremely important the office is aware of all student movement in case of evacuation, lockdown or any other emergency.

Students, who choose not to follow this policy, and disrupt the operation of the school with such electronic devices in any way, will be dealt with in the following manner:

1 <sup>st</sup> offence	The device will be confiscated by the teacher, who will pass it on to the Front Office. The student will be able to collect the device from the Front Office after school.
2 <sup>nd</sup> offence	The device will be confiscated by the teacher, who will pass it on to the Front Office. The device will only be returned to the student's parent or guardian.
3 <sup>rd</sup> offence	The device will be confiscated by the teacher, who will pass it on to the Front Office. The device will only be returned to the student's parent or guardian. The student may be isolated internally at school.
4 <sup>th</sup> offence	The device will be confiscated by the teacher, who will pass it on to the Front Office. The device will only be returned to the student's parent or guardian. The student may be suspended.
6 Failure to comply	Any failure to hand over an electronic device when asked will be treated as refusal to follow a reasonable instruction and will be dealt with in the normal manner through the school's behaviour policy.

Any student who refuses to hand a phone to a Teacher will be deemed to be non-compliant (refusal to follow reasonable instructions) and will be dealt with according to the guidelines of the Responsible Behaviour Plan for Students.

When the school becomes aware that any device has been used for cyber-bullying or to capture or distribute images of violence or malice, appropriate disciplinary action will be taken in accordance with the school's anti-bullying and behaviour policies. Students will be required to remove any material deemed to be offensive from any device, website or social network. Failure to comply with such requests will result in serious disciplinary action. Devices believed to contain illegal material or evidence of illegal activity will be confiscated and, where appropriate, provided to the police.

Exemption to this Policy may be granted by the Principal for valid educational reasons

Responsible/acceptable behaviours for mobile phones:

- Using a mobile phone during class where permission has been granted by the Principal to do so
- Using a mobile phone in class for educational purposes as directed by the Teacher
- Listening to music during a break

Irresponsible/Not Acceptable behaviours for mobile phones:

- Using a mobile phone during class where permission has not been granted by the Principal to do so
- Using headphones in the playground or in class where permission has not been granted by the Principal.
- Photographing or filming another person (student or Staff) without their permission
- Using speakers to amplify music
- Texting in class
- Using any electronic device when the Teacher is giving class instructions (I Do phase)

Appropriate use of the school network and computers as well as authorised laptops and similar ICT devices is outlined in the school's Responsible Use of Technology policy.

### Appendix 2: Preventing and Responding to Incidents of Bullying

## Preventing and Responding to Incidents of Bullying

Pioneer State High School has a “zero tolerance” approach to bullying and utilises a range of proactive and responsive strategies to reduce the incidence of bullying. Bullying is not acceptable behaviour at Pioneer State High School. However, bullying occurs in all schools and it is important that every member of a school community plays an active role in dealing with this issue. Students are taught explicitly about unacceptable behaviour and strategies for preventing and responding to bullying through the school’s iLesson wellbeing curriculum and through a range of related workshops and programs.

### Recognising bullying and harassment:

Education Queensland defines bullying as “the abuse of power with the intention of causing distress to the other person(s) or for personal gain or gratification. Behaviours may include repeated behaviour that can be covert and subtle, and be social, psychological, verbal, physical and/or sexual in nature.” In other words, bullying is:

- “stuff you don’t like, that’s repeated” – a repetitive attack causing distress not only at the time of attack, but also by the future threat of attack
- “that you are powerless to stop” – involving an imbalance of power, and
- its nature may be verbal, physical, social and/or psychological

Bullying – what it looks like	Bullying – what it sounds like	Bullying – what it feels like...
<ul style="list-style-type: none"> <li>• staring and evil looks</li> <li>• ugly expressions</li> <li>• pushing</li> <li>• teasing</li> <li>• ignoring</li> <li>• hitting</li> <li>• fighting</li> </ul>	<ul style="list-style-type: none"> <li>• swearing</li> <li>• yelling</li> <li>• abusive language</li> <li>• teasing</li> <li>• racist comments</li> <li>• gossip</li> <li>• whispering, sniggering</li> </ul>	<ul style="list-style-type: none"> <li>• scared</li> <li>• helpless</li> <li>• embarrassed</li> <li>• worthless</li> <li>• worried</li> <li>• angry</li> <li>• lonely</li> </ul>

Types of bullying	
<b>Teasing</b>	Can involve calling names, insults, demands or threats
<b>Exclusion</b>	Can involve pointing, staring, sniggering, exclusion from peer group
<b>Physical</b>	Can involve hair pulling, pinching, knocking, taking possessions, hitting
<b>Harassment</b>	Can involve sexual gestures, unwelcome sexual advances, stalking
<b>Cyber</b>	Can involve teasing, spreading rumours, sending unwanted messages using electronic devices

### Responding to bullying and harassment:

Pioneer is committed to responding to any incidences of bullying. However, the school can only act if it has the relevant information. It is important that bullying is reported so that it can be dealt with. Students can report concerns directly to staff, or use the Stymie website, [stymie.com.au](http://stymie.com.au), to report a concern anonymously.

School staff will assist you in completing an Incident Report form. The person to whom you report the bullying will refer the incident to the appropriate staff member. Depending on the nature of the incident, the staff member may be able to resolve the matter themselves or they may refer it to a Year Coordinator (out of class), Head of Department (in class) or a Deputy Principal or the Principal (major or ongoing incidents). Referrals can also be made online (Stymie) or by email.

The incident will be investigated and appropriate consequences and strategies as outlined in the school’s Responsible Behaviour Plan for Students will be put into place. Additional support will be offered to students involved, as required.

If you do not believe that an incident has been followed up or if the bullying continues, contact the deputy principal for your year level for further assistance.

<b>Stop bullies with these 5 steps</b>	<b>1) Ignore it</b>	Try not to show you are upset – that is how bullies get their power
	<b>2) Move away</b>	Don’t get drawn into the bully’s behaviour – they are after a reaction
	<b>3) Say politely, “Leave me alone”</b>	Try to be assertive – look and sound confident
	<b>4) Say firmly, “Stop annoying me”</b>	Stay calm – remember the bully is the person with the problem
	<b>5) Ask a staff member for help</b>	Seek out a staff member immediately and report the bullying
	Depending on the situation and how it makes you feel, you may not be able to start at Step 1. If something makes you feel uncomfortable, <b>report it!</b>	

## Appendix 3: Responding to Non-Attendance and Truancy

### Responding the Non-Attendance and Truancy

Attendance at school is essential for students' academic progress. Research demonstrates a strong link between attendance rates and academic achievement. Pioneer is committed to providing a safe and positive learning environment in which all students can participate.

#### Monitoring attendance

The school uses an electronic tracking system (ID Attend) to monitor student attendance. Attendance is recorded in Care Group every morning and then confirmed in the first 15 minutes of every lesson. The tracking system monitors all aspects of a student's attendance, including late arrivals, early departures, attendance at out-of-school activities, uniform violations and attendance at sick bay. Participation in school events such as camps or excursions or representation of the school at cultural or sporting activities is regarded as attendance and will not be recorded as absences. Students' absences are documented in school reports. Pioneer SHS employs an SMS text messaging service to contact parents/caregivers if their child is listed as being absent from Care class without explanation.

#### Explaining absences, late arrivals and early departures

Parents and guardians are asked to either contact the school's absence line (4955 9260) or send a note with their child to explain any absence from school. Illness, medical appointments and serious family emergencies are all valid reasons for student absence. Leisure activities, shopping or work are not valid reasons for absence and will be deemed unexplained. Notes should also be provided for late arrivals or early departures. Students departing early should show their note to their Care Teacher and then retain the note to show their class teacher and office staff at the time of their departure. Students will not be released into the care of another person unless authorisation is confirmed with a parent or guardian.

#### Responding to attendance issues

When a pattern of frequent or continued unexplained absence is identified, the school commences a series of processes. There are seven major checklist steps that identify attendance issues and involve clear communication to parents, meetings with various school personnel, and case management of support to identified students:

STUDENT ATTENDANCE CHECKLIST STEPS	
1.	<b>CLASS TEACHER</b> Mark roll electronically each session. This process must be done in the first 15 minutes of each lesson. Daily checking of daily Attendance Report sent out by Attendance Records Officer each afternoon.
2	<b>CARE TEACHER</b> Care Teachers must check students that are appearing on <b>Daily Attendance Report</b> that is emailed out each afternoon. The Care Teachers must then follow up with students listed on the Daily Absences Report: to check both the attendance and if there are any inaccuracies i.e. P in one session and then UA for rest of day needs investigation.
3	<b>YEAR CO-ORDINATOR</b> The Year Co-ordinator will each week use ID Attend to check the absences of the year level and follow up with Care Teachers that phone calls are occurring to parents and recorded in one school. Student detentions may be given for students truanting. Issue orange attendance card to monitor daily school attendance. Positive rewards in place for student improvement. Ongoing absenteeism will result in the generation of formal letters requesting a meeting between parents and the Year Co-ordinator or relevant member of the School leadership team.
4	<b>VET CO-ORDINATOR</b> The VET co-ordinator will check that TAFE is sending through to school regular rolls, i.e. each fortnight regarding student attendance at TAFE.
5	<b>HODS</b> Heads of Department will consult and work with faculty teachers around identified students with poor attendance.
6	<b>SUPPLY TEACHERS</b> All relieving teachers will be supplied with paper copy of class rolls. Rolls will be printed out by the duty deputy principal to give to supply teacher. These marked roll needs to be to the Records and Attendance Officer at the beginning of each lesson.

7	<p><b>ADMINISTRATION</b></p> <p>School Administration will commence the “Managing School Attendance” Procedure. This will involve letters being issued to parents requesting a parent interview with the relevant member of the school leadership team. The Records and Attendance Officer will produce attendance letters through ID Attend twice per term in consultation with Deputy and Principal. School will continue to offer support to family to ensure student’s attendance improves. All efforts, including records of meetings and conversations, will be documented in OneSchool (e.g. phone calls, home visits, contact with local police, and referral to Youth Support Coordinator or other support worker). Guidance Officer, SBPO, Youth Support Co-coordinator and CEC are informed and involved in home visits. Case management decision regarding an exemption from schooling, flexible arrangement or alteration to a student’s educational program will be assessed individually as appropriate and required.</p>
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Chronic absenteeism can be a complex issue that requires the school, parents and external agencies to work together to find a suitable solution. In Years 8, 9 and 10, students are deemed to be in the “compulsory schooling” phase of their education. Attendance at school is compulsory and parents have a legal obligation to ensure that students attend school unless there is a justifiable excuse. Ongoing or frequent unexplained absences in Years 11 and 12 may result in students being asked to show cause as to why their enrolment should not be cancelled. Under the Education (General Provisions) Act, the Principal has the authority to cancel the enrolment of a student in the “compulsory participation” phase.

**Truancy**

The following consequences will apply to students who are out of class or school grounds without permission, including crossing to the Village during breaks:

	Single lesson truancy	Multiple lessons, part day truancy
1 <sup>st</sup> offence	Parent contacted by class teacher. Detention issued by teacher to make up the work missed.	Teachers advise Year Coordinator. Parent contacted by Year Coordinator. Detentions issued by teachers to make up the work missed.
2 <sup>nd</sup> offence	Parent contact by Year Coordinator. Internal isolation, supervised by a Head of Department. Work missed to be completed. Referral to the Guidance Officer for support. May be issued with a Survival Card.	
3 <sup>rd</sup> offence	Isolated with Administrator or suspended for refusal to participate in the program of instruction. Work missed to be completed. Referral to the Guidance Officer to develop attendance improvement plan.	
Continued	Long term isolation and monitoring may be utilised. The Guidance Officer and Admin will work with other key staff and external agencies to access additional support strategies and programs.	

## *Every day counts.*

*Our aim is to have every student in every lesson every day, learning and succeeding.*

## Appendix 4: Possession of Weapons at School

# Possession of Weapons at School

### *Working together to keep Pioneer safe*

We can work together to keep knives out of school. At Pioneer:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

### **What kinds of knife are banned?**

You are not allowed to have any type of knife at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

**Removing a knife from a supervised activity will be classified as possession of a weapon.**

### **What will happen if I bring a knife to school?**

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined. First Offence – suspension 10 days, Second Offence exclusion
- Any student found endangering others with a weapon will be excluded
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

### **How can I help to keep Pioneer State High School safe?**

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

**Appendix 5: Re-Entry from Suspension**

**Re-entry from Suspension - Behaviour Contract**

**Code of Behaviour**

- All people have the right to be treated with respect therefore all people are responsible for demonstrating respect for each other.
- All people have the right that their property will be treated with care therefore all people are responsible for demonstrating care for property.
- Students have the right to learn and teachers have the right to teach in a supportive school environment, therefore all people are responsible for ensuring that the environment is free from the impact of inappropriate behaviour.

**My name:** \_\_\_\_\_ **My Care Class:** \_\_\_\_\_

**My Behaviour Plan**

What I did to get suspended:

\_\_\_\_\_

My actions affected:

\_\_\_\_\_

My goals for the future are:

\_\_\_\_\_

My plan to achieve these goals is:

\_\_\_\_\_

I need assistance from:

- |   |   |
|---|---|
| <input type="checkbox"/> Classroom Teacher  | <input type="checkbox"/> Guidance Officer               |
| <input type="checkbox"/> Head of Department | <input type="checkbox"/> Community Education Counsellor |

The type of support I need is:

- |   |   |
|---|---|
| <input type="checkbox"/> Anger Management Strategies      | <input type="checkbox"/> Time Management Strategies |
| <input type="checkbox"/> Strategies on Positive Behaviour | <input type="checkbox"/> Learning Support           |

I will know that I have succeeded if I:

\_\_\_\_\_

My Parent / Caregiver has seen my Behaviour Plan on \_\_\_\_\_ (date).

\_\_\_\_\_

My signature

Date: \_\_\_\_\_

\_\_\_\_\_

Parent signature

Date: \_\_\_\_\_

Deputy Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Observed Behavioural Concern:**

Repeated non-compliance
Deliberate disobedience
Assault
Inappropriate language
Harassment
Other:

**TO BE EXPLAINED TO STUDENT AND PARENT/GUARDIAN AT TIME OF INTERVIEW**

A student returning from suspension will be placed on a Red Behaviour Card, during this time (two weeks) the student will not be permitted to engage in the following activities:
<ul style="list-style-type: none"> <li>• Any school excursion(off the school premises)</li> <li>• Any representative sport for the school</li> <li>• Any school sport that requires the student to leave the school grounds</li> <li>• Any extra-curricular activity that requires the student to leave the school grounds</li> </ul>

**THE STUDENT WILL BE OFFERED THE FOLLOWING SUPPORT AVAILABLE AT THE SCHOOL**

<ul style="list-style-type: none"> <li>• Appointment with Guidance Officer</li> </ul>
<ul style="list-style-type: none"> <li>• Appointment with School Nurse</li> </ul>
<ul style="list-style-type: none"> <li>• Appointment with Community Education Counsellor</li> </ul>
<ul style="list-style-type: none"> <li>• Appointment with School Chaplain</li> </ul>
<ul style="list-style-type: none"> <li>• Appointment with Head of Department regarding learning needs</li> </ul>

**FURTHER CONSEQUENCES FOR SIMILAR INAPPROPRIATE BEHAVIOUR**

If the student chooses to engage in similar inappropriate behaviour the following consequences will be applied:

<b>COPIES TO:</b>	Class Teacher
	Head of Department
	Guidance Officer
	Community Education Counsellor
	Nurse /Chaplain /YSC
	Year Coordinator
	Head of Special Education Program

## Endorsement of Responsible Behaviour Plan for Students

The Pioneer State High School's the *Responsible Behaviour Plan for Students* aligns with *The Code of School Behaviour* and the requirements of legislation, in particular the *Education (General Provisions) Act 2006* and policy (including SMS-PR-012, SMS-PR-021).

The plan balances these requirements with the expectations of our school community and the rights of individual students. The plan has been endorsed by the school's Parents' and Citizens' Association.

The appropriateness and effectiveness of the school's *Responsible Behaviour Plan for Students* will be reviewed regularly, at least every three years.

Principal	Responsible Behaviour Plan for Students
✓	
✓	The <i>Plan</i> aligns with the values, principles, standards and expectations within <i>The Code of School Behaviour</i> .
✓	The <i>Plan</i> aligns with relevant policy and legislation. (*Suggested key references below)
✓	The <i>Plan</i> has been developed in consultation with the local school community.
✓	The <i>Plan</i> outlines a range of supportive strategies and consequences and whole school positive preventive action for all students.
✓	The <i>Plan</i> outlines strategies for intensive intervention for specific individuals or groups as required.
✓	The <i>Plan</i> outlines the provision of a range of support mechanisms and personnel available at the school, within the region and external to the Department.
✓	The <i>Plan</i> outlines a range of consequences to respond to persistent/serious misbehaviour.
✓	The <i>Plan</i> outlines processes and procedures to address bullying and cyber-bullying in line with the proactive and preventive, whole-school processes for facilitating expected standards of behaviour.
✓	The <i>Plan</i> outlines processes and procedures for personal mobile phone and electronic devices.
✓	The <i>Plan</i> outlines clear processes regarding inappropriate online behaviour, including consequences for behaviour outside of school that affects good order and management of the school
✓	The <i>Plan</i> outlines information on and consequences for knives and other weapons at school
✓	The <i>Plan</i> states that Student Disciplinary Absences are to be used after consideration has been given to all other responses.
✓	The <i>Plan</i> includes 'proposal to exclude' or a 'recommendation to exclude' as a possible Student Disciplinary Absence consequence.
✓	The <i>Plan</i> outlines processes that consider both the individual circumstances and actions of the student and the needs and rights of school community members.

## Endorsement

Principal

P&C Chair

Assistant Regional Director  
(School-performance)

Effective Date: 1 June 2018 –1 June 2019

*General Provisions) Act 2006* -Ch 12: Good order and management of State educational institutions and non-State schools

*Education (General Provisions) Regulation 2006 - Part 2: Management of State instructional institutions*

*Education (General Provisions) Act 2006 – Part 6, Div 3: Directions and orders about conduct or movement at, or entry to, premises of State educational institutions*

*Education (General Provisions) Act 2006* s365: Obligation to report sexual abuse of student under 18 years attending State school.