Responsible Behaviour Plan for Students
Pioneer State High School
October 2012

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Endorsement of Responsible Behaviour Plan for Students
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 “partners in learning for the twenty-first century in an innovative, inclusive and caring community” and with one of our four strategic priorities: positive relationships.

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 will be reviewed again in 2015 as required in legislation.

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:

- **Safety first**
- **Take responsibility for your own behaviour**
- **Arrive prepared and on time**
- **Respect 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.
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
- identify, teach, value, model and embed relevant Habits of Mind that will support student learning

**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:

- **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.

- **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.

- **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.

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 school rules. The Schoolwide Expectations Matrix on the following pages outlines our agreed rules and specific behavioural expectations in all school settings.

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

- explicit teaching of positive behaviour expectations through STAR Bites delivered by Care Teachers during Care Meetings;
- reinforcement of learning from STAR Bites on 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 iLesson; and
- publication and display of expectations in our Student Planner, on our website and on posters and signage around the school.

Pioneer State High School is a School-Wide Positive Behaviour Support (SWPBS) school. SWPBS is a proactive, research-based approach to behaviour management and is used widely in Education Queensland schools. SWPBS 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. Pioneer’s behavioural expectations are explicitly taught and reinforced in a positive and supportive manner in line with SWPBS methodology.
<table>
<thead>
<tr>
<th>Safety First</th>
<th>Take Responsibility</th>
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</thead>
</table>
| All settings | • Follow all reasonable instructions  
|              | • Keep hands and feet to yourself  
|              | • Report any unsafe behaviour, hazards or accidents  
|              | • School is a smoke free zone  
|              | • Chewing gum is not permitted  
| All classrooms and learning areas | • Leave bags in racks or predetermined safe areas  
|              | • Junior students are to line up outside the classroom in 2 straight lines  
|              | • Move in a careful and orderly manner into, around and out of the room  
|              | • Follow set safety procedures  
|              | • Use equipment for designed purposes  
|              | • Sit safely with chairs flat on the floor  
|              | • Pass items carefully – do not throw things  
| School grounds | • Walk sensibly around buildings and on pathways  
|              | • Remain in school grounds  
|              | • Keep feet on the ground – avoid climbing on fences, walls, trees or buildings  
|              | • Leave sticks and stones on the ground  
|              | • Be sun safe  
|              | • Play ball games only in designated areas  
|              | • Wear covered footwear  
|              | • Observe safety barriers  
|              | • Only play contact sports with appropriate staff supervision  
| Amenities | • Wash your hands after going to the toilet  
|            | • Flush the toilet after use  
|            | • Be healthy and avoid taking any food or drink into the toilets  
| Canteen | • Line up in an orderly manner  
|           | • Place all bags in the racks provided  
|           | • Keep the surrounding area clear – move away if you are not purchasing food  
|           | • Line up safely – avoid pushing and shoving  
| Excursions and school activities | • Wear appropriate clothing  
|            | • Remain seated when on buses and use seatbelts where provided  
|            | • Follow staff and bus driver instructions  
|            | • Walk calmly on and off buses  
|            | • Follow all rules of any venue being visited  
| Entering and leaving school | • Follow the road rules when riding a bike  
|              | • Walk bikes through school grounds  
|              | • Enter and leave through Celeber Drive gates if using a bike  
|              | • Always wear a helmet when riding a bike  
|              | • Always use the pedestrian crossing  
|              | • If catching a bus, wait inside the fence until the teacher directs you to move to the bus  
| Assemblies and performances | • Enter and depart area under staff direction  
|              | • Leave area in an organised and safe manner  
|              | • Listen to staff directions  
|              | • Be responsible for your actions  
|              | • Sit with care group in alphabetical order  
|              | • Use your student planner to record important dates and other information  

Report safety issues and accidents to a staff member  
• Keep personal valuables safe  
• Follow all reasonable instructions from staff  
• Place bags in racks or designated areas  
• Look out for your friends – report if they are being bullied  
• Remain clear of out-of-bounds areas, including car park areas  

Go to the toilet during breaks  
• Report inappropriate behaviour to staff  
• Report any damage to staff  
• Only enter toilet facilities if you need to use them and move out quickly afterwards  

Protect valuables by keeping them on your person or leaving at home or at the office  
• Line up responsibly  

Ensure that your name is recorded before entering the bus  
• Bring all equipment required for the excursion to school  
• Ensure that all forms are returned and monies are paid prior to the excursion  

If you are late, report to the records office and sign in  
• Observe all road rules  
• Look out for your friends – report if they are being bullied  
• Return all equipment to the correct location  
• Use your student planner to record homework and important information  

Listen to and follow instructions  
• Stay seated unless otherwise directed  
• Stay on task  
• Ask for help when required and wait patiently for assistance  

• Be sun safe  
• Play ball games only in designated areas  
• Wear covered footwear  
• Observe safety barriers  
• Only play contact sports with appropriate staff supervision  

• Walk sensibly around buildings and on pathways  
• Remain in school grounds  
• Keep feet on the ground – avoid climbing on fences, walls, trees or buildings  
• Leave sticks and stones on the ground  
• Be sun safe  
• Play ball games only in designated areas  
• Wear covered footwear  
• Observe safety barriers  
• Only play contact sports with appropriate staff supervision  

• Wash your hands after going to the toilet  
• Flush the toilet after use  
• Be healthy and avoid taking any food or drink into the toilets  

• Line up in an orderly manner  
• Place all bags in the racks provided  
• Keep the surrounding area clear – move away if you are not purchasing food  
• Line up safely – avoid pushing and shoving  

• Wear appropriate clothing  
• Remain seated when on buses and use seatbelts where provided  
• Follow staff and bus driver instructions  
• Walk calmly on and off buses  
• Follow all rules of any venue being visited  

• Follow the road rules when riding a bike  
• Walk bikes through school grounds  
• Enter and leave through Celeber Drive gates if using a bike  
• Always wear a helmet when riding a bike  
• Always use the pedestrian crossing  
• If catching a bus, wait inside the fence until the teacher directs you to move to the bus  

• Enter and depart area under staff direction  
• Leave area in an organised and safe manner  

• Listen to staff directions  
• Be responsible for your actions  
• Sit with care group in alphabetical order  
• Use your student planner to record important dates and other information
<table>
<thead>
<tr>
<th>Arrive Prepared</th>
<th>Respect Yourself, Others and Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All settings</strong></td>
<td></td>
</tr>
<tr>
<td>• Be in correct uniform</td>
<td>• Treat all furniture, buildings and equipment with respect</td>
</tr>
<tr>
<td>• Be on time</td>
<td>• Respect other people’s property and your own</td>
</tr>
<tr>
<td>• Bring all necessary equipment and materials</td>
<td>• Be tolerant and respect other people’s opinions</td>
</tr>
<tr>
<td>• Leave banned items at home</td>
<td>• Attend to personal hygiene</td>
</tr>
<tr>
<td>• Treat all furniture, buildings and equipment with respect</td>
<td>• Use only appropriate and polite language</td>
</tr>
<tr>
<td>• Respect other people’s property and your own</td>
<td>• Be courteous and polite at all times</td>
</tr>
<tr>
<td>• Be tolerant and respect other people’s opinions</td>
<td>• Be honest</td>
</tr>
<tr>
<td>• Attend to personal hygiene</td>
<td></td>
</tr>
<tr>
<td>• Use only appropriate and polite language</td>
<td></td>
</tr>
<tr>
<td>• Be courteous and polite at all times</td>
<td></td>
</tr>
<tr>
<td>• Be honest</td>
<td></td>
</tr>
<tr>
<td><strong>All classrooms and learning areas</strong></td>
<td></td>
</tr>
<tr>
<td>• Have the necessary materials for each class (survival kit)</td>
<td>• Dispose of rubbish appropriately</td>
</tr>
<tr>
<td>• Place your student planner on desk each lesson</td>
<td>• Respect other people’s personal space and avoid distracting other people</td>
</tr>
<tr>
<td>• Be prepared for assessment</td>
<td>• Leave your work area clean and tidy</td>
</tr>
<tr>
<td>• Have homework completed</td>
<td>• Ensure you are wearing your uniform neatly and remove your hat</td>
</tr>
<tr>
<td>• Be prepared to listen and to participate</td>
<td>• Avoid taking food or drink into classrooms or the Hall</td>
</tr>
<tr>
<td>• Have a positive mental attitude</td>
<td></td>
</tr>
<tr>
<td><strong>School grounds</strong></td>
<td></td>
</tr>
<tr>
<td>• Arrive on time – move off to classes promptly when the bell rings</td>
<td>• Treat gardens and plants with respect and stay on pathways where possible</td>
</tr>
<tr>
<td>• Bring a hat if you are going to be in the sun</td>
<td>• Treat furniture with respect – look after outdoor seating and only sit on chairs, not tables</td>
</tr>
<tr>
<td>• Go to the toilet at break times preferably</td>
<td>• Maintain appropriate contact with other students – avoid any intimate contact</td>
</tr>
<tr>
<td>• Place your student planner with teacher’s signature if out during class time</td>
<td>• Speak at a reasonable volume – avoid yelling and shouting</td>
</tr>
<tr>
<td>• Respect others who are lining up – don’t let other people into the line and buy food for yourself only</td>
<td>• Speak respectfully to others</td>
</tr>
<tr>
<td>• Leave facilities clean – others will need to use them after you</td>
<td>• Place all litter in bins</td>
</tr>
<tr>
<td>• Leave taps are turned off</td>
<td></td>
</tr>
<tr>
<td><strong>Amenities</strong></td>
<td></td>
</tr>
<tr>
<td>• Have your money ready</td>
<td>• Respect others’ privacy</td>
</tr>
<tr>
<td>• Order lunch as early as possible</td>
<td>• Wait your turn</td>
</tr>
<tr>
<td>• Take your student planner with teacher’s signature if out during class time</td>
<td>• Ensure taps are turned off</td>
</tr>
<tr>
<td><strong>Canteen</strong></td>
<td></td>
</tr>
<tr>
<td>• Return forms and payments before the due date</td>
<td>• Respect others when ordering food</td>
</tr>
<tr>
<td>• Have all equipment needed for the excursion</td>
<td>• Place all litter in bins</td>
</tr>
<tr>
<td>• Know where and when the excursion is departing and arrive on time</td>
<td></td>
</tr>
<tr>
<td>• Be polite and friendly to peers and others in the community</td>
<td></td>
</tr>
<tr>
<td>• Follow instructions given by the supervising staff and canteen staff</td>
<td></td>
</tr>
<tr>
<td>• Be courteous when ordering food</td>
<td></td>
</tr>
<tr>
<td>• Move directly in and out of school grounds in a sensible manner</td>
<td></td>
</tr>
<tr>
<td>• Once on grounds, remain here unless signed out</td>
<td></td>
</tr>
<tr>
<td>• If arriving on school bus, move directly off the bus into grounds</td>
<td></td>
</tr>
<tr>
<td>• Put all litter in the bins</td>
<td></td>
</tr>
<tr>
<td>• Treat all other students with respect</td>
<td></td>
</tr>
<tr>
<td>• Make use of cycle paths</td>
<td></td>
</tr>
<tr>
<td><strong>Assemblies and performances</strong></td>
<td></td>
</tr>
<tr>
<td>• Avoid bringing in any food or drinks</td>
<td>• Listen respectfully – do not interrupt the performance</td>
</tr>
<tr>
<td>• Have equipment as directed by teachers</td>
<td>• Remove hats</td>
</tr>
<tr>
<td></td>
<td>• Stop talking and listen</td>
</tr>
<tr>
<td></td>
<td>• Applaud achievements</td>
</tr>
<tr>
<td></td>
<td>• Be punctual</td>
</tr>
<tr>
<td></td>
<td>• Leave the area clean</td>
</tr>
</tbody>
</table>
Pioneer implements the following proactive and preventative processes and strategies to support positive student behaviour:

- The SWPBS Cross Curricular Team regularly reviews student behaviour data and provides information to staff and parents and support to others in sharing successful practices, including STAR Bites delivered during Care Meetings
- The Wellbeing Team regularly review individual support strategies and also collaboratively develop and coordinate a proactive wellbeing curriculum delivered through iLesson
- A range of rewards are utilised as part of the school’s SWPBS processes to recognise and reinforce positive behaviour and participation
- A range of opportunities for active student involvement in the school community such as our Student Council, service learning encourage positive participation and foster success and community spirit
- Comprehensive induction in the Responsible Behaviour Plan for Students is delivered to new students as well as new and relief staff and ongoing professional develop is provided for staff in relation to effective behaviour management strategies
- The Habits of Mind is utilised across the school and provides a consistent language for reflecting on effective learning behaviours, such as “managing impulsivity”, “persisting” and “working interdependently”
- Individual support profiles 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)
  - Responsible Use of Technology (Appendix 2)
  - Preventing and Responding to Incidents of Bullying (Appendix 3)
  - Responding to Non-Attendance and Truancy (Appendix 4)
  - Possession of Weapons at School (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. A formal recognition and monitoring system has been developed. This reinforcement system is designed 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.

Students are all issued with a Positive Behaviour card (Appendix 6), which is kept in the plastic sleeve at the back of their Student Planner. Students are required to have their Student Planner out on their desk every lesson. When a student displays Positive Behaviour, a staff member will reward this behaviour by signing the card. When a card is full (10 P.B.s), students take the card to their Year Coordinator to receive a reward and a new card. For every 10 P.B.s, a student will receive a reward. Year Coordinator will tally the total number of points as each card is completed. Students will be acknowledged and more significant rewards issued at 50, 100, 150… P.B.s.

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 the relevant STAR expectation. 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 – key staff 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
- Individual plans – development of an Individual Behaviour Plan or a modified timetable tailored to improve behaviour and learning outcomes
- Monitoring cards – different levels of monitoring cards are used to track student behaviour and as a mechanism for building student awareness and ownership of behaviour
- Contact with parents or carers – 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 Student Wellbeing Team and Student Support Services Team:

- work with other staff members to develop appropriate behaviour support strategies
- 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 SWPBS Cross-Curricular Team to achieve continuity and consistency.

The Student Wellbeing Team has a simple and quick referral system in place. Following referral, a 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. 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.

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 breeches 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,
- 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 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, removal to withdrawal room, alternate lunchtime activities, loss of privileges, restitution, loss of break times, 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 can expect their exclusion from the school to be proposed or recommended.
Sequence of referrals for inappropriate in-class behaviours

**ALL PIONEER COMMUNITY MEMBERS**
- Late to class/Truanting
- Calling out
- Persistent talking
- Wandering around the classroom
- Disturbing the learning of others
- Failure to bring the correct equipment
- Insolence
- Denigrating comments
- Inappropriate verbal remarks
- Making annoying noises
- Throwing objects around the classroom
- Failure to follow instructions
- Minor vandalism
- Refusal to work
- Wilful disobedience
- Eating in class
- Minor conflicts
- Intimidation/harassment/bullying
- Littering
- Water fights
- Dress violations
- Failure to complete homework
- Failure to submit assignment work on time
- Failure to complete class work
- Unsafe behaviour
- Chewing gum

**REFERRAL TO HEAD OF DEPARTMENT**
- All gross or willful disturbances
- All repeated or continued acts of defiance or disturbance
- Repeated intimidation/harassment/bullying
- Vandalism
- Repeated or serious unsafe behaviour
- Walking away from a Pioneer Community member during discussion or without permission

**REFERRAL TO DP / PRINCIPAL**
- Stealing
- Major Vandalism
- Assault/Violence
- Gross Insolence
- Repeated or continued acts of defiance or disturbance
- Verbal abuse of staff/students
- Possession of smoking materials
- Unrelenting intimidation/harassment
- Possession of drugs/alcohol/weapons
- Continued gross or willful disturbances
- Repeated or serious unsafe behaviour
- Use of highly inappropriate language

**MAJOR BEHAVIOURS**
- Stealing
- Major Vandalism
- Assault/Violence
- Gross Insolence
- Repeated or continued acts of defiance or disturbance
- Verbal abuse of staff/students
- Possession of smoking materials
- Unrelenting intimidation/harassment
- Possession of drugs/alcohol/weapons
- Continued gross or willful disturbances
- Repeated or serious unsafe behaviour
- Use of highly inappropriate language

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

REFERRAL TO DP / PRINCIPAL

- Smoking
- Stealing
- Major Vandalism
- Assault/Violence
- Gross Insolence
- Repeated water fights
- Repeated Out of Bounds
- Repeated or continued acts of defiance or disturbance
- Possession of smoking materials
- Possession of drugs/alcohol/weapons
- Continued gross or willful disturbances
- Unrelenting intimidation/harassment
- Repeated or serious unsafe behavior

REFERRAL TO YEAR COORDINATOR / HOD (JUNIOR SECONDARY)

- All gross or willful disturbances
- All repeated or continued acts of defiance or disturbance
- Repeated intimidation/harassment/bullying
- Vandalism
- Truancy
- Inappropriate use of a vehicle
- Repeated Out of Bounds
- Repeated or serious unsafe behaviour
- Walking away from a Pioneer Community member during discussion or without permissions

ALL PIONEER COMMUNITY MEMBERS

- Disturbing the learning of others
- Insolence
- Denigrating comments
- Inappropriate verbal remarks
- Failure to follow instructions
- Willful disobedience
- Minor conflicts
- Intimidation/harassment/bullying
- Public displays of affection
- Out of bounds
- Unsafe behaviours
- Littering
- Water fights
- Dress violations
- Possession of banned items
- Loitering between classes
- Refusing to give correct name
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

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

Year Coordinators and Heads of Department will use OneSchool behaviour entries when making decisions about students’ placement on Green and Blue Cards. Similarly, the Principal, Deputy Principals and Head of Department (Junior Secondary) will 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 SWPBS 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.
Monitoring processes for students exhibiting problem behaviours:

A system of cards is used to monitor student behaviour. Particular consequences apply to students placed on these cards and, similarly, particular responses will be applied for students who do not satisfactorily display the behaviours required when placed in these cards. A student will only be on one type of card at any one time.

<table>
<thead>
<tr>
<th>Card</th>
<th>Use of card</th>
<th>Possible consequences of placement on card</th>
<th>Possible consequences of not meeting expectations while on card</th>
</tr>
</thead>
</table>
| Green Card (Subject)  | Used by Heads of Department to monitor behaviour and attendance in a specific subject after the class teacher has utilised a range of strategies to address the problem behaviours | • HOD contacts parents  
• HOD informs Year Coordinator and staff  
• Student assisted to complete learning contract, identifying targets and strategies for improvement | • Parent contact  
• Isolation from the class  
• Withdrawal of privileges within the subject, such as excursions and practical activities  
• Detentions  
• Progression to Blue Card  
• Referral to relevant support services and programs |
| Blue Card (Monitoring) | Used by Year Coordinators or Heads of Departments to monitor behaviour and attendance across all subjects following continued | • HOD or Year Coordinator contact parents  
• Student assisted to complete or revise learning contract  
• Withdrawal of privileges such as participation in extracurricular activities and school representation  
• Referral to support staff | • Detention issued by class teacher for any D or E given on Blue Card  
• Multiple Ds and Es on the card will result in internal withdrawal from classes for the next day  
• Suspension  
• Referral to relevant support services and programs |
| Red Card (Return from suspension) | Used by Year Coordinators to monitor behaviour and attendance across all subjects on return from suspension | • Principal, DP or HOD (Junior Secondary) issue Red Card at re-entry  
• Student assisted to complete or revise learning contract  
• Withdrawal of privileges such as participation in extracurricular activities and school representation | • Development of individual behaviour plan  
• Monitoring and support coordinated through assigned case manager  
• Further suspension  
• Proposal or recommendation to exclude  
• Behaviour Improvement Condition |
| Orange Card (Attendance) | Used by Year Coordinators, HOD (Junior Secondary) to monitor attendance and engagement, particularly in the case of chronic truants and school-refusers | • Principal, DP or HOD (Junior Secondary) issue Yellow Card for students with identified truancy and attendance issues | • Individual monitoring and support  
• Access to external agencies and programs  
• Withdrawal and supervision during break times  
• Internal withdrawal from classes |
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.

The table below outlines possible consequences that students might expect to be applied for various problem behaviours. Individual circumstances are always considered when determining responses to problem behaviour. School Disciplinary Absences will be used after the unique circumstances of the situation and all other responses have been considered. Certain types of behaviour such as selling or supplying drugs, violent assaults or use of weapons are serious enough to warrant the consequence of exclusion.

<table>
<thead>
<tr>
<th>Problem behaviour</th>
<th>Possible range of consequences</th>
</tr>
</thead>
</table>
| Minor behaviour incidents                                                        | • Redirection and re-statement of expectations  
• Lunchtime detention  
• Withdrawal from specific classes  
• Parent contact  
• Placement on Green Card  
• Referral to relevant support staff                                                                                      |
| Continued or more serious disruption, disobedience or misconduct, including wilful refusal to comply with uniform expectations | • Placement on Blue Card  
• Completion of learning contract  
• Withdrawal from regular classes  
• After school detention  
• Referral to relevant support staff and programs                                                                                   |
| Bullying and harassment, including cyberbullying                                  | • Referral to relevant support staff for counselling, intervention, mediation  
• Engagement in social skilling or assertiveness training and programs  
• Referral to School-Based Police Officer  
• Isolation during break times  
• Placement on Blue Card                                                                                                           |
| Smoking, including possession of tobacco or related equipment such as lighters, filters, matches, etc | • First offence: 3 day suspension, referral to Youth Health Nurse  
• Second offence: 5 day suspension, engagement in Quit program  
• Further offences: 5 day suspension, referral to ATODS, isolation during break times, individualised support plan, long term (6-20 day) suspension                                       |
| Possession or use of illicit substances, including possession of related equipment | • Referral to School-Based Police Officer  
• Long term (6-20 day) suspension  
• Referral to ATODS and other support services  
• Further offences: proposal or recommendation of exclusion                                                                                |
| Sale or supply of alcohol or illicit substances                                   | • Referral to School-Based Police Officer  
• Long term (6-20 day) suspension for supply of alcohol (first offence only)  
• Proposal or recommendation of exclusion for other substances                                                                        |
| Fighting or violent behaviour                                                     | • Short term (1-5 day) suspension  
• Long term (6-20) suspension                                                                                                           |
| Violent assault                                                                   | • Referral to School-Based Police Officer  
• Long term (6-20 day) suspension  
• Proposal or recommendation of exclusion                                                                                             |
| Assault of a staff member                                                         | • Proposal or recommendation of exclusion                                                                                                                      |
| Possession of weapons                                                             | • Referral to School-Based Police Officer  
• Long term (6-20 day) suspension                                                                                                           |
| Use of weapons                                                                    | • Referral to School-Based Police Officer  
• Proposal or recommendation of exclusion                                                                                                  |
| Verbal abuse of staff using threats or obscenities                                | • Short term (1-5 day) suspension  
• Further offences: Mediation, short (1-5 day) or long term (6-20 day) suspension                                                                      |
| Theft and serious vandalism                                                       | • Referral to School-Based Police Officer  
• Restitution and community service  
• Long term (6-20 day) suspension  
• Further offences: proposal or recommendation of exclusion                                                                               |
| Ongoing or serious bullying, including cyberbullying                              | • Referral to School-Based Police Officer  
• Short (1-5 day) or long term (6-20 day) suspension  
• Proposal or recommendation of exclusion                                                                                               |
**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.

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 5 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 6 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. In some circumstances, the education program may involve participation in externally provided programs or in structured work experience.

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
- Head of Department (Junior Secondary)
- 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 **Wellbeing Team** headed by a Deputy Principal and involving the HOD (Junior Secondary), 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 **SWPBS Cross-Curricular Team** plays a lead role in reviewing and analysing school behaviour data to identify key trends and make recommendations about improvements to behaviour management strategies within the school. The SWPBS Cross-Curricular Team is also responsible for developing, maintaining, reviewing and promoting the STAR Bites curriculum and positive reward systems that are used as part of the school’s SWPBS strategy.

The **Principal, Deputy Principal and HOD (Junior Secondary)** are responsible for overseeing the development and implementation of policies and procedures relating to student behaviour and wellbeing. The Principal and Deputy Principal are attached to designated year levels and oversee the response to major behaviour incidents involving students in those year levels. The HOD (Junior Secondary) will also be involved in responding to particular behaviour incidents within the Junior Secondary years.
The HOD (Junior Secondary) is responsible for the development and coordination of strategies aimed at supporting the wellbeing and positive engagement of students in the Junior Secondary years. The HOD (Junior Secondary) plays a lead role in responding to truancy issues, including management programs to engage and monitor serial truants. They also support the relevant Deputy Principals and Year Coordinators in managing behaviour problems in the Junior Secondary years.

**Year Coordinators** 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 behaviour 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 **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 absences. They also play a vital role in delivering the STAR Bites 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.

**Parents** play a vital role in reinforcing and supporting our school community’s expectations and universal supports and working constructively with school staff when targeted or intensive support strategies need to be put into place.

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
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Related resources

The following appendices provide copies of a range of related resources referred to with Pioneer's Responsible Behaviour Plan for Students.
Appendix 1: The Use of Personal Electronic Devices at School

The Use of Personal Electronic Devices at School

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 mobile phones and other 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, mobile phones, 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 and after school. Any mobile phone brought to school must be turned off and kept away and out of sight at all times. Leaving mobile phones on silent, checking them during breaks, 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.

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:

<table>
<thead>
<tr>
<th>Offence</th>
<th>Action Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st offence</td>
<td>The device will be confiscated by the teacher, who will pass it on to the School Office. The student will be able to collect the device from the Student Counter in the School Office after school.</td>
</tr>
<tr>
<td>2nd offence</td>
<td>The device will be confiscated by the teacher, who will pass it on to the School Office. The device will only be returned to the student’s parent or guardian.</td>
</tr>
<tr>
<td>3rd offence</td>
<td>The device will be confiscated by the teacher, who will pass it on to the School Office. The device will only be returned to the student’s parent or guardian. The student may be isolated internally at school.</td>
</tr>
<tr>
<td>4th offence</td>
<td>The device will be confiscated by the teacher, who will pass it on to the School Office. The device will only be returned to the student’s parent or guardian. The student may be suspended.</td>
</tr>
<tr>
<td>Failure to comply</td>
<td>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 Responsible Behaviour Plan for Students.</td>
</tr>
</tbody>
</table>

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.

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: Responsible Use of Technology

Responsible Use of Technology

Information Communication Technologies (ICTs) play an increasingly important role in education and in wider society. Students are encouraged to utilise the ICTs available in the school to enhance their learning, assist in research and the preparation of assignments, collaborate with other learners and create high quality multimedia products. Students’ use of ICTs should always be responsible, safe, ethical and legal. Upon enrolment, all students and parents are required to sign an agreement on acceptable use of school computers and the school network.

**Appropriate use of internet, network and email:**

Students are not to access websites or other content which contains inappropriate material. The school monitors internet usage and the network administrator is able to check which sites an individual student has accessed. Students will lose network privileges and may face further disciplinary action if they are found to be accessing violent, pornographic or otherwise offensive websites or content. Hacking, tampering with the network, damaging school ICT equipment, or being in possession of hacking software or malware will also result in loss of network privileges and more serious disciplinary action. Loss of network access may be imposed for a minimum of two weeks up to one year, depending on the severity of the offence. Any student who accidentally accesses inappropriate material should immediately minimise the window and inform their teacher. Students should keep their network password secret and secure and should never log in using another student’s username.

Education Queensland provides all students with email access via an @eq.edu.au account. Any email communication must not contain offensive language or material. Incoming and outgoing emails are automatically scanned for inappropriate content and offending messages are forwarded to the network administrator. Students found to be sending inappropriate emails will be counseled and may have network privileges suspended. Students should ensure that email accounts are managed appropriately and that inboxes do not reach their maximum capacity, as this would prevent students from receiving important email communication.

**Cyber-bullying:**

Cyber-bullying is a form of bullying carried out using ICTs, such as email, social networks, messaging or the internet. All forms of bullying are unacceptable and any student engaged in cyber-bullying will be dealt with in accordance with the process and Responsible Behaviour Plan for Students. This includes cyber-bullying conducted outside of school that impacts on the good order and management of the school. Social networking sites should not be accessed at school.

**1:1 laptop program:**

Students participating in the school’s 1:1 laptop program or using other authorised 1:1 devices, such as school-owned iPads, tablets or netbooks are able to access the school network. No privately owned laptop or similar device is permitted to access the school network. The same expectations and consequences pertaining to appropriate internet, network and email usage apply to the use of devices provided through the 1:1 laptop program. Serious or repeated breaches of these expectations may also result in a student’s withdrawal from the laptop program, requiring the immediate surrender of their laptop.

Any student participating in the 1:1 laptop program who has not paid the laptop program fee will only be permitted to use their assigned laptop at school and must return their laptop at the end of each school day. Any such student who willfully removes their laptop from the school will face serious disciplinary action.
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. Our school endorses each teacher’s right to teach, each student’s right to learn, and the right to safety of all members of the school community. 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 welling 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.”

<table>
<thead>
<tr>
<th>Bullying – what it looks like</th>
<th>Bullying – what it sounds like</th>
<th>Bullying – what it feels like...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• staring and evil looks</td>
<td>• swearing</td>
<td>• scared</td>
</tr>
<tr>
<td>• ugly expressions</td>
<td>• yelling</td>
<td>• helpless</td>
</tr>
<tr>
<td>• pushing</td>
<td>• abusive language</td>
<td>• embarrassed</td>
</tr>
<tr>
<td>• teasing</td>
<td>• teasing</td>
<td>• worthless</td>
</tr>
<tr>
<td>• ignoring</td>
<td>• racist comments</td>
<td>• worried</td>
</tr>
<tr>
<td>• hitting</td>
<td>• gossip</td>
<td>• angry</td>
</tr>
<tr>
<td>• fighting</td>
<td>• whispering, sniggering</td>
<td>• lonely</td>
</tr>
</tbody>
</table>

Types of bullying

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

Responding to bullying and harassment:

If you are being bullied or witness bullying, report the incident immediately to a member of staff. Don’t hesitate. Bullies only get stronger when they are allowed to continue their inappropriate behaviour. Australian research suggests that up to 50% of all young people subjected to bullying do not report the incidents either for fear of reprisals or because the victims feel they are somehow to blame. 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.

School staff will assist you in completing a Bullying Referral 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 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 your Year Coordinator or the administrator for your year level for further assistance.

Stop bullies with these 5 steps

<table>
<thead>
<tr>
<th>Stop bullies with these 5 steps</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Ignore it</td>
<td>Try not to show you are upset – that is how bullies get their power</td>
</tr>
<tr>
<td>2) Move away</td>
<td>Don’t get drawn into the bully’s behaviour – they are after a reaction</td>
</tr>
<tr>
<td>3) Say politely, “Leave me alone”</td>
<td>Try to be assertive – look and sound confident</td>
</tr>
<tr>
<td>4) Say firmly, “Stop annoying me”</td>
<td>Stay calm – remember the bully is the person with the problem</td>
</tr>
<tr>
<td>5) Ask a staff member for help</td>
<td>Seek out a staff member immediately and report the bullying</td>
</tr>
</tbody>
</table>

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, report it!
# Bullying Referral Form

<table>
<thead>
<tr>
<th>Reported by:</th>
<th>Date reported:</th>
</tr>
</thead>
</table>

## Who?

<table>
<thead>
<tr>
<th>Victim (name):</th>
<th>Bully (name):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of bully (if name not known):</td>
<td></td>
</tr>
</tbody>
</table>

## When? Where?

<table>
<thead>
<tr>
<th>When did the bullying happen? (Date, time):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did the bullying happen?</td>
<td></td>
</tr>
</tbody>
</table>

## What?

<table>
<thead>
<tr>
<th>Type of bullying:</th>
<th>□ Physical, property</th>
<th>□ Verbal, teasing, exclusion</th>
<th>□ Cyber-bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be specific – provide as many details as you can</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Witnesses:</td>
<td>Students:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who else saw?</td>
<td>Staff:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has this happened before? Explain</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Follow up – to be completed by staff member

<table>
<thead>
<tr>
<th>Action taken:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred to:</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4: 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 to monitor student attendance. Attendance is recorded in Care Group every morning and then confirmed in every lesson. The tracking system monitors all aspects of a student’s attendance, including late arrivals, early departures, attendance at out-of-school activities, 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.

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:

<table>
<thead>
<tr>
<th>STUDENT ATTENDANCE CHECKLIST STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>CLASS TEACHER</strong></td>
</tr>
<tr>
<td>2. <strong>CARE TEACHER</strong></td>
</tr>
<tr>
<td>3. <strong>YEAR CO-ORDINATOR</strong></td>
</tr>
<tr>
<td>4. <strong>VET CO-ORDINATOR</strong></td>
</tr>
<tr>
<td>5. <strong>HODS</strong></td>
</tr>
<tr>
<td>6. <strong>SUPPLY TEACHERS</strong></td>
</tr>
<tr>
<td>7. <strong>ADMINISTRATION</strong></td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Single lesson truancy</th>
<th>Multiple lessons, part day truancy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1(^{st}) offence</strong></td>
<td>Parent contacted by class teacher. Detention issued by teacher to make up the work missed.</td>
</tr>
<tr>
<td><strong>2(^{nd}) offence</strong></td>
<td>Parent contacted by class teacher. Head of Department places student on a green subject-specific monitoring card. Detention issued by teacher to make up the work missed.</td>
</tr>
<tr>
<td><strong>3(^{rd}) offence</strong></td>
<td>Parent contact by Year Coordinator. Internal isolation, supervised by a Head of Department. Work missed to be completed. Referral to the Guidance Officer or HOD (Junior Secondary) for support. Following isolation, orange attendance card across all subjects with Year Coordinator.</td>
</tr>
<tr>
<td><strong>4(^{th}) offence</strong></td>
<td>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. Following isolation or suspension, orange attendance or red monitoring card across all subjects with Year Coordinator.</td>
</tr>
<tr>
<td>Continued</td>
<td>Long term isolation and monitoring may be utilised. The Guidance Officer and HOD (Junior Secondary) will work with other key staff and external agencies to access additional support strategies and programs.</td>
</tr>
</tbody>
</table>

*Every day counts.*

*Our aim is to have every student in every lesson every day, learning and succeeding.*
Appendix 5: 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.

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 6: Positive Behaviour Card

POSITIVE BEHAVIOUR TRACKING

Each time you receive 10 P.B.s (Positive Behaviour) and complete a P.B. card, you should take it to your Year Coordinator. They will organise a reward and track your total number of P.B.s for the year using this tracking form. More significant rewards will be offered at milestones, such as 50 P.B.s, 100 P.B.s, etc.

Make sure you always have a P.B. card in your Student Planner and that you always have your Student Planner with you.

<table>
<thead>
<tr>
<th>P.B.s</th>
<th>Date</th>
<th>Year Co Signature</th>
<th>P.B.s</th>
<th>Date</th>
<th>Year Co Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>160</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td>170</td>
<td></td>
<td></td>
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<tr>
<td>30</td>
<td></td>
<td></td>
<td>180</td>
<td></td>
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<td>40</td>
<td></td>
<td></td>
<td>190</td>
<td></td>
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<td>50</td>
<td></td>
<td></td>
<td>200</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Major reward</td>
<td></td>
<td></td>
<td>Major reward</td>
</tr>
<tr>
<td>60</td>
<td></td>
<td></td>
<td>210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td></td>
<td></td>
<td>220</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td></td>
<td></td>
<td>230</td>
<td></td>
<td></td>
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<tr>
<td>90</td>
<td></td>
<td></td>
<td>240</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100</td>
<td></td>
<td></td>
<td>250</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Major reward</td>
<td></td>
<td></td>
<td>Major reward</td>
</tr>
<tr>
<td>110</td>
<td></td>
<td></td>
<td>260</td>
<td></td>
<td></td>
</tr>
<tr>
<td>120</td>
<td></td>
<td></td>
<td>270</td>
<td></td>
<td></td>
</tr>
<tr>
<td>130</td>
<td></td>
<td></td>
<td>280</td>
<td></td>
<td></td>
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<tr>
<td>140</td>
<td></td>
<td></td>
<td>290</td>
<td></td>
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<tr>
<td>150</td>
<td></td>
<td></td>
<td>300</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Major reward</td>
<td></td>
<td></td>
<td>Major reward</td>
</tr>
</tbody>
</table>
Appendix 7: Re-Entry from Suspension – Behaviour Contract

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:**

- [ ] Classroom Teacher
- [ ] Head of Department
- [ ] Guidance Officer
- [ ] Community Education Counsellor

**The type of support I need is:**

- [ ] Anger Management Strategies
- [ ] Time Management Strategies
- [ ] Strategies on Positive Behaviour
- [ ] Learning Support

**I will know that I have succeeded if I:**

________________________________________________________________________

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

________________________________________________________________________

My signature  Parent signature

Date: ______________________ Date: ______________________

Deputy Principal Signature: ______________________ Date: ______________________
**Observed Behavioural Concern:**

<table>
<thead>
<tr>
<th>Repeated non-compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliberate disobedience</td>
</tr>
<tr>
<td>Assault</td>
</tr>
<tr>
<td>Inappropriate language</td>
</tr>
<tr>
<td>Harassment</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

**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:

- Any school excursion (off the school premises)
- Any representative sport for the school
- Any school sport that requires the student to leave the school grounds
- Any extra-curricular activity that requires the student to leave the school grounds

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

- Appointment with Guidance Officer
- Appointment with School Nurse
- Appointment with Community Education Counsellor
- Appointment with School Chaplain
- Appointment with Head of Department regarding learning needs

**FURTHER CONSEQUENCES FOR SIMILAR INAPPROPRIATE BEHAVIOUR**

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

**COPIES TO:**

- 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 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.

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

Principal: Joel Buchholz Date: 31/10/12

P&C Association President: Sharon McPhee Date: 31/10/12

Assistant Regional Director: John Wessel Date: 31/10/12

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 B, 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.
Pioneer State High School
Bedford Road, Andergrove 4740
PO Box 8279, Mount Pleasant 4740
Telephone: 07 4955 9222
Facsimile: 07 4955 9200
Website: www.pioneershs.eq.edu.au

Our vision:
Partners in learning for the twenty-first century in an innovative, inclusive and caring community

Our priorities:
Positive relationships | Innovative curriculum | Responsive pathways | Educational excellence