ALBANY CREEK STATE HIGH SCHOOL

RESPONSIBLE BEHAVIOUR PLAN

FOR STUDENTS

2018 - 2020

Based on The Code of School Behaviour
Albany Creek State High School

Responsible Behaviour Plan for Students

1. Purpose

Albany Creek State High School is committed to providing education responsive to the needs of all learners in the school community. It is the school community's aim to create the best possible environment for effective teaching and learning by: all school community members accepting ownership of their behaviour, their responsibilities and respecting the rights of others; prompting the development of self disciplined behaviour in all community members; and, promoting a harmonious school environment where conflict and stress are minimised for all.

The focus at our school is for students to embody the personal attributes of Respect, Responsibility and Resilience in order to create 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.

The Responsible Behaviour Plan for Students is the means by which we ensure that this supportive school environment is established and maintained. It has been developed and endorsed in conjunction with the School Council. It should be reviewed annually.

Department of Education and Training (DET) is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. 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.

2. Consultation and data review

Albany Creek State High School has continued to develop this plan in collaboration with our school community. The process began with broad consultation with parents, staff and students through the Quadrennial School Review held during 2012. The plan has been reviewed annually since then and has been reviewed in term 4 2017 via the establishment of a school behaviour team.

The plan was endorsed by the Principal, the School Council Chair and Assistant Regional Director in February 2018, and will be reviewed in 2020 as required in legislation.

3. Learning and behaviour statement

All areas of Albany Creek State High School are learning and teaching environments. Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Albany Creek State High 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 believes in:

- Excellence and enthusiasm in teaching and learning to achieve the best possible range of outcomes.
- A quality curriculum that meets and responds to the diverse needs of all students
- High standards of work habits, manners and personal presentation
- Continuous improvement through innovative, responsive and accountable leadership
- Positive management practices which empower students to accept responsibility for their learning and behaviour
- The development of self-esteem, team work, respect and positive interpersonal relationships
- Innovative critical and creative teaching and learning practices incorporating new technologies
The enhancement of learning opportunities through productive community partnerships

Albany Creek State High School is committed to building a world class learning organisation. We strive for excellence through three core values:

- Respect
- Responsibility
- Resilience

Our school rules have been agreed upon and endorsed by all staff and our School Council. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

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

- Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Albany Creek 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 attached to each of our three school expectations. The School Wide Expectations Teaching Matrix below outlines our agreed specific behavioural expectations in all school settings.

Procedures for upholding The Code of School Behaviour and teaching whole school expectations

Some positive strategies that staff practise at Albany Creek State High School include:

- Working collaboratively with other staff/Administration members to resolve conflict
- Modelling the values which we espouse
- Knowing and understanding school policies, expectations, and how to discuss and explain their necessity in relation to students as individuals and as part of a very large school community
- Displaying a positive attitude and using positive language when working with students (reinforcing appropriate behaviour)
- Focusing on the behaviour rather than the individual when dealing with inappropriate behaviour
- Using positive reinforcement including:
  - Certificates
  - Positive communication with parents (eg. Phone calls, written praise)
  - Praise of student or group
  - Public recognition of achievements (eg. Assembly, Newsletter, Awards Night and Sports Night Awards)
  - Referring regularly to and reinforcing School-Wide values displayed on classroom walls
  - Using least intrusive to most intrusive intervention style
  - Actively seeking parental assistance and cooperation through notes, phone calls or conferencing in resolving issues with students
  - Avoiding the concept of punishment for inappropriate behaviour and replacing it with the concept of logical consequences
  - Attempting to resolve issues with students before the situation requires more severe consequences
- Using mediation to resolve conflict
## RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS – OUR VALUES

<table>
<thead>
<tr>
<th>RESPECT</th>
<th>RESPONSIBILITY</th>
<th>RESILIENCE</th>
</tr>
</thead>
</table>
| • Look, listen and follow staff instructions  
  • Use appropriate language  
  • Be accepting of others and their opinions  
  • Help others when appropriate  
  • Show courtesy and consideration for others, their privacy, their property and the school environment  
  • Show pride in our school and represent it positively, especially when in school uniform  
  • Adhere to all school policies including the electronic devices policy  
  • Keep our hands and feet to ourselves  
  • Show sensitivity to the needs and feelings of others  | • Complete all tasks to the best of your ability  
  • Bring required equipment and be prepared  
  • Be in the right place at the right time  
  • Wear uniform correctly  
  • Use equipment for intended purpose  
  • Keep valuables in a safe place  
  • Look after property and our school environment  
  • Show self-control  
  • Follow the safety rules of activities  
  • Sit, stand and move in a calm orderly manner.  
  • Care for your laptop/ipad and resources  
  • Be honest and take ownership for your actions  
  • Be on time  
  • Return all resources on time  
  • Carry your id and student diary at all times  
  • Keep all areas tidy  
  • Wear a school hat when outside  | • Be solution focused  
  • Actively seek support  
  • Display high expectations for yourself and others  
  • Participate in all activities and try new things  
  • Keep an open mind and a positive attitude  
  • Create and maintain positive relationships  
  • Show acceptance and display inclusive practices  |
| • Enter and exit learning environments in an orderly manner  
  • Ask permission to leave the learning environment  
  • Raise your hand and wait your turn to speak  
  • Use a respectful voice and manner  
  • Be a good listener  
  • Respect others rights to learn and teach  | • Treat all equipment with care, as demonstrated  
  • Follow the safety rules of activities  
  • Line up quietly at the beginning of the lesson  
  • Arrive prepared  
  • Complete assessment tasks to the best of your ability and submit them on time  
  • Attend all lessons  
  • Show initiative and catch up on missed work  
  • Complete all homework  | • Have a positive approach to learning  
  • Seek opportunities to learn new skills  
  • Demonstrate a growth mindset  
  • Use prior knowledge to support new learning  
  • Always try your best  |
| • Participate in school approved activities  
  • Keep areas clean  
  • Move purposefully between classes  | • Stay in approved areas  
  • Stay alert to unauthorised visitors and inform a staff member  
  • Follow safe practices  
  • Report hazards to staff  
  • Keep to the left of the walkways and stairs  
  • Queue in a safe manner  
  • Access toilets and drinking facilities during breaks  
  • Play ball games in approved areas  
  • Participate in organised activities  
  • Use your break time effectively  
  • Make healthy choices  
  • Maintain personal boundaries  | • Positively adjust your behaviours and speech to suit the circumstances  
  • Accept challenges as opportunities for personal growth  |

**LEARNING ENVIRONMENTS**

- Enter and exit learning environments in an orderly manner
- Ask permission to leave the learning environment
- Raise your hand and wait your turn to speak
- Use a respectful voice and manner
- Be a good listener
- Respect others rights to learn and teach

**SCHOOL GROUNDS**

- Participate in school approved activities
- Keep areas clean
- Move purposefully between classes

**BEFORE, AFTER and BEYOND SCHOOL (includes excursions/camps)**

- Treat all community members with respect
- Use respectful language when communicating on social media and via email
- Have your bus pass/money ready
- Obey road rules
- Remain in the school grounds until dismissed or have signed out
- Board the bus in an orderly fashion
- Go directly into the school grounds on arrival
- Exit the school promptly and safely when dismissed
- Use your own bike and wear a helmet
- Wait inside the gate until the bus stops
- Travel to and from school directly
- Follow road safety rules

**ALBANY CREEK STATE HIGH SCHOOL**

**LEARNING ENVIRONMENTS**

- Complete all tasks to the best of your ability
- Bring required equipment and be prepared
- Be in the right place at the right time
- Wear uniform correctly
- Use equipment for intended purpose
- Keep valuables in a safe place
- Look after property and our school environment
- Show self-control
- Follow the safety rules of activities
- Sit, stand and move in a calm orderly manner.
- Care for your laptop/ipad and resources
- Be honest and take ownership for your actions
- Be on time
- Return all resources on time
- Carry your id and student diary at all times
- Keep all areas tidy
- Wear a school hat when outside

**SCHOOL GROUNDS**

- Complete assessment tasks to the best of your ability and submit them on time
- Attend all lessons
- Show initiative and catch up on missed work
- Complete all homework

**BEFORE, AFTER and BEYOND SCHOOL (includes excursions/camps)**

- Treat all equipment with care, as demonstrated
- Follow the safety rules of activities
- Line up quietly at the beginning of the lesson
- Arrive prepared
- Complete assessment tasks to the best of your ability and submit them on time
- Attend all lessons
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- Travel to and from school directly
- Follow road safety rules
These expectations are communicated to students via a number of strategies, including:

- Student Handbook
- Enrolment procedures
- Annual induction of students (Day 1 procedures, WAVE lessons)
- School website
- Roll classes, WAVE classes and Year Level assemblies
- School Assemblies and during active supervision by staff during classroom and non-classroom activities
- Leadership camps in Year 7 and 11
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 1)
  - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
- Attendance and Assessment

**Targeted behaviour support**

Targeted behaviour support occurs around a specific setting, issue, student or group of students. Development and implementation of targeted support is team based and develops strategies that prevent or minimize the occurrence. Where targeted or individual support occurs in the classroom setting this support is in alignment with our whole school positive behaviour approach and procedures. In addition support is also offered by the HOSES, STLAN team, Aboriginal and Torres Strait Support Officer, Youth Support Coordinator, School Chaplain, School Nurse and Defence Transition Mentor.

Teachers, Year Level Coordinators, HODs, Guidance Counsellors and Administration, facilitate student counselling, monitoring and support for classroom learning. This is achieved by an ongoing review of attendance and performance, through the subject change policy, school representation policy, student contracts, red cards, buddy system (see appendix 3), and the implementation of the Senior Subject Credit Policy. OneSchool is used by teachers as the main tool to record and monitor students' behaviour.

These targeted students are identified by the following tools and processes:

- One School Incident Reports
- Referrals from staff, parents and external agencies
- Student profile information gained from feeder primary schools
- Student Support Team weekly meetings
- Student disclosures and self-referrals to Student Support Team members
- Previous secondary school records

At Albany Creek State High School, we respond to identified targeted students as a priority, in the following ways:

<table>
<thead>
<tr>
<th>Curriculum Adjustment</th>
<th>Staff determine whether a student may need further support in curriculum related areas, and adjustment are made where necessary. This may involve:</th>
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<tbody>
<tr>
<td></td>
<td>▪ adjusted class/assessment work or ICP needed</td>
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<td></td>
<td>▪ working with a teacher-aide or learning support teacher</td>
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<td></td>
<td>▪ working with a peer or older student</td>
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<thead>
<tr>
<th>Timetable Modification</th>
<th>A student's timetable will be modified to ensure that the student has the opportunity to experience success. This may involve:</th>
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<tbody>
<tr>
<td></td>
<td>▪ extra numeracy or literacy time</td>
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<td></td>
<td>▪ a change of class</td>
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<td></td>
<td>▪ accelerated subject selection</td>
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<td>▪ extra sessions in a targeted subject area</td>
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<tr>
<th>Increased attention</th>
<th>Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:</th>
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<tr>
<td></td>
<td>▪ one-on-one curriculum support with a teacher</td>
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<tr>
<td></td>
<td>▪ teacher aide support</td>
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<tr>
<td></td>
<td>▪ ongoing individual support from a member of the</td>
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</table>
Communication within the school community

Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.

External agency support/programs

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

Teacher support

Teachers are provided with necessary information to specifically adapt their approach to fit the needs of targeted students within their classrooms.

**Intensive behaviour support**

Administration staff assist in the coordination of a Case Management Team involving specialist services. A collaborative consultation process is facilitated, involving the appropriate teachers, the student, the parents/caregivers, and relevant school support personnel such as:

- the Advisory Visiting Teacher – Behaviour
- the school Guidance Counsellor
- Counselling and provision of resources and support by the Youth Support Officer
- Mentoring
- Modified timetable or attendance
- Teacher Aide support through school or district behaviour funding
- Recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner
- Referral to the Laser, Triple G, STIP and Get Set for Work programs

Throughout the process of developing, reviewing and revising the student’s Individual needs an Individual Behaviour Support Plan (IBSP) is devised. Interagency groups are used to co-ordinate services to meet the needs of students identified with persistent or extreme problem behaviours including: Disability Services Qld, Child & Youth Mental Health, Qld Health, Department of Child Safety, Police, Local Council and EQ.

The Individual Behaviour Support Plan continues to be reviewed and adjusted, if necessary, and as required.

**School Representation Policy**

Student eligibility for extra-curricular events and as a school representative of Albany Creek State High School is subject to meeting behaviour expectations. If a student is suspended or consistently does not uphold school values then they will be restricted from attending these events and be placed on the Non-Representaation list (Appendix 4)

Examples for these activities include: year level reward trips, year 12 formal, sporting days, district/regional sports and all other school events or activities which involve positive rewards, are extra-curricular activities and are school representative activities.

**5. Emergency responses or critical incidents**

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Physical Intervention

Staff may make legitimate the 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 ACSHS staff demonstrates a duty of care to protect students and staff from foreseeable risks of 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.

6 Consequences for unacceptable behaviour

Albany Creek State High School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. Behaviour incidents are recorded and referred in OneSchool. Major behaviours result in an immediate referral to school Administration because of their seriousness.

These consequences apply during school hours on the school grounds, on school excursions, on the way to and from school, at all times when students are in school uniform and if student action is deemed to bring the schools name into disrepute. School disciplinary absences are used after consideration has been given to all other responses.

Minor and major behaviours

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

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

**Minor** problem 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 inappropriate behaviours
• do not require involvement of specialist support staff or Administration.

**Major** behaviours are those that:
• significantly violate the rights of others
• put others / self at risk of harm
• require the involvement of school Administration.
### Definition of consequences*

| **Time out** | A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes. |
| **Detentions** | A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed). |
| **Temporary Removal of Property** | A principal or staff member of Albany Creek State High School has the power to temporarily remove property from a student, as per the procedure *Temporary Removal of Student Property by School Staff*. |

### School Disciplinary Absences (SDA)

| **Suspensions** | A principal may suspend a student from school under the following circumstances:  
- disobedience  
- misbehaviour  
- conduct that adversely affects, or is likely to adversely affect, other students  
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school  
- the student is charged with a serious offence (as defined in the *Commission for Children, Young People and Child Guardian Act 2000*)  
- the student is charged with an offence, other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending. |
| **Individual Behaviour Support Plan** | An Individual Behaviour Support Plan is a written agreement that sets out the expectations for behaviour, the consequences for inappropriate behaviour, the strategies that will be used and the support that will be provided by the school to promote positive behaviour. |
| **Community service intervention** | A community service intervention is intended to provide students with exposure to a new environment that is challenging, encourages team work, self-respect, commitment and confidence.  
A community service intervention is a positive, productive alternative to other disciplinary actions such as detention, suspension or exclusion and requires a student to perform tasks outside of school hours that are beneficial to the community. |
| **Exclusions** | A principal of a state school can exclude a student from their school on the following grounds:  
- persistent disobedience  
- misbehaviour  
- conduct of the student, including conduct occurring outside of school grounds and outside of school hours, that adversely affects, or is likely to adversely affect other students enrolled at the school; adversely affects, or is likely to adversely affect the good order and management of the school  
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school  
- the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to continue to be enrolled at the school.  
The principal must be satisfied that suspension of the student from the school would be inadequate to deal with the student's behaviour, unless the student poses an unacceptable risk to the safety or wellbeing of other students or staff or the student has been convicted of an offence. |
| **Cancellation of enrolment** | The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school. |
*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Possible Consequences</th>
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</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>At this level, all students are on task and no disciplinary action is required.</td>
<td>Positive reinforcement of appropriate behaviours and positive achievements could include: ▪ verbal reinforcement ▪ record of achievements for formal acknowledgement ▪ phone calls/letters/emails to parents for good behaviour/achievements ▪ Awards and Certificates</td>
</tr>
<tr>
<td>(All Teachers)</td>
<td></td>
<td></td>
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<tr>
<td>Level 2</td>
<td>Inappropriate student behaviours to be dealt with at this level include:</td>
<td>Teacher initiated actions could include:</td>
</tr>
</tbody>
</table>
| MINOR       | ▪ Refusing to follow instruction  
▪ lateness to class  
▪ truancy from class  
▪ truancy from school during break times  
▪ littering  
▪ in-out-bounds area  
▪ inappropriate language  
▪ inappropriate physical contact  
▪ verbal abuse of other student  
▪ inappropriate use of mobile phone/technology devices  
▪ uniform/hair/makeup/jewellery transgressions  
▪ eating/drinking in classrooms/foyers  
▪ disrupting the learning of others  
▪ all forms of bullying  
▪ unsafe behaviours  
▪ failure to follow health & safety procedures  
▪ failure to complete/submit work/assessment/homework  
▪ inappropriate use of school resources  
▪ leaving grounds without permission | ▪ verbal negotiation and reinforcement  
▪ reminder of classroom expectations  
▪ truancy referral to Admin via ID Attend HOD SS, JS  
▪ lunchtime detention room  
▪ in-class separation or timeout under supervision  
▪ removal from classroom for one-on-one resolution  
▪ apology and/or restitution  
▪ send student to buddy class  
▪ assign student to accompany you on yard duty  
▪ assign student a lunchtime detention (max 20 mins)  
▪ detention for work completion  
▪ confiscation of inappropriate items, returned Friday afternoon, or directly to parent  
▪ parent contact (prior to referral).  
▪ record on OneSchool  
If repeated applications of the above actions produce no improvement in the student’s behaviour, then the student should be referred to the Year Level Coordinator/HOD for action at Level 3. |
| (All Teachers) |                                                                           |                                                                                        |
| Level 3     | Inappropriate student behaviours to be dealt with at this level include:   | HODs in consultation with the Teacher/ Year Level Coordinator will initiate actions which could include: |
| MINOR       | ▪ persistent documented level two behaviours  
▪ Referrals from teachers for….  
  ▪ repeated refusal to follow instructions  
  ▪ rough physical play  
  ▪ all forms of bullying including cyber bullying  
  ▪ non-compliance with assessment/attendance policy  
  ▪ misuse of ICT resources  
  ▪ the uploading of unauthorised digital content on the Internet  
  ▪ unauthorised access of computer systems including hacking, password stealing and loading unauthorised software  
  ▪ cheating/plagiarism  
N.B. Curriculum and classroom issues are referred to HODs, non-curriculum issues to Deputy Principals | ▪ monitoring program  
▪ resolution meeting as required between co-ordinator, aggrieved party and student  
▪ peer mediation  
▪ referral for assessment and specialist support  
▪ lunch detention  
▪ after hours detention  
▪ withdrawal from school representation in extra-curricular activities  
▪ restitution  
▪ suspension from network access  
▪ confiscation of laptop  
▪ parent contact  
▪ interagency referral  
▪ referral to Deputy Principal  
NB: Case manager (usually class teacher) to record all incidents and actions on OneSchool |
<table>
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<tr>
<th>Level 4</th>
<th>Inappropriate student behaviours to be dealt with at this level include:</th>
</tr>
</thead>
</table>
| **MAJOR** (Deputy Principal) | - continued or extreme level three behaviours  
- stealing  
- repeated truancy/unexplained absence  
- continued non-compliance with the subject credit policy/ attendance policy  
- serious physical contact  
- smoking or possession of smoking products  
- unauthorised filming or photographing  
- pornography  
- direct verbal/written/online abuse or defamation of staff  
- sexual harassment/misconduct  
- racial harassment  
- vandalism/graffiti  
- online postings prejudicial to the good order and management of the school  
- behaviours that bring the school into disrepute  
- inappropriate use of personal technology devices  
- phone/smart watch/device in exam conditions  
- threatening non-verbal behavior towards staff |

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<tr>
<th>Level 5</th>
<th>Inappropriate student behaviours to be dealt with at this level include:</th>
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</thead>
</table>
| **MAJOR** (Principal) | - extreme or repeated incidents of level four behaviour  
- physical abuse of staff  
- arson  
- possession and or consumption of alcohol  
- possession of illegal drugs/ implements for the use of illegal drugs  
- presenting under the influence of drugs/alcohol  
- supply of illegal drugs  
- possession of a weapon  
- use of a weapon  
- violent assault  
- abuse of teachers on a website  
- charged with a serious offence (s282 of the EGPA) |

| | Deputy Principal initiated actions in response to inappropriate student behaviour: |
| | - student interview  
- student contract  
- parent/carer contact  
- lunch detention  
- after hours detention  
- referral to outside agency  
- referral to/consultation with the Principal  
- confiscation of smoking products  
- recommend suspension to Principal  
- increased periods of suspension for repeated inappropriate behaviours  
- restorative conference  
- student/parent interview on return from suspension – red card monitoring  
- Community Service Interventions  
- withdrawal from school representation in extra curricular activities  
- Individual Behaviour Support Plan  
- Police notification  

Principal in consultation with Deputy Principal determines the most appropriate course of action which may include any of the following:  
- student contract/agreement  
- parent/carer interview  
- Police notification (if illegal behaviour)  
- Community Service Interventions  
- Individual Behaviour Support Plan  
- Suspension, exclusion or cancellation of enrolment in line with DETE

Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate. Consequences depend upon factors such as the prior history of the student, circumstances of situation with student and impact upon the good order and management of the school. Considerations may also include Individual Support Plans. Subsequent suspensions for similar behaviour may increase in length each time.

## 7. Network of student support

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

- Parents
- Teachers
- Year Level Coordinators
- Head of Departments
- Administration Staff
- Guidance Officers
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Youth Health Nurse
- Youth Support Coordinator.
- Defence Transition Mentor
- Aboriginal and Torres Strait Islander Support officer
Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

8 Consideration of individual circumstances

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

- promoting a teaching/learning environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from least intrusive sanctions to the most stringent
- recognising and taking into account students’ age, gender, cultural background, impairments, socioeconomic situation, family care arrangements and their emotional state
- recognising the rights of all students to: express their opinions and version of events in an appropriate manner and at the appropriate time; to work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation or receive adjustments appropriate to their learning and/or impairment needs

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

9 Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
10. Related departmental procedures
- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Date effective: from 22 January 2018 to 29 January 2019
Appendix 1 - Policy on Personal Technology Devices

Scope of this policy
This policy applies to all personal technology devices including mobile phones, cameras and any personal electronic device not covered by the Albany Creek SHS BYO iPad Program or the Albany Creek SHS BYO Laptop Program.

Students must at all times be courteous, considerate and respectful whenever they are using personal electronic technology devices.

Summary of this policy
Students are permitted to bring mobile phones to school, however, they are not to be used or seen during the school day. All communications between students and parent/carers must go through the school office. Students caught using mobile phones will face consequences in accordance with the school’s Responsible Behaviour Plan. Cameras, portable music and other personal electronic devices are not permitted at school. This policy applies to students while they are on the grounds of Albany Creek State High School and while off site participating in school activities such as camps and excursions and commuting to and from school.

Specifics of this policy
Mobile phones and other portable electronic devices are an integral component of today’s society. In the school context however, these devices may:

- be a disruption to the teaching and learning process
- infringe upon the privacy of others when misused
- impact on students’ ability to communicate and interact with their peers and teachers
- encourage anti-social behaviours
- be used to access internet content not consistent with the values and ethics of Albany Creek SHS.

These devices are generally not required as a learning tool. Calculators and cameras will be provided to students when they are required for curriculum use. On occasion, specific devices may be deemed appropriate for educational use in the school environment and their use would be strictly supervised.

Mobile phones brought to school must be switched off and securely stored with the student once they are in the school grounds. The school accepts no responsibility for loss/damage of valuable items and will not invest time in investigating the loss or theft of such items. Like all valuables brought to school, the onus is on the student/parent to ensure that they are kept secure.

Where a student needs to call their parent/carer during the day, the call must be made from a school office with permission from a staff member. When a student chooses to use their phone between 8:30am and 3:00pm, this will be considered a breach of this policy.

Expectations with regard to this policy will be clearly articulated to students. Should a student be found with a visible or audible mobile phone or other personal electronic device between 8:30am and 3:00pm the consequences are:

- First occasion: student will be directed to surrender the device to the office and may collect at 3.00pm that day
- Second occasion: student will be directed to surrender the device to the office. Parent/carer will be notified by phone or email by the office staff, alerting that a third offence will result in a suspension of a minimum of 2 days.
- Third occasion: a suspension of at least 2 days for failure to comply with school policies and procedures
- Further offences will result in more serious consequences being applied in accordance with the school’s Responsible Behaviour Plan for Students.

To maintain a record of infringements against this policy office staff must log these on OneSchool, and refer to the appropriate Deputy Principal on the third offence. Consequences will be applied in a timely manner for offences.

A student who refuses to hand over a device when directed will be referred to Administration and will face suspension for disobedience and failure to comply with staff instructions. Staff must record this in OneSchool and refer to the appropriate Deputy Principal.

Parents may collect confiscated items in person at any time during school office hours.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students/parents will be advised to contact Queensland Police Service (QPS) directly.
Students who require the use of a personal assistive technology device may negotiate a special circumstances arrangement with the Deputy Principal or Principal, if its use is inconsistent with this policy. Special circumstances will be negotiated on a case by case arrangement.

Students requiring assistive technology that utilises personal devices will be given permission by a Deputy Principal or Principal and staff will be notified. The student will also be issued with a card indicating this. Such situations may include the use of an app on a mobile phone to monitor blood glucose levels.

**Photographs and Filming**
Albany Creek State High School does not permit unauthorised photographs/videos/recordings to be taken. Unauthorised means no formal permission has been granted for a photograph/video/recording to be taken as part of the school program.

Where a student takes an unauthorised or unsolicited photograph/video/recording the school will apply consequences in line with the school’s Responsible Behaviour Plan. The severity of the consequence will depend on the nature of the photograph/video/recording and how it has been used/distributed. The motivation/s of the photographer, videographer or recorder will also be taken into account.

**Headphones and Earbuds**
Headphones and earbuds are not required in classrooms unless the curriculum requires that students listen individually to subject specific content located on computers. Where students are required (and directed by a teacher) to listen to content using a headphone they may use their own or alternatively the school will supply these. Students are not permitted to wear headphones or earbuds when moving around the school or travelling to/from school when in uniform. This includes walking to school and when travelling by bicycle or bus as students can lose situational awareness and may place themselves and others in dangerous situations.
Appendix 2 - Bullying and Harassment Policy

At Albany Creek State High School, we have an expectation that everyone will be treated with respect. Everyone should feel safe and valued at our school and it’s everyone’s responsibility to ensure that this happens.

Albany Creek State High School encourages this through our values of:

RESPECT
RESPONSIBILITY
RESILIENCE

We consider that these values are important for us to have a caring school community. When we feel embarrassed, frightened, humiliated or uncomfortable, as a result of someone’s deliberately hurtful actions or words, it affects our self-confidence. If it persists we find it hard to concentrate on our work, to enjoy going to school and to keep good relationships with others.

WHAT IS BULLYING AND HARASSMENT?

Bullying and harassment occur when any behaviour which hurts, threatens or frightens a person takes place. It may embarrass you or make you feel uncomfortable. It can be expressed physically, verbally or through social behaviour. Some bullying and harassment are unlawful. ALL bullying and harassment are unacceptable.

WHEN A PERSON:

- is hit, punched, kicked, jostled or pushed around is called hurtful, abusive or offensive names
- is threatened
- is sexually harassed; making sexual comments, gestures about a person’s body size or shape
- is a victim of abusive or obscene language
- is included in offensive pictures, posters or jokes
- is ridiculed about their culture, religion or social background
- is singled out for unfair treatment has rumours spread about them
- is pressured to do something against their will
- has their property interfered with; stealing, damaging, hiding or destroying it
- has repeated offensive gestures including exposure or gestures of a sexual nature made to them
- has someone pestering them to go out with them or to engage in sexual activities
- has someone invading their personal space; brushing up against them deliberately has graffiti written about them
- is deliberately excluded
- has hurtful comments made about other family members

Then they are being bullied and harassed!

EVERYONE HAS RIGHTS

Everyone has the right to:

- feel safe and comfortable at school
- to travel to and from school feeling safe
- learn and no-one has the right to stop others from their learning

WHAT CAN YOU DO

- Show that it doesn’t upset you. The bully is then not encouraged and may stop.
- Avoid situations where bullying and harassment may occur.
- With a friend, confront the person bullying or harassing you. Tell them
  that the actions are unwanted or illegal. Remind them that the school
  has a policy against bullying and harassment.
- Talk it over openly with your friends, parents and colleagues. They can help you make a decision and support you.
• Report the matter to a Teacher, Year Level Coordinator, Chaplain, Guidance Counsellor. It is important that you allow them to take action to stop the bullying or harassment.

Don’t ignore bullying and harassment - Reporting is not ‘Dobbing’
Remember: DOB – Don’t Obey a Bully!

CONSEQUENCES

Albany Creek State High School will deal seriously with those students who retaliate against a person for reporting bullying and harassment. All Incidents will be dealt with. Consequences of bullying and harassment will include counselling and contact with parents. Bullying and harassment may result in suspensions and exclusions if it is not addressed.

Bullying and harassment are not tolerated at Albany Creek State High School. Everyone has a responsibility to stop a bully from bullying.

CYBER BULLYING AND HARASSMENT - WHAT IS IT

Cyber bullying or harassment is bullying using technology; when a person is hurt, threatened, intimidated and/or humiliated by another person who:

• texts derogatory or threatening messages on a mobile phone;
• sends derogatory or threatening emails to the person and/or a wider audience;
• creates a derogatory or threatening website, often using photographs taken with a mobile phone;
• uses chat rooms/youtube/myspace etc. to abuse a person;
• employs other uses of technology to bully.

HOW IS CYBER BULLYING THE SAME AS FACE-TO-FACE BULLYING?

Cyber bullying is the same as face to face bullying because such actions:

☐ are deliberate and designed to hurt, threaten, intimidate or humiliate; involve
  ➢ an imbalance of power;
  ➢ are often repeated;
  ➢ leave the victim feeling defenceless and vulnerable.

HOW IS CYBER BULLYING DIFFERENT TO FACE-TO-FACE BULLYING?

Cyber bullying is different to face-to-face bullying because such actions are verbal and psychological bullying

☐ are deliberate and usually intended to hurt, threaten, intimidate or humiliate;
☐ often reach to a much wider audience;
☐ are written and so have a greater impact;
☐ can occur and be accessed 24 hours a day and 7 days a week
☐ can be stored and have transmission point anywhere;
☐ can be anonymous;
☐ are less detected by adults and have greater long term effect

ORIGIN SITE OF THE CYBER BULLYING

Cyber bullying could be transmitted from both inside and outside the school.

• Outside - on mobile phones and/or using the internet.
• Inside- on mobile phones and/or on school internet.

The illegal use of equipment in the school will be responded to according to the Bullying and Harassment and
Computer Use policies.

**WHAT CAN YOU DO?**

- If the bullying is by text message generated within the school, treat it the same way as face-to-face bullying: by speaking to a teacher, Year Level Coordinator, Chaplain, Guidance Counsellor or Deputy Principal. The message will be copied and deleted. It is important to allow this to be dealt with in order to stop the bullying.

- If the bullying originates on the intranet, show the screen to your teacher. This is an illegal use of school IT resources and will be dealt with according to the Bullying and Harassment and Computer Use Agreement.

- If the bullying occurs outside the school, you should:
  - speak to your parents about this;
  - retain mobile phone text messages, emails, the addresses of websites etc.;
  - change your mobile phone number/email address;
  - tell no-one (or only those who must know) your mobile phone number or email address;
  - contact the police.

- Be aware that bullying using telephones or computers is an illegal use of equipment and can be prosecuted under the Telecommunications and Broadcasting Acts.

- Taking a photo without knowledge is illegal under the Privacy Act (State). Using the photograph without permission on a website is illegal under Federal Law. These matters may be referred to the police.
Appendix 3 - Albany Creek SHS – Buddy System

PROCEDURAL NOTES:

- Teachers are to organise buddy classes at the start of the year with consultation with the Head of Department.
- It is expected that teachers use ESCM and de-escalation strategies prior to a buddy class being used.
- Students displaying violent or grossly disrespectful Level 4 behaviours should be referred to the relevant Deputy Principal.
- Students displaying level 3 behaviours should be referred to the relevant Head of Department via one school for action.
- Students displaying non-disruptive level 2 behaviours such as lateness, failure to arrive prepared, failing to complete tasks should be managed using classroom strategies (detention, calls home etc) and should ONLY be referred to a HOD if the behaviour becomes persistent.
- If a student is failing to meet 3R’s expectations in classes, it is expected that teachers make home contact as a standard practice.

Give a clear buddy class warning to student with a statement of choice

Teacher directs student to organised buddy class with contract (email student if no hard copy) and work

Did the student go to Buddy Class?

Yes

Student arrives at buddy class. Buddy teacher monitors student and student completes contract and class work.

Contract completed satisfactorily?

No

Teacher organises lunch detention to complete contract and contacts home

Teacher calls Parent to notify them of behaviours and need to exit student from room (buddy). Records the incident, action and phone call on One School.

Yes

Teacher reads through the contract with student

Buddy teacher sends student back at end of lesson with completed contract

No

Teacher and student sign contract. Teacher keeps contract.
**Appendix 4**

**ALBANY CREEK STATE HIGH SCHOOL**

**SCHOOL REPRESENTATION POLICY**

**Rationale:**
In order to maximise achievement of students, minimum benchmarks have been set for students to participate in extra or co-curricular activities or to undertake school representation. These benchmarks relate to adhering to the school dress code, curriculum engagement, school attendance and standard of behaviour. Breaches of these standards are evidenced by set detentions, absence reports, reports on OneSchool and comments on interim/semester reporting.

It is important to maintain high expectations of students in relation to curriculum engagement, personal presentation, attendance and behaviour in demonstrating our values of respect, responsibility, reliability and resilience.

**Objectives:**
This policy is designed to:

- reinforce positive expectations of students
- ensure students are provided with every opportunity to engage successfully in their academic studies
- encourage students to find a balance between their academic engagement and participation and extra-curricular involvement.

**Implementation:**
School Representation includes any activity where the student represents the school. Examples include, but are not limited to representative sport, GBS, debating, forums, competitions, eisteddfods and performances.

Extra or Co-curricular activities include any activity which is additional to the core curriculum being delivered. Examples include: special events in or out of timetabled lessons, additional courses, some camps, school musicals and specialised excursions which do not relate to the direct delivery of curriculum programs. **For Year 12 students this can include the end of year Formal.**

Curriculum activities such as subject excursions which relate to assessment, or camps where the focus is leadership and team development are not impacted by this policy.

The Term 1 Interim Report is the first formal advice of academic performance, effort, behaviour and attendance in most cases. Students who receive an NA or U in effort and behaviour in two subjects or more have Term 2 to improve. **End of Semester 1, Term 3 and Semester 2 reporting will also inform the representation register. Failure to meet the standards in Term 4 or a suspension in Term 4 will impact on Term 1 of the following school year.**

Students who are suspended will not represent the school for the length of a term (10 weeks).

At the beginning of each term the DP/YLC team will compile and publish to teachers a list of students who are not eligible to participate in extra-curricular activities or school representation. This will last for the duration of the term, or until the DP/YLC team is satisfied that the student has improved their academic standing, behaviour, attendance and/or personal presentation. Students who fall into the following categories will be notified in writing of their ineligibility to participate in extra-curricular activities or school representation:

- Any student awarded a NA or U in effort and / or behaviour across two or more subjects
- Students returning from suspension
- Any sustained or documented behaviour by a student which is deemed serious enough
- Students who fail to complete outstanding assessment
- Students who fail to attend 2 x Friday afternoon detentions
- Students who do not meet the 85% attendance requirement and / or who have unexplained absences
- Students who have records of constant uniform breaches and continually challenge the school’s uniform policy

Students who have made a team commitment or financial commitment prior to being withdrawn from representation may be permitted to participate in that activity during the term to minimise impact on others.

The school administration and YLCs will review the list of students at the end of each term, adding or deleting students depending on their compliance with school expectations. Students will remain on the list if there is insufficient evidence of improvement in the area/s identified above. The list of students will be constantly updated and published to all staff. (A master list will also be kept in the office for checking when students make payments to the office.)

Staff are to inform the relevant Deputy Principal / YLCs of students who fall into the above breaches and the determination will be made by the Administration / YLC team on the presentation of the relevant information. When a student is removed from the list, they will be notified in writing by the Deputy Principal. Cases with exceptional circumstances will be considered on an individual basis.

Review:
This policy will be reviewed annually by the Leadership Team.

Version: November 2017