

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

Rationale

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

Kingaroy State High School's Responsible Behaviour Plan is aligned with The Code of School Behaviour, our Operational Plan alongside the National Safe Schools Framework and National Framework for Values Education in Australian schools.

School beliefs about behaviour and learning

Staff and students at Kingaroy State High School have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. To enable this productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed. To facilitate this, a set of rules has been developed for students at our school. Ultimately, each individual must be responsible for his/her own actions. The behaviours we foster and promote include good citizenship, are fair and non-violent and encompass such qualities as respect, politeness, self-discipline and co-operation. We respect the importance of the individual's intellectual, social, emotional and physical growth whilst maintaining that the exercise of individual rights and responsibilities must contribute to a positive community spirit. Parental consultation, support and involvement are essential to the Supportive School Environment at this school. Kingaroy SHS Responsible Behaviour Plan outlines our PBL system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

Clear expectations

Our expectations of students are summarised below:

Respect	Responsibility	Resilience
<i>At all times, members of the KSHS community show a high level of care, courtesy and respect toward their school and each other.</i>	<i>Members of the KSHS community work with each other to provide a very supportive and safe school environment.</i>	<i>All members of the KSHS community commit to a school environment where learning and service are the highest priority.</i>
<ul style="list-style-type: none"> Accept and meet the high expectations of the KSHS community. Support the right of teachers to teach and students to learn. Demonstrate self-respect and show courtesy to others. Be tolerant of individual differences and needs. Take pride in the school: its reputation, working environment and uniform. 	<ul style="list-style-type: none"> Be accountable: own your own behaviour and its consequences. Attend school regularly and be prepared for class and assessment. Contribute positively to the school community. Participate in all elements of school life: Social, Academic, Cultural and Sporting. Value your own safety and ensure that of others. Demonstrate high standards of self-discipline. 	<ul style="list-style-type: none"> Set clear goals and strive to achieve them, using your very best effort. Embrace learning and academic success as both personal and community priorities. Be an active participant in your education through engagement, self-control, persistence, honesty and diligence. Seek assistance and ask for help as you need it. Learn from past experiences as a signpost for success.

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

Kingaroy State High School aims to prepare students for life. The aim of all procedures is to build, maintain or restore relationships through which all members of the school community seek to meet and

achieve this goal. We use inclusive practices which support all students equally, at the same time acknowledging the special challenges facing some students.

In keeping with the Positive Behaviour Support approach we address the behaviour support needs of all students within a whole school context.

Students participate in a range of programs to develop positive behaviours:

Vivo Positive Rewards: The school subscribes to a positive rewards scheme. It supports our whole-school focus on Respect, Responsibility, Commitment, Honesty, Self-discipline and Tolerance. Students are awarded *vivo miles* rewards. Teachers reward students with positive points for their attitude, responsibility, work and behaviour. Extra vivos may be awarded for extra-curricular participation, volunteering for special duties such as hosting at parent-teacher interviews, assisting at the Formal and other important events. Student points are monitored. Students are rewarded after the event and parents are able to check their student's personal account on-line .

Student accumulation of VIVO's will be acknowledged by the following levels:

<i>Bronze</i>	-	<i>achieves 500 VIVO's</i>
<i>Silver</i>	-	<i>achieves 700 VIVO's</i>
<i>Gold</i>	-	<i>achieves 1000 VIVO's</i>

In addition, Rewards Days will occur at end of Semester One and at the end of year to acknowledge students who have attained a Gold level (or equivalent) as determined by PBL committee.

Student Feedback: Teachers provide students with immediate and encouraging feedback regarding their class performance, submitted assignments and homework. This may be formal or informal, in writing or spoken. A more formal reward can be posted home in the form of a certificate or letter but vivos should also be awarded to increase their accumulative vivo account.

Kingaroy State High School's approach considers support from the following perspectives:

- Whole school support
- Targeted and classroom support
- Intensive individual student support.

Whole-school behaviour support

At Kingaroy State High School there is an agreed Code of Behaviour. Whole school behaviour support procedures and processes apply to all.

All Members of the School Community should:

- respect the rights, responsibilities and property of others and take action when their own/others rights are being infringed.
- have consideration, courtesy and common sense when working or dealing with others.
- be punctual and prepared for all commitments.
- work toward providing a safe, secure, caring and non-threatening environment within the school.
- do their best by striving for excellence.
- contribute to the pleasant nature of Kingaroy State High School.
- foster close alliance with parents and staff and communicate with them

b. Staff should:

- Be aware of the diversity within student backgrounds, social values, maturity and learning capabilities
- Show respect for others as individuals
- Be a role model by setting a positive example for the school community
- Be consistent, firm but fair with students
- Be understanding, considerate, courteous and be prepared to listen
- Support and uphold all policies
- Award vivos regularly in recognition of good, expected behaviours of students

- Recognise and correct behaviour problems as they arise with the resources and support that is available to them
- Promote good behaviour and therefore discourage poor behaviour
- Support each other in a professional manner
- Create an environment in which all students can reach their potential
- Foster close alliance with parents and students and communicate with them
- Use positive language

c. *Students should:*

- Show respect for individuals and their property
- Show respect for groups (class, team, house, etc)
- Adhere to school rules and obey all instructions
- Wear correct uniform as determined by the school community
- Use only appropriate language
- Monitor their own vivo account online and know they have been rewarded for their positive efforts
- Work to the best of their ability and take responsibility for their own learning
- Cooperate with other students and teachers (including relief teachers) to provide a productive working environment
- Bring to school all items required for classes
- Take responsibility for their own actions and accept consequences of poor behaviour
- Behave in a fashion which would not cause harm to themselves or others

d. *Parents/Caregivers Should:*

- Support students by provision of uniforms, books, students fees and requirements, and participation in school excursions where possible
- Offer encouragement, be understanding of problems and show interest in their student's work
- Take time with their student to review on-line vivos given by teachers and encourage and compliment their students on their positive rewards
- Maintain lines of communication to be able to discuss problems with staff as needed
- Maintain open-mindedness in problem situations and be prepared to support students and staff where necessary
- Support the efforts of the school in terms of classroom discipline, P & C activities, extra curricular events and parent-teacher interviews
- Provide an area and a supportive atmosphere in which students can work/study

Procedures for teaching school-wide expectations:

Social Skilling

At Kingaroy State High School, a strong focus on positive relationships, respect and values is reinforced on a weekly basis through the Life skills program. These values are taught during Form lessons specifically but also through all class lessons generally. The school also follows the reinforcement of good behaviour by rewarding all those who display expected behaviours – the 3 Rs – Respect, Responsibility and Resilience.

Camps/Leadership Programs

Year 7 students participate in an orientation camp during Term 1 each year.

Year 11s undertake a leadership program part of which is the Leadership Day during Term 3.

Year 12s participate in a Leadership Camp in Term 1 each year where skills in leadership and positive relationship building are promoted and taught.

Engaging Curriculum and Effective Teaching

Classroom teachers have a duty of care to monitor and promote standards of behaviour of students in their classes. Engaging curriculum, inclusive practices and effective teaching are the starting point of our behaviour support strategies.

Positive Reinforcement

Positive reinforcement is a well documented means of promoting and maintaining acceptable and appropriate behaviours. At Kingaroy State High School, energy is directed by classroom teachers, administration and support staff into reinforcing positive behaviours through actions such as:

- Praise
- Encouragement
- Appointment of form captains
- Use of positive rewards for expected and exceptional behaviours through Vivo Miles rewards system
- 100% attendance awards
- Year level Student of the Month Awards
- Recognition of Achievements on year level or School Assemblies
- Appointment as Year 12 and Year 9 school leaders.

Active Student Involvement

Active student participation is taught through a progressive student council, school celebrations that foster student success, student surveys and improving school climate through honour roll and attendance incentives.

Targeted behaviour support

All staff need to constantly reflect on their achievement of the expectations that pertain to their role in the school community. Maintaining positive, open relationships with students will prevent many discipline problems arising. This can be done at all levels of the school community.

a) *Parents*

Some measures parents can take are to:

- encourage students' participation in school events
- actively maintain open communication with teachers and administration
- encourage students to behave responsibly

b) *Students*

Students can contribute to positive relationships by:

- Maintaining clear communication with teachers and parents
- Respectfully discussing concerns with staff as they arise
- Developing attitudes that seek the good of the whole community
- Obeying school rules

c) *Teachers*

Teachers have a special role to play by:

- creating cooperative and supportive climates in their classes
- establishing appropriate positive relationships with students that extend beyond the confines of the classroom
- actively seeking the development of the whole student
- challenging and guiding students to develop self-discipline.

d) *Non-teaching staff*

As important members of the school community, non-teaching staff should:

- Maintain clear communication with other school staff
- Seek to cooperate with all members of the school community as they carry out their duties
- Establish appropriate relationships with students as they contact them around the school

e) *Administration*

As leaders in the school community, the members of the administration should:

- Maintain clear lines of communication with teachers, students and parents
- Encourage individuals to become involved in school activities
- Acknowledge individuals whose efforts benefit the school
- Provide visionary leadership for the school community
- Provide practical and supportive leadership

f) *Year Coordinators*

With responsibilities for particular year levels, year coordinators should:

- Work at creating group cohesion among staff and students
- Encourage and acknowledge students who make a positive contribution to the school
- Support and monitor the implementation of student welfare programs
- Create opportunities for students to contribute to their own development

g) *Heads of Department / Subject Area Coordinators*

With special responsibilities for curriculum, Heads of Departments and Coordinators should:

- Work at creating group cohesion among staff and students
- Encourage and acknowledge students who make a positive contribution to the school
- Ensure curriculum and assessment allows all students to contribute and achieve
- Provide support and guidance for teachers with student management
- Maximise communication within their subject area

h) *Proactive Programs to Improve Student Behaviour*

- Counselling by Year Coordinator, Head of Department, Administration, Guidance Officer, Chaplain, School Based Youth Health Nurse and other support personnel.
- Awarding of vivo points for expected positive behaviours
- Special Awards ie. "Student of the Month" Awards.
- Special programs such as:-
 - Lunchtime activities, eg: sport

Intensive behaviour support

Intensive behaviour support is required to support students who demonstrate chronic and/or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others. This level of support generally occurs when less intensive support strategies have been used but have not fully met the student's learning support needs.

Further to the above targeted responses, our management strategy for intervention involves a number of alternate strategies and pro-active approaches. An off campus venues is provided at the Alternate Education Program (AEP) to offer an alternate educational setting to meet the specific needs of a small group of students.

In addition, a team of staff work collaboratively to support the student's needs. These include Admin, Year Co-ordinators, Guidance Officers, Youth Support Workers and other Support staff.

Consequences for minor and major behaviour problems in class (see flow diagram)

Minor - class teacher provides appropriate and consistent consequences, which may include:

- * completing work/homework at lunchtime
- * litter duty
- * talking to students
- * phone call to parents

The Class teacher should document these behaviours for one week on One School.

- If no significant change results the teacher should refer the student to the Head of Department. The HOD meets the student to discuss the problem. Together they identify the behaviours and complete the first section of the blue form "Behaviour Worksheet" or "Work Report". The student takes this form home to parents/caregiver, completes the worksheet obtaining their parent's/caregiver's signature and return the form to the HOD the next day. The HOD also makes a phone call to the student's parents. The HOD then forwards the completed worksheet and documentation onto the Year Coordinator, the HOD gives a copy to the student and retains a copy noting the Review Date. The Class teacher continues to document.
- The HOD should monitor the student's behaviour/application for one week. HOD checks student behaviour/application with the teacher by the Review Date.

If improvement is not satisfactory students will be put on a Subject Report for one week. The parent/caregiver is required to sign the sheet at the end of week. Parents should be advised ie by phone call or letter that the student's behaviour/application to work has not improved.

If no significant changes occur the HOD may withdraw the student from the class for a short period of time. This may involve completing set work in a class from an alternative year level. HOD should organise the student's re-entry into the class eg: Negotiate a plan with student and teacher.

Relief Teachers should:

- (a) write comments for the absentee teacher who should then follow up with appropriate action, or
- (b) send the offending student directly to the Head of Department/Administration

HODs have the responsibility to support relief teachers working within their department.

If improvement is satisfactory the behaviour management plan ceases at this step.

Note also that consequences for major behaviours, if improvement is not satisfactory following re-entry to class, the HOD will intervene further.

Behaviours could include:

- previous behaviours/attitude have not improved
- serious breaches of the Code of Behaviour continue
- continued lack of application to school work
- misbehaviour across several subjects
- continued refusal to attend detentions
- continued failure to comply with class standards

It may be appropriate at this step for the Year Coordinator to convene a meeting with all teachers of a particular student in order to formulate strategies for all to employ with the student. It is vital that all teachers attend such meetings.

Teachers must continue to document the student's behaviour in OneSchool.

Consequences:

- When students reach this step the HOD will either phone or send a letter to the student's parents/ caregiver requesting an interview to discuss the student's behaviour / lack of application to work. (YLC if misbehaviour is across a few subject areas).
- HOD/Year Coordinator will place student on a Student Monitoring Sheet.
- Students receiving Youth Allowance must understand that the school is required to document incidents whereby they fail to complete classwork.
- Students are advised of the possibility of suspension, exclusion or cancellation of enrolment should they choose not to improve their behaviour / level of application.

A range of further consequences will be implemented including:

- Student gives up any office of responsibility. (Administration member / HOD/Year Coordinator negotiate).
- Withdrawal from school events eg: Social, sporting activities, excursions, etc. (Administration member/HOD/Year Coordinator negotiate). Four majors in 4 weeks (3 minors make a major); 90% attendance; assessment complete; coaches email squad to teachers two weeks beforehand
- Short term withdrawal from classes (HOD and Year Coordinator negotiate as appropriate).
- Referral to Chaplain/ Guidance Officer.
- Lunch time or after school detention.
- Possible inclusion of student in special program as outlined under section on "Proactive Procedures" in this policy.
- Individual Behaviour Support Plans.

Note: It is the Year Coordinator's responsibility to notify staff of the names of students being dealt with at this stage and, where appropriate, of the consequences imposed.

Further processes will occur if students:

- have failed to correct previous behaviours identified; or
- are involved in serious breaches of the school's Agreed Code of Behaviour.

Behaviours could include:

- a)
 - Persistent disruptive behaviour
 - Refusal to participate in the program of instruction
 - Continued disobedience
 - Continued absence from class
- b)
 - The wearing of inappropriate clothing as defined in department's "Policy and Guidelines on School Dress Standards for Students" eg: offensive, unsafe items of clothing
 - Disobedience
 - Misconduct
 - Other conduct which is prejudicial to the good order of the school and safety of other members of the school community, eg: vandalism, fighting, use/ possession of cigarettes, alcohol, use/ possession of illegal substances or dangerous/ prohibited items, abusive language directed at students or teachers, stealing, threatening behaviour, etc.

Consequences:

- YLC meets with student of parents/caregivers to implement an IBSP (Individual Behaviour Support Plan)
- HODs/YLCs investigate incident/ long-term patterns of behaviour.
- Students and parents/ caregivers are warned that, depending on the outcome of the investigation, suspension, exclusion/ cancellation of enrolment could occur.

Depending on the outcome, a range of further consequences may be implemented including:

- Student Monitoring Sheet
- Student gives up any office of responsibility
- Withdrawal from school events (as per earlier point)
- Lunchtime or after school detentions
- Community service to the school
- Withdrawal from classes over an extended period of time
- Parents are asked to come to the school and assist with the management of the student
- Police may be advised
- Participation in a “Needs-Negotiated” Program
- Suspension. The student may be suspended for:
 - disobedience, or
 - misconduct, or
 - other conduct that is prejudicial to the good order and management of the school

The suspension may be:

a) for up to ten (10) days with reintegration process

b) for ten (10) to twenty (20) days with:

- reintegration process
- provision of suitable alternative education program.

Student/ parent/ caregiver is able to make a submission to the Principal’s supervisor to outline a case for reconsideration of the suspension.

- Exclusion. The student may be suspended recommending exclusion:

a) from one or all state schools

b) for a period or permanently; for

- disobedience, or
- misconduct, or
- other conduct that is prejudicial to the good order and management of the school, or
- disobedience, misconduct or other conduct so serious that suspension is inadequate to deal with the behaviour.

Student/ parent/ caregiver is able to make a submission to the principal’s supervisor to outline a case for reconsideration of the exclusion.

SDAs are to be used after consideration has been given to all other responses.

PROCEDURES

Suspension

During the Suspension

- Student and parents/ caregiver meet/talk with the HOD/YLC
- Case Manager appointed where necessary
- HOD/YLC/ Case Manager meet to discuss conditions/ expectations for student’s re-entry.

After the Suspension Period

- Student meets with the HOD/YLC (and, if possible, teacher) who outlines conditions/ expectations for re-entry
- Student is put on Student Monitoring Sheet for approximately one week
- Student will meet with the Guidance Officer if necessary
- Parent contact is maintained as appropriate
- Teachers and students will be supported via appropriate processes, to re-establish positive relationships.

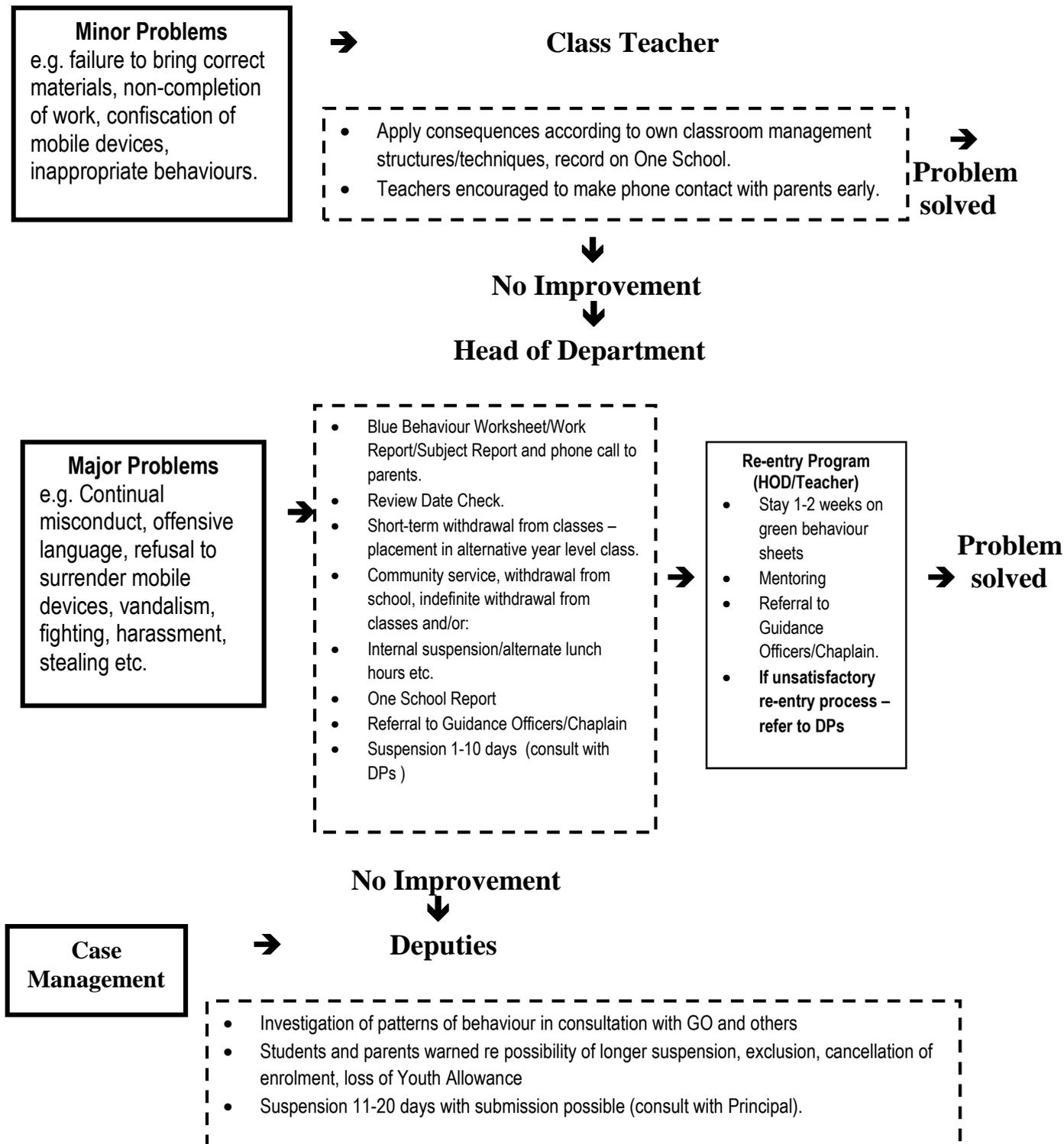
Please note:

1. The student is monitored until Student Monitoring Sheets are satisfactory.
2. Where student’s behaviour is not satisfactory, other consequences will be implemented.
3. The HOD/YLC will review student progress for one-two weeks after the completion of the Daily Reports and consider other consequences.

4. **If the problem continues**, the student will be case managed by the appropriate Deputy Principal who will:
- Investigate patterns of behaviour with GO and others
 - Warn students and parents of the possibility of longer suspension, exclusion/cancellation of enrolment and loss of Youth Allowance
 - Also manage longer suspensions (11-20 days) and exclusions in consultation with the Principal.

Classroom Teacher Behaviour Management Policy

In Class Behaviour



b) **Relief Classroom Teacher**
Minor Problems

Minor problems need to be dealt with by the relief teacher using a variety of techniques with the focus statement in mind.

Examples of minor problems include:

- not bringing books/materials to class

- being late to class without good reason
- having Nikko pens/liquid paper at school
- disrupting the class so that others cannot learn
- disobeying instructions
- use of inappropriate language to students or teacher

Relief teachers should, as much as possible, impose logical consequences for these behaviours. (Refer to flowchart for examples). Problems with student behaviour/application should be documented on the bottom of the supervision sheet that is returned to the regular classroom teacher. Incidents of a more serious nature warrant the student being sent to either a Head of Department or the Administration.

Major Problems

- dangerous behaviour, irrespective of intent, eg. fighting
- vandalism
- use/possession of cigarettes, alcohol and illegal substances
- abusive language
- stealing
- threatening behaviour

The flow chart for in-class behaviour on the previous page should be followed.

c) **Non-Teaching Staff**

When an infringement of the code of behaviour occurs, non-teaching staff are expected to make an appropriate response.

In simple situations (for example a student drops some litter) the staff member should request that the student rectify the situation. In more serious situations (for example the staff member is verbally abused), the staff member should report the problem to YLCs or appropriate Deputy Principal.

4. **Documentation of Infringements**

The main recording tool is OneSchool, however the school has a range of forms for recording the management of these situations. These are:

- ***Behaviour Worksheet / Work Report***

Used by Heads of Department when a student is referred from a teacher. Head of Department refers to teacher's report on OneSchool to identify with the student the unacceptable behaviours. Student takes sheet home to parents and undertakes to make changes. Sheet returned to Head of Department who gives a copy to the student. Copy is passed on to Year Coordinator.

- ***Subject Report***

Used by Heads of Department to monitor a student's behaviour/ application in one subject for one week.

- ***Student Monitoring Sheet***

Used to record daily behaviour/ application of student in class. Collected from HOD/Year Coordinator/Deputy Principal and returned daily signed by parent. Filed in student's file.

- ***Special Report***

Prepared on request of Administration/HOD/Year Coordinator for parent interview. An interim record of progress, attitude and behaviour in all subjects studied.

5. **Consequences for staff infringement of the code**

Because of the key role staff play in the development of our students, they have a crucial responsibility to uphold the school code of behaviour.

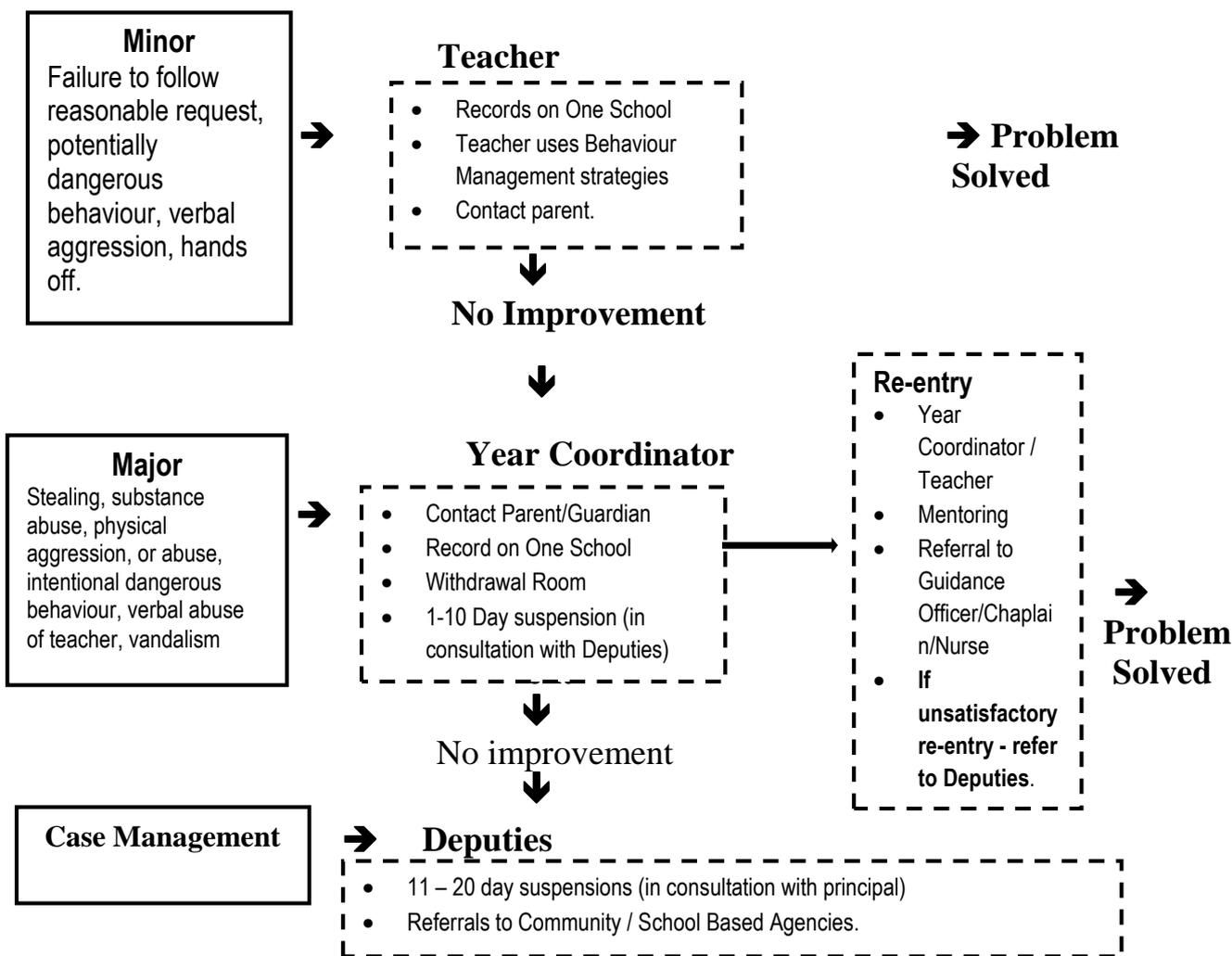
Staff are expected to model the code.

Heads of Department and Coordinators may discuss appropriate conduct with staff if minor infringements occur.

Consequences of staff taking inappropriate action can be most serious. For example:

- (i) Schools are required to respond to allegations of physical/sexual abuse of students made against staff according to the seriousness and nature of the incident:
 - Category 1 interventions relate to minor incidents and are reported to the Ethical Standards Unit on the Minor Incident Reporting Form. These are usually resolved through informal resolution processes coordinated by the principal.
 - More serious Category 2 interventions are reported directly to the Ethical Standards Unit which will liaise with the Crime and Misconduct Commission (Details are in Education Queensland Manual HS-17: Student Protection).
- (ii) Procedures are in place to report sexual harassment of employees by another employee.

Out of Classroom



HANDS-OFF POLICY

Rationale

As a school, we have a responsibility to promote a safe and supportive environment within our school community. All members of the Kingaroy State High School community realise the importance of respecting the rights of others. This policy is to promote an atmosphere and general conduct which discourages/limits the opportunities for harassment and promotes student and staff safety and security.

Guidelines

- i. No student is to touch another student in a manner judged inappropriate by staff.
- ii. No student is to use any form of physical violence against other students, even in “fun” or as a

“practical joke”.

- iii. Bullying or any other kind of stand-over tactics will not be tolerated.
- iv. These principles and/or guidelines will be espoused by the Principal and other school leaders and staff at school assemblies, in the classroom and around the school.
- v. During form, teachers will remind students of this Hands-off policy.
- vi. School leaders and senior students are to model these guidelines at all times.
- vii. All students should be involved in reinforcing this policy in their dealings with others in all aspects of school life including travel to and from school and during extra-curricular activities

BULLYING POLICY

Rationale:

At Kingaroy State High School all members of the school community have the right to feel safe and accepted as they undertake their day to day activities. All individuals are expected to show tolerance of personal differences. Consequently bullying and harassment in any form has no place within this school community. Therefore, keeping silent when personal differences are not being respected is not acceptable. Keeping silent when an individual's right to safety is being abused is also not acceptable.

Definition

The school community defines “bullying” as “when a more powerful person or group repeatedly and deliberately or unintentionally acts so as to hurt another person in some way.” It can take many forms: physical, verbal, gesture, extortion and exclusion.

Strategies To Deal With Bullying

a) *This requires staff to:*

- be role models in word and action at all times
- be observant of signs of distress or suspected incidents of bullying
- make efforts to remove occasions for bullying by active patrolling during supervision duty
- arrive at class on time and move promptly between lessons
- take steps to help victims and remove sources of distress without placing the victim at further risk
- report suspected incidents to the appropriate HOD/Year Coordinator who may liaise with other staff eg. Guidance Officer, Chaplain.

b) *This requires students to:*

- refuse to be involved in any bullying situations. If you are present when bullying occurs:
 - i) if appropriate, take some form of preventative action:
 - ii) report the incident or suspected incident to a staff member eg. teacher, HOD/Year Coordinator, Chaplain, Guidance Officer or member of the Administration and help break down the code of secrecy.

If students who are being bullied or know of someone being bullied have the courage to speak out, they may help to reduce pain for themselves and other potential victims.

c) *The school recommends that parents:*

- watch for signs of distress in their son/daughter eg. unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising
- take an active interest in your son's/daughter's life and acquaintances
- advise your son/daughter to tell a staff member about the incident. If possible allow them to report and deal with the problem themselves. He/she can gain much respect through taking the initiative and dealing with the problem without parental involvement
- inform the school if bullying is suspected
- keep a written record (who, what, when, where, why, how)

- do not encourage your son/daughter to retaliate
- communicate to your son/daughter that parental involvement, if necessary, will be appropriate for the situation
- be willing to attend interviews at the school if your son/daughter is involved in any bullying incidents
- be willing to inform the school of any cases of suspected bullying even if your son/daughter is not directly affected.

Consequences

In major cases of refusal to cease bullying students should be referred to HOD/YLC/Deputy Principal.

SCHOOL UNIFORM

– Management of students who do not conform to school uniform.

Rationale:

The Education Queensland policy is that the principal, in consultation with the school community will determine school policy on student dress standards.

Kingaroy State High School P & C Association has resolved that it supports a student dress code policy for Kingaroy State High School because it believes that a school student dress code policy at Kingaroy State High School promotes the objectives of the *Education (General Provisions) Act 1989*, and in particular that it:

- promotes a safe environment for learning by enabling ready identification of students and non-students of the school;
- promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the school;
- promotes a supportive environment at the school by fostering a sense of belonging;
- fosters mutual respect among individuals at the school by minimising visible evidence of economic, class or social differences.

Strategies to Deal with Students not Wearing Uniform:

1. Assistance with uniforms is available for families experiencing financial hardship. Students and/or parents need to contact the Administration or the Chaplain to access this assistance.
2. A bank of school uniform items is held at the school so that a student who presents without being dressed according to the student dress code (major items of uniform) will be offered the opportunity to wear one. Students will access this uniform bank by:
 - * reporting to YLC immediately upon arriving at school, or
 - * being sent to YLC by their form teacher during form/assembly.
3. If for any reason a student cannot be supplied with an item of clothing from the uniform bank, they will be given a special pass to show they have made a legitimate attempt to comply with the dress code. Students must be able to present this pass on request.
4. If, when offered an item to comply with the dress code, a student unreasonably refuses to put it on, the student can be sanctioned for non-adherence to a school policy and dealt with according to the school's behaviour management policy.

Bring Your Own Device

Students have the option to opt in to the Bring Your Own Device program in certain year levels.

The following are exemplars of responsible use and behaviour by a student:

It is expected that students will access school information technology facilities to:

- deepen understandings through assigned class work and assignments;
- develop appropriate 21st Century knowledge, skills, behaviours and dispositions;
- author text, artwork audio and visual material for publication on the Intranet or Internet for educational purposes as supervised and approved by school staff;
- learn new concepts, find quality, relevant resources for school activities and projects;
- communicate or collaborate with other students, teachers, parents or experts as part of assigned class work; research and learn through the Department's e-Learning environment.

The following are exemplars of irresponsible use and behaviour by a student:

It is irresponsible for students to:

- use the IT resources of our school in an unlawful manner;
- download, distribute or publish offensive messages or pictures;
- insult, harass or attach others or use obscene or abusive language;
- deliberately waste printing and Internet resources;
- damage any electronic devices, printers or network equipment;
- commit plagiarism or violate copyright laws;
- use unsupervised internet chat;
- send chain letters or Spam e-mail (junk mail)

Lost / Stolen / Damaged Devices

Any personal electronic device brought into the school grounds remain the responsibility of the student at all times. Kingaroy SHS takes no responsibility for any personal electronic devices that are lose, stolen or damaged.

Truancy

Queensland law requires parents to ensure their compulsory school age child attends school for the educational program on every school day. Failure to meet this obligation may lead to prosecution and penalties. Parents will be contacted by the School Engagement Officer where there are regular or unauthorised absences. Late arrivals and early departures will also be noted.

Child Abuse

We are required, by law, to report suspected child abuse or neglect. The Principal must be notified when a student at our school has suffered harm or may require protection from harm.

The network of student support

At Kingaroy State High School there is a team approach to behaviour support. This team includes staff, students, members of the school community and wider community, administration team, HOD's, Year Co-ordinators, School Guidance Counsellors, Chaplain, School Nurse as well as Youth Workers and other community agents as needed. Any combination of these can work to support a student dependent on their needs.

Consideration of individual circumstances

Consideration of a number of factors must always take place. These include the sex, age, socio-economic, religion of the student. Also the severity of the behaviour, their involvement and prior behaviours. Such consideration needs also to be given to the rights of other students, staff and the whole school community.

Students with Special Needs

While it is expected that all students at our school comply with the behaviour expectations of this plan, some students have special needs that need our consideration in order to meet these aims. A student's Individual Behaviour Management Plan details the processes used to assist these students operate safely within our school. Parents, the Principal, teachers and support personnel negotiate the student's plan and review it regularly.

Related legislation

- ***Education (General Provisions) Act 1989***
- ***Section 21 of the Education (General Provisions) Regulation 2000***
- ***Criminal Code Act 1899***
- ***Anti-Discrimination Act 1991***
- ***Commission for Children and Young People and Child Caregiver Act 2000***
- ***Judicial Review Act 1991***
- ***Workplace Health and Safety Act 1995***
- ***Workplace Health and Safety Regulation 1997***
- ***Freedom of Information Act 1992***
- ***Transport Operations (Passenger Transport) Regulation 2005***

Related policies

- SM-06: Management of Behaviour in a Supportive School Environment - Schools and Discipline
- SM-16: School Disciplinary Absences
- HR-07-1: Code of Conduct
- CS-01: Gender Equity in Education
- CS-05: Educational Provision for Students with Disabilities
- CS-10: Drug Education and Intervention in Schools
- CS-15: Principles of Inclusive Curriculum
- CS-16: Cultural and Language Diversity
- CS-17: Anti-Racism
- CM-15: Guidelines for Appropriate Use of Mobile Telephones by Students
- SC-09: Student Dress Code
- LL-14: Hostile People on School Premises, Wilful Disturbance and Trespass Issues
- SM-05: Physical Restraint and Time Out Procedures - Students with Disabilities

Some related resources

- **National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)**
- **National Framework for Values Education in Australian Schools (www.valuededucation.edu.au)**
- **National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)**
- **Bullying. No Way! (www.bullyingnoway.com.au)**
- **MindMatters (www.curriculum.edu.au/mindmatters)**
- **School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)**
- **Code of Conduct for School Students Travelling on Buses (<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>)**