RESPONSIBLE BEHAVIOUR POLICY FOR STUDENTS

1. Purpose

Pacific Pines State High School is committed to providing a respectful learning environment for students and staff. This Responsible Behaviour Policy is designed to ensure that all stakeholders within the school and wider community are aware of our behaviour expectations, management, processes and consequences.

This policy is intended to facilitate high standards of behaviour so that the learning and teaching in our school is effective and students can participate positively within our school community. It is based on the ‘Code of School Behaviour’ and Positive Behaviour for Learning.

2. Consultation and data review

Pacific Pines State High School developed this policy in collaboration with our school community. The Policy was endorsed by the Principal and the President of the P&C. It is aligned with the rules, principles and expected standards outlined in Education Queensland’s Code of School Behaviour. The policy is reviewed annually.

3. Learning and behaviour statement – Positive Behaviour for Learning

In the classroom, playground and community, our school has identified the following school values to teach and promote our high standards of behaviour: Be respectful, be responsible, be safe, and be a learner.

The Department of Education's Statement of Expectations for a Disciplined School Environment states,

'Recent research indicates that consistently implementing an evidence-based whole-school, positive approach to behaviour can improve social behaviour and student performance. Analysis of the research indicates there are core elements that make a significant difference in increasing positive behaviour and reducing inappropriate behaviour.' (2017)

Positive Behaviour for Learning is a multi-tiered framework of intervention practices and organisational systems for establishing a positive teaching and learning environment (Sugai and Horner, 2006). It is an approach that focuses on schoolwide, classroom, non-classroom, student and family settings where all areas are working together to achieve a positive teaching and learning environment for both staff and students. It is used in schools to build a supportive positive school culture and environment for all students and teachers (Kelm, J., McIntosh & Cooley, S. 2014). Positive Behaviour for Learning also aligns with the Code of School Behaviour stating that,

'All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.' (2017)

Therefore, we at Pacific Pines State High School, envision the respectful delivery of positive Behaviour for Learning to be an opportunity to support social and emotional learning as well as a means of maximising the academic success and outcomes for all.

This policy outlines our processes for promoting positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. This enables all school community members to have a clear and consistent understanding of their role in regards to respectful behaviour management.
## RESPONSIBLE BEHAVIOUR POLICY FOR STUDENTS

**Based On The Code Of School Behaviour**

### POSITIVE BEHAVIOUR FOR LEARNING – WHOLE SCHOOL ACKNOWLEDGEMENT SYSTEM

<table>
<thead>
<tr>
<th>Class</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom</strong></td>
<td>Students are acknowledged daily by the classroom teacher for positive behaviour, work ethic, effort and behaviour. Extrinsic acknowledgement awards range from house point slips, certificates for encouragement, participation, sportsmanship and respect. Teachers also communicate positive results and progress by regular contact with parents via email, phone calls, post cards and letters. Communication with home is invaluable for positive results and engagement in the classroom.</td>
</tr>
<tr>
<td><strong>Academic</strong></td>
<td>Students are rewarded regularly through continual cycles of assessment both formatively and summatively. Academic acknowledgement in the classroom range from certificates of encouragement and progress to communication with parents via positive post cards, emails and phone calls throughout each term. Specific academic awards, such as the most improved and top students in the year level, are presented at the Celebration Parade each semester and is based on student report cards. Top academic student achievement is also recognised annually at the Academic Awards night.</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>It is essential for students to attend all lessons every day and on time. Therefore, student attendance is celebrated and acknowledged at Pacific Pines State High throughout the year. If the student's attendance is 95% or above they are awarded with a certificate (termly) that is presented to them on year level parades and top attenders are awarded with a certificate each semester at the Celebration Parade.</td>
</tr>
<tr>
<td><strong>Effort &amp; Behaviour</strong></td>
<td>Excellent effort and behaviour is recognised and rewarded with a certificate that is presented on year level parades. Results are based on the semester report card. The criteria for attaining the certificate includes: attending every lesson ready to learn, being an enthusiastic learner, working well independently and with others, always completing daily tasks, making excellent behaviour choices, following all teacher instructions and respecting the rights of others. Improved effort, as demonstrated by a significant overall improvement in grades, will also be acknowledged at the Celebration Parade each semester.</td>
</tr>
<tr>
<td><strong>Cultural &amp; Sporting</strong></td>
<td>There are many opportunities where students are recognised for cultural and sporting achievements throughout the year and annually on Awards Night. Students participate in cultural activities ranging from but not limited to Dance Eisteddfods, Indigenous Celebrations, Talent Quests, Musicals, Choirs, Instrumental Bands, Visual Arts Show Cases, Industrial and Technological Designs. Some sporting events students participate in, include but are not limited to Interschool Sport, School Sport Carnivals (Swimming, Athletics, Cross Country), and team sports such as AFL, Netball, Basketball, Volleyball, Touch, Soccer and Kokoda Challenge.</td>
</tr>
<tr>
<td><strong>Excellence Programs</strong></td>
<td>PPSH is committed to educational programs that encourage, challenge, extend and support each student's special interests, skills and talents to become the very best student they can be. Students with these qualities may choose to participate in one of our Centre of Excellence Programs. Each COE Program has been developed by an expert teaching team for students who are ready to learn and achieve their dreams and ambitions at a higher level. We believe in providing opportunities in Academia, Sporting and Creative Industries to maximise each student's potential in their chosen area of excellence.</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>The efforts and achievements of students across each year level are recognised every year at our annual Awards Night, with students being awarded Leadership Badges. Credit awards involve leading by actively participating in a variety of school activities. Distinction awards are presented to students who have led by organising and inspiring others in a school based project and Honors leaders have demonstrated whole school community responsibility and may have been awarded based on the organisation of a community based event. These leadership levels are awarded based on the leadership demonstrated throughout the year, irrespective of year level. Through using this model we have found that students are motivated to participate in the program and are able to work with people from other year levels on a variety of projects to develop their skills.</td>
</tr>
</tbody>
</table>
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

This diagram shows how the Responsible Behaviour Policy applies to all students. This plan is formed in three stages: universal, targeted and intensive. Please see Management of Disciplinary Matters (page 7) for details pertaining to processes implemented by Pacific Pines State High for functional approaches to behaviour and Positive Behaviour for Learning.

**Universal Behaviour Support**

Universal prevention is the most important aspect of a whole school responsible behaviour approach. It focuses on preventing problems and creating an environment that supports student learning and wellbeing. Those responsible for the implementation of universal behaviour support include Administration, Dean of Students, HOD's, HOSES, Teaching and Support Staff.

- Essential Skills for Classroom Management – appendix 9
- Reinforcing school values and expectation
- Positive approach to engagement
- Contact with parents/carers
# Responsible Behaviour Policy for Students

**Based on the Code of School Behaviour**

## Positive Behaviour for Learning Expectations Matrix

<table>
<thead>
<tr>
<th>Setting</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
<th>Be a Learner</th>
</tr>
</thead>
</table>
| **Classroom examples**         | • Use the classroom equipment and furniture with care  
                              | • Treat everyone fairly so people feel safe to participate and have a go  
                              | • Follow teacher's reasonable instructions  
                              | • Ask for the teacher's permission if you need to leave the classroom and carry a note with you to explain why you are out of class  
                              | • Respect the right of the teachers to teach and students to learn without disruption  
                              | • Listen attentively when your teacher or another student is speaking  
                              | • Put your hand up when sharing your ideas with the class  
                              | • Value contributions of other students and acknowledge their successes  
                              | • Allow all students to achieve their best  
                              | • Understand that students have different learning abilities  
                              | • Value people's personal space, equipment and belongings  
                              | • Complete all assigned tasks to the best of your ability and use time effectively as every lesson counts  
                              | • Work well independently and with others  
                              | • Always have a positive attitude towards learning and ask for help if required  
                              | • Ask questions and share answers to further your learning  
                              | • Record dates for assessments in your diary  
                              | • If extensions are required, see the relevant Head of Department prior to the due date  
| **Personal technology devices and specialised classes examples** | • Use equipment appropriately and for its intended use  
                              | • Follow safety instructions at all times  
                              | • Leave food and drink in your bag in Science and Computer labs  
                              | • Wear personal protective equipment when required  
                              | • Treat class equipment with care  
                              | • Ask for help if you are unsure how to use equipment  
                              | • Report damaged equipment to the teacher  
                              | • Use personal technology devices and mobile phones appropriately as advised by your teacher  
                              | • Bring your school materials and laptop charged every day  
                              | • Show good sportsmanship  
                              | • Turn off and put away all music devices and mobile phones  
                              | • Have appropriate equipment and/or attire organised for theory and practical classes  
                              | • Actively engage in your practical classes  
                              | • Be attentive during instructions  
| **Playground examples**        | • Use equipment appropriately and for its intended use  
                              | • Follow safety instructions at all times  
                              | • Leave food and drink in your bag in Science and Computer labs  
                              | • Wear personal protective equipment when required  
                              | • Play in correct areas and use equipment safely and appropriately  
                              | • Walk calmly and keep to the left on walkways, stairwells and around the buildings  
                              | • Look where you are walking so you are aware of others around you  
                              | • Keep hands and feet to yourself and away from others and their belongings  
                              | • Respect other students and their property as well as school property and facilities  
                              | • Be kind to others  
                              | • Wait your turn  
                              | • Speak politely to communicate your request to staff  
                              | • Play school approved games  
                              | • Always place your rubbish in the correct bins; use rubbish bins with the red lid for general waste and the rubbish bin with the yellow lid for recycling drink containers  
                              | • Be involved in lifelong learning activities outside the classroom  
                              | • Use your break times to go the bathroom and get a drink  
| **Uniform examples**           | • Wear a hat in the sun  
                              | • Wear the correct footwear  
                              | • Represent the school with pride whilst wearing the school uniform  
                              | • Be a good role model to other students  
| **Other examples**             | • Walk your bike/scooter in school grounds and store your bike/scooter in the bike cage during school hours  
                              | • Use footpaths and crossroads in the community appropriately  
                              | • Pay attention to other students, members of the public, vehicles and your surroundings whilst in the community  
                              | • Treat others the way you would like to be treated  
                              | • Be polite and use appropriate and respectful language at all times (written / verbal)  
                              | • Be respectful and courteous in the community  
                              | • Follow school rules and make the right behaviour choices  
                              | • Be honest, show integrity and take responsibility for your actions  
                              | • Be a positive, responsible and productive member of the community  
                              | • Abide by the law and road rules in school grounds and in the community  
                              | • Get a good night of sleep  
                              | • Have a healthy breakfast and bring lunch to school  
                              | • Ensure you complete homework tasks  
                              | • Be a lifelong learner and understand that school is preparing you for 'real life' experiences  

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Pacific Pines State High
RESPONSIBLE BEHAVIOUR POLICY FOR STUDENTS

BASED ON THE CODE OF SCHOOL BEHAVIOUR

Targeted Behaviour Support
Targeted behaviour support is designed to further assist students who have not responded to universal school-wide positive behaviour expectations. Emphasis is placed on an improvement in the students’ social and emotional skills and academic success. Those responsible for the implementation of targeted behaviour support include Administration, Dean of Students, HOD’s, HOSES, Guidance Officer, School Nurse and Chaplain.

- Positive Behaviour Support Plans (Appendix 6)
- Positive Focus Target Support Plans
- Specialised classes
- Counselling and mediation
- Meeting with parents/carers

Intensive Behaviour Support
Intensive behaviour support is intervention procedures that respond to complex and challenging behaviour and where assistance is given to re-engage learning. This support is provided to students who have not responded to universal and targeted support measures. Intensive support is provided via the well-being team, specialised classes and programs as well as consultation with external agencies. Those responsible for the implementation of intensive behaviour support via the well-being team include Administration, Dean of Students, HOD’s, HOSES, Guidance Officer and outside agencies.

- FBA, Specialised classes
- Meeting with parents/carers
- Flexible learning arrangements
- Referral to external agencies e.g. Counselling, Annex, Behaviour Advisory Support Staff, Headspace

5. Network of student support
Behaviour is learned so it can be taught. Therefore, at Pacific Pines State High we work with families in order to provide support to reinforce appropriate student behaviour that is observable and measurable. Support is provided by parents, teaching and non-teaching staff, administration, guidance officer, school-based nurse, chaplain and external agencies.

6. Consideration of individual circumstances
When consequences are applied at Pacific Pines State High, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. This is aligned with the Code of School Behaviour.

Students with disabilities (SWD)
Pacific Pines State High is an inclusive school. Therefore, students with disabilities are integrated and included in mainstream wherever possible and also have access to smaller, individualised and focused learning environments, if necessary. Staff recognise and respect that there are differentiated responses for students with disabilities as their individual circumstances, impacts from their disability and verification needs to be considered before applying disciplinary actions for inappropriate behaviours. The HOSES work very closely with the student’s case manager, Deans of Students, Administration, teaching and support staff, families and external agencies in order to achieve the optimum results for students with disabilities.
7. Strategies / Consequences for unacceptable behaviour

Teachers at Pacific Pines State High utilise positive behaviour for learning with a functional approach to behaviour and the Essential Skills for Classroom Management (appendix 9) in order to increase quality instruction time. Therefore, teachers are well-equipped to apply appropriate strategies and consequences for unacceptable behaviour.

Staff first determine if the response to the problem behaviour is minor or major. The application of appropriate strategies and/or consequences will then be applied for unacceptable behaviour. In order to maintain a consistent approach to discipline, decisions will be applied according to the Management of Minor and Major Disciplinary Matters table on page 7.

- **Minor** - Unacceptable behaviour is successfully resolved by staff members at the time it happens. Staff members utilise a range of strategies from ESCM's, minor Student Services Referral (appendix 4) to a lunch detention (appendix 7) as the response and or consequence to minor misconduct and/or disobedience. Staff will contact home for repeated infringements, record incident on One School (selecting the main reason only) and refer to the Year Level Dean only (and HOSES for SEP students).

- **Major** – In-School Restorative Justice / External suspension. Unacceptable behaviour is referred directly to the school Administration team (Dean of Students/HOSES/Deputy Principal/Principal). Depending on the unacceptable behaviour outlined on page 7, number of previous suspensions and behaviour history, a suspension of 1 - 20 days, is the most likely outcome as a consequence for major misconduct and/or disobedience. Administration will investigate the incident, contact parents for ‘Right of Reply’, action on One School, complete and send suspension letter, conduct a re-entry meeting upon completion of the suspension.

- **Major** – Exclusion / Cancellation. Unacceptable behaviour is referred directly to the school Administration team (Dean of Students/HOSES/Deputy Principal/Principal). If suspension is pending exclusion as a consequence for a major misconduct and/or disobedience, a meeting will be conducted by the Administration, and a case worker will be assigned by Education Queensland. If cancellation of enrolment is pending, a meeting will be conducted by Administration to determine the outcome.

N.B. 1 Lunch detention is a maximum of 15 minutes at first break or 20 minutes at second break. Examples include:
- Issued by Admin / Student Services – student completes detention in the detention room
- Issued by the Teacher in the classroom – student completes relevant class work with the classroom teacher
- Issued by the Teacher in the playground – student completes community service (e.g. litter duty) with the teacher on duty
(Pacific Pines State High does not issue out of school hour detentions i.e. before or after school or Saturday detentions)

N.B. 2 In-school restorative justice is used as an alternative to short external suspensions only (in lieu of 1-3 days external suspension in negotiation with parents) as deemed by Administration. Cases will be based on individual circumstances. Students will attend alternate classes but will complete activities including, but not limited to, community service and/or programs during lunch breaks.

N.B. 3 Most likely outcome means the likely consequence for an identified misbehaviour. However, this does not mean it will be the result in all cases. Ultimately, the severity of disciplinary outcome is determined by the school Principal based on an assessment of the totality of the alleged misbehaviour, the consequences of the said misbehaviour and the student’s personal circumstances (including their behavioural history). Consequences for repeated breaches of PPSH Responsible Behaviour Policy will increase in severity and may culminate in exclusion.
## RESPONSIBLE BEHAVIOUR POLICY FOR STUDENTS

Based on the Code of School Behaviour

### MANAGEMENT OF MINOR AND MAJOR DISCIPLINARY MATTERS

<table>
<thead>
<tr>
<th>Area</th>
<th>MINOR – ESCM, Student Service Referral or lunch time detention1 as the most likely outcome2</th>
<th>MAJOR – in-school restorative justice2 or external suspension as the most likely outcome2(1 to 20 days)</th>
<th>MAJOR - Exclusion or cancellation of enrolment as the most likely outcome3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom examples</td>
<td>• Not completing set tasks to an appropriate level, plagiarism</td>
<td>• Refusing to follow reasonable teacher instruction (‘Are you refusing to follow instructions?’?)</td>
<td>Cancellation – students 16yrs+</td>
</tr>
<tr>
<td></td>
<td>• Refusing to work, disobedience</td>
<td>• Repeated plagiarism</td>
<td>• Refusal to participate in the educational program provided at school as evidenced by one or more of the following: failure to attend designated lessons, failure to submit assessment and/or failure to work in class, failure to meet senior school requirements</td>
</tr>
<tr>
<td></td>
<td>• Low intensity failure to respond to adult request</td>
<td>• Serious disobedience – refusal to attend lunch detention, buddy room, student services</td>
<td>• Continued serious disengagement in schooling thus displaying a high level of wilful disobedience without explanation</td>
</tr>
<tr>
<td></td>
<td>• Unco-operative behaviour, minor disruption/defiance</td>
<td>• Major unco-operative behaviour, disruption, defiance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Disengagement in schooling; failure to refocus on learning after considerable school support, displaying disobedience</td>
<td>• Serious disengagement in schooling thus displaying a high level of wilful disobedience without explanation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not being punctual (e.g. Late to school or class after breaks)</td>
<td>• Leaving school without permission</td>
<td></td>
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<tr>
<td></td>
<td>• Not attending or leaving designated lesson without permission (1st and 2nd offence – appendix 8)</td>
<td>• Not attending or leaving designated lesson (3rd plus offence)</td>
<td></td>
</tr>
<tr>
<td>Personal technology devices examples</td>
<td>• Inappropriate use of personal technology devices (e.g. mobile phone/laptop/speakers/iPod/iPad)</td>
<td>• Serious or continued inappropriate use of mobile phone, social networking sites or internet which impacts on the good order and management of the school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Inappropriate use of social networking sites, which impacts on the good order and management of the school</td>
<td></td>
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<tr>
<td>Playground examples</td>
<td>• Running on concrete, stairwells or around buildings</td>
<td>• Repeated disobedience regarding movement around the school</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>• Riding bike, scooter, skate board in school grounds</td>
<td>• Repeated or serious breaches in playground expectations</td>
<td>Very serious breaches of playground expectations</td>
</tr>
<tr>
<td></td>
<td>• Incorrect use of equipment</td>
<td>• Throwing objects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not playing school approved games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uniform examples</td>
<td>• Minor breach in correct uniform code including but not limited to shoes, socks, skirt, jewellery, undershirt, jumper, nail polish, make-up (Uniform Policy - appendix 3)</td>
<td>• Continued refusal to comply with uniform code</td>
<td>N/A</td>
</tr>
<tr>
<td>Other examples</td>
<td>• Petty theft</td>
<td>• Major dishonesty that has a negative impact on others</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Direct offensive and/or aggressive language</td>
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<tr>
<td></td>
<td>• Minor physical contact (e.g. non-threatening pushing and shoving)</td>
<td>• Direct verbal abuse/profanity</td>
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<tr>
<td></td>
<td>• Not attending initial detention</td>
<td>• Stealing/major theft</td>
<td></td>
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<tr>
<td></td>
<td>• Minor bullying /victimisation/ harassment/ racism</td>
<td>• Wilful property damage/vandalism</td>
<td></td>
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<tr>
<td></td>
<td>• Being in possession of a banned item including but not limited to: chewing gum, white out /liquid paper, permanent markers, metal edged and metal rulers, aerosol cans, laser pointers etc</td>
<td>• Serious physical aggression, pre-meditated fighting and/or physical misconduct</td>
<td></td>
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<tr>
<td></td>
<td>• Failing/refusing to attend follow up detention</td>
<td>• Public indecency</td>
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<tr>
<td></td>
<td>• Major or continued bullying/victimisation/harassment/racism</td>
<td>• Persistent, ongoing bullying/victimisation/harassment/racism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Items which could be considered a weapon being taken to school with the intent to cause harm</td>
<td>• Under the influence, possession or selling of drugs or other illicit substances</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Under the influence of smoking/drinking or being in possession of tobacco or alcohol</td>
<td>• Student charged with criminal offence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Bringing the school into disrepute4</td>
<td>• Serious offence that brings the school into disrepute5</td>
<td></td>
</tr>
</tbody>
</table>
RESPONSIBLE BEHAVIOUR POLICY FOR STUDENTS
BASED ON THE CODE OF SCHOOL BEHAVIOUR

Bringing the school into disrepute
Pacific Pines State High School students are expected to behave respectfully and appropriately in the community. The school will apply consequences according to our Responsible Behaviour Policy if the student and their behaviour has been clearly identified and documented.

N.B. A student is deemed to be bringing the school into disrepute if their behaviour is considered inappropriate in accordance with the school's Responsible Behaviour Policy and/or the law whilst in school uniform in the community. This includes but is not limited to: arguing with a member of the public; smoking, inhaling or vaping; failing to abide by the road rules in a vehicle or as a pedestrian; loitering at the park or Skate Park; disrespectful or inappropriate behaviour on public transport or community shopping centres; fighting in public; under the influence, possession or selling of drugs or other illicit substances in the community whilst in school uniform.

Confiscation
Items are not confiscated from students at Pacific Pines State High school. However, staff are permitted to temporarily remove items from students if deemed necessary according to Education Queensland guidelines. Students are issued with disciplinary matters according to the extent of breach in the Responsible Behaviour Policy.

8. Emergency or critical incident responses
An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. The school will notify the appropriate authorities in the event of a security or safety risk (ambulance, fire brigade and/or police).

Evacuation
Staff and students will complete a fire drill each term to ensure all school members are aware of the safety protocols. In the event of a fire, the school bell will ring continuously until the emergency is over and students will evacuate to the oval. Students will assemble in designated year level areas in their PC classes. Rolls will be marked and anomalies will be reported and verified to the fire warden. A debrief will be conducted at the conclusion of a fire evacuation. Parents will be notified as soon as it is safe to do so in the event of a fire or drill.

Lock Down
Staff and students will practise a lock down drill twice yearly to ensure all school members are aware of the safety procedures. The school bell will ring intermittently until the lockdown is over. Staff and students will remain in the classroom, sit on the floor, switch the lights and computer monitors off and lock the door. If students are in the playground, they are to go to the nearest classroom. Staff and students are to remain in the classroom until the intermittent bell has been switched off and the Principal has given the ‘all clear’. Parents will be notified as soon as it is safe to do so in the event of a lock down or drill. A debrief will be conducted at the conclusion of a lock down.

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

If there is a behavioural emergency at Pacific Pines SHS, staff will dial #181 as well as the nearest staffroom for immediate staff support. If necessary, the lock down bell (intermittent ringing) will be activated and staff and students will adhere to the lock down procedures.

Physical Intervention
Staff at Pacific Pines State High school are bound by their duty of care to protect students from foreseeable risks or injuries. Therefore, the legitimate use of physical intervention may be used 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.

Each instance involving the use of physical intervention must be formally documented. The processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording-Notification-and-Management.aspx online.

8
9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and 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

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Mark Peggrem  
Principal

Natasha Castelijn  
P&C President

Effective from January 2018
RESPONSIBLE BEHAVIOUR POLICY FOR STUDENTS

APPROVED BEHAVIOUR POLICY FOR STUDENTS

BASED ON THE CODE OF SCHOOL BEHAVIOUR

It is a legal requirement that all children under the age of 16 attend compulsory education. If a student is absent, it is a requirement that the parent/carer notifies the school to provide an explanation for their absence. An absence is only considered approved if a medical certificate is provided or exemption is approved from the Principal.

If an absent notification is not provided by the parent/carer, the school will contact home the day of the absence to seek a reason for non-attendance. This mandated practice is in accordance with the same-day notification for students' policy implemented by Education Queensland.

Attendance is monitored by the Attendance Officer, PBL Teacher, Dean and Deputy Principal; immediate concern is addressed when attendance falls below 90%. If there are continued absences from school without approval from the Principal and attendance is below 85%, formal disciplinary matters are applied.

Post-compulsory and independent students attending school are required to adhere to the same requirements for notification of absence. Failure to comply with the expectations for attendance will result in formal proceedings which could result in cancellation of enrolment.

APPENDIX 2 – Technology

The use of personal technology devices at school

1. Laptops - Pacific Pines State High has a BYOD policy and students are required to bring their own personal laptop to school for educational purposes. It must be registered with the IT Department in order to have access to the school network. Students who bring their own devices to school do so at their own risk, therefore, it is strongly advised that devices are insured due to safety reasons if damaged at school. If students are caught visiting inappropriate sites at school, behaviour consequences will be applied.

2. Mobile phone - Students are permitted to bring a mobile phone to school at their own risk. The mobile phone must be either switched off or put on silent whilst in the classroom unless the teacher has given permission for the phone to be used as an educational tool. If a student uses the mobile phone in class without teacher approval, the initial consequence will be issued by the classroom teacher. If there is continued inappropriate use of the mobile phone, this is considered failure to follow instructions and will be actioned by Administration.

3. Music devices - Students are permitted to bring musical devices to school at their own risk, including mini speakers, IPod, mobile phone, headsets. However, they are only permitted to be used if permission is granted by teacher. If mini speakers are used, the sound level must be kept low and must be switched off if requested.

Whilst on school premises, personal technology devices may be used at lunch breaks, before and after school in a respectful manner.

Recording voice and images

Students are not permitted to use personal devices to take photos or record other members of the school community or events at school unless permission has been granted. However, staff may capture an image for the purpose of protection/incrimination of the student in question. The image will then be deleted from the personal device. Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent. This is in accordance with the Invasion of Privacy Act 1971.

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Pacific Pines State High has a ‘No Bullying’ policy. Therefore, disciplinary matters will be strictly adhered to for students who bully on school grounds or the bullying is brought onto school grounds. The school supports anti-bullying procedures which are in addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and are expected to adhere to these behaviours accordingly. The sending of cyber messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and if occurred at school, will subject the sender to discipline and possible referral to QPS.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying. There are significant penalties for these offences. It is recommended that parents/carers contact the police regarding matters that do not occur on school grounds.
APPENDIX 3 – Uniform Policy

The Pacific Pines High School Uniform Policy was developed in consultation with the Parents and Citizens Association. It is expected that all students at the school will wear the uniform correctly and with pride.

UNDER THE SCHOOL UNIFORM POLICY IT IS EXPECTED THAT:
On all school days, either the sport or formal uniform can be worn. However, the sport uniform must be worn for physical activities and there will be some occasions – excursions or special events for which the formal uniform must be worn (senior students only).

### Daily Junior Sports Uniform Boys and Girls
- PPSH polo shirt, PPSH sport shorts, visible white socks, all black leather shoes.
- It is optional for the junior formal uniform to be worn by students.
- The school reversible bucket hat and bag are strongly recommended.

### Senior Formal & Sport Uniform
- Girls – PPSH white school shirt, grey school skirt, visible white socks and all black leather shoes. Bag, hat & tie optional.
- Boys – PPSH white school shirt, grey school shorts, visible white socks and all black leather shoes. Bag, hat & tie optional.
- PPSH polo shirt, PPSH sport shorts, visible white socks and all black leather shoes.

### SPECIFIC UNIFORM REQUIREMENTS

<table>
<thead>
<tr>
<th>Uniform Component</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Skirt</td>
<td>The girls’ skirt must come to the top of the student’s knees. The skirt will include the school logo which must be visible. The skirt is not to be worn for physical activity.</td>
</tr>
<tr>
<td>Sport Shorts</td>
<td>Each student will need the PPSH sport uniform for participation in physical activity.</td>
</tr>
<tr>
<td>Undershirt</td>
<td>Students may choose to wear a white undershirt. This must be short sleeve, plain and unseen.</td>
</tr>
<tr>
<td>Tracksuit</td>
<td>The school tracksuit can be worn with either the formal or sports uniform. Hoodies are not permitted and must be removed.</td>
</tr>
<tr>
<td>Shoes</td>
<td>All black leather enclosed shoes must be worn at all times. Boots, hi-tops and platform shoes are not permitted.</td>
</tr>
<tr>
<td>Socks</td>
<td>Visible plain white socks must be worn. Girls may wear black or skin coloured stockings in winter.</td>
</tr>
<tr>
<td>Hat &amp; Bag</td>
<td>The PPSH reversible bucket hat and school bag is recommended. Alternatively, a non-offensive hat must be worn for all outdoor activities and a non-offensive bag is required. N.B. The PPSH school bag will be compulsory in 2019 for year 7 students.</td>
</tr>
<tr>
<td>Excellence uniforms</td>
<td>You are required to purchase the FULL Excellence uniform for the program you have been selected for, which is to be worn only during allocated times as specified by the Excellence teacher.</td>
</tr>
<tr>
<td>Jewellery</td>
<td>No jewellery other than a wrist watch and two small plain sleepers or small plain studs per pierced ear are permitted. Facial piercings and tape are not permitted. Parents may apply in writing for students to wear a necklace, pendant or flat ring that has personal or religious significance. The security of jewellery in those cases will be the student's responsibility.</td>
</tr>
<tr>
<td>Hair/Makeup</td>
<td>Hair is to be that which is suitable for the workplace. Hair ties should be brought to school for those students who have subjects that need to have their hair tied back. Bandanas are not permitted. A light covering of foundation and clear lip gloss is acceptable. No other make-up is permitted. Clear nail polish or French tips are accepted. Sunscreen is encouraged in our climate at all times; it should be of natural skin tones or translucent.</td>
</tr>
</tbody>
</table>

Disciplinary matters will be applied to students who are in breach of the uniform code.
APPENDIX 4 - Student Services Referral Process

Procedure used to address and re-engage inappropriate behaviour

Classroom Teacher
The teacher uses a range of in-class behaviour management strategies (ESCM). The student fails to respond appropriately. Student is referred to Students Services with:
- Behaviours that would result in a minor response, issue a yellow card to the student.
- Behaviours that would result in a major response, issue a red card to the student.
Examples of minor and major behaviours and responses are outlined on page 6 in the School’s Responsible Behaviour Policy.

Student Services (Minor)
Allocate student an alternate class and issue a slip with time, referral room teacher name, class, work to complete and a re-entry plan.
Eg. Repeated disruptive behaviour or low intensity failure to respond to adult request.

Student Services (Major)
Student is kept at student services and an investigation takes place. Class teacher record incident on OneSchool as soon as possible.
Eg. Failure to follow reasonable teacher direction or direct offence and/or aggressive language.

Referral Room Teacher
Take slip from student and allocate them a seat. Student to complete re-entry plan then work independently and quietly. At the end of the lesson, teacher to sign the slip give it back to student. Send student back to SS at end of the lesson.

Referred to the Dean
Dean investigates incident and takes appropriate action.

Student Services
Collect signed slip from student and forward to relevant Dean as FYI. Check to see if re-entry plan has been completed and remind student to see teacher.
RESPONSIBLE BEHAVIOUR POLICY FOR STUDENTS

Pacific Pines State High

APPENDIX 5 – Student Services Re-entry Plan

Student Name: .................................................. Roll Class: ..........................................

Date: .......................................................... Lesson: ..................................................

Subject Teacher Name: .......................................................... ..................................

This is my: 1st 2nd 3rd > 3rd (please circle one) student services referral for this teacher

I was sent to student services because?

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Which classroom expectation/s didn’t I follow? (See back of this form)

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What am I going to change so this does not happen again?

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I will meet with my classroom teacher: First Lunch / Second Lunch / Before School /

After School (circle one)
Positive Behaviour Support Card – Used by Deans to re-engage students’ positive behaviour

Positive Focus Target Card

As a student at Pacific Pines SHS, you agreed to comply with the Student Responsible Behaviour Plan upon enrolment.

To help support you in maintaining your positive behaviour, you have been placed on this positive focus target card. This card will remind you to display appropriate behaviour in the classroom.

You will negotiate with your DOS your focus targets to support your learning and reduce the frequency of disruptive behaviours to ensure you make the most of your learning opportunities. You are required to:

1. Show this card to your teacher at the beginning of each lesson. Your teacher will write a comment and a grade for the lesson according to the focus targets and criteria outlined on the next page.
2. You must submit this card to Student Services for review once a day.
3. Failure to meet the goals and criteria may result in a detention.
4. Failure to consistently meet the focus targets and criteria may result in suspension or a formal Discipline Improvement Plan.

Name: ________________________________
Year: ________________________________
DOS: ________________________________
Start Date: ____________________________

Focus targets
During my classes, I will commit to:


Criteria for focus targets:
3 Always implemented focus behaviour plan
2 Sometimes implemented focus behaviour plan
1 Student did not adhere to focus targets. Follow up with DOS is required (this behaviour must be schooled and parent contacted)

Date: ____________  SS Signature: ________________________________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher</th>
<th>Rating</th>
<th>Comment / other concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC</td>
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<td>4</td>
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</tbody>
</table>

Focus target meeting notes with Dean of Students:

Has this student met the focus targets according to the agreed goals?
Yes / No
Is this student required to continue on another focus target card?
Yes / No
Have parents been notified about the outcome of this focus target card?
Yes / No
Is a parent interview required as a result of the outcome of this focus target card?
Yes / No
Other comments:

DOS Sign: ____________________________  Student Sign: ____________________________  Date: ____________________________
Teacher sets classroom detention

Student fails to attend first detention.
Teacher issues second detention.

Student fails to attend second detention.
Teacher records on OneSchool and refers to the Year Level Dean.

Student fails to attend Year Level Dean’s lunch detention.
Student is suspended.

Student attends.
No further action required.

Student attends second detention.
No further action required.

Student attends SS detention.
No further action required.
APPENDIX 8 – Not attending or leaving designated lesson

Student has not attended or left designated lesson without permission. Attendance Officer notifies Year Level Dean who records incident on OneSchool and issues lunch detention – First offence.

Student attends detention. No further action required.

Student fails to attend detention. Dean to follow detention policy.

Student has not attended or left designated lesson without permission. Attendance Officer notifies Year Level Dean who records incident on OneSchool and issues lunch detention – Second offence.

Student attends detention. No further action required.

Student fails to attend detention. Dean to follow detention policy.

Student has not attended or left designated lesson without permission. Attendance Officer notifies Year Level Dean who records incident on OneSchool. Student is suspended – Third offence.

Student attends detention. No further action required.

Student fails to attend detention. Dean to follow detention policy.
Essential Skills for Classroom Management

Please see the chart below for further explanation of the Essential Skills for Classroom Management (ESCM).

<table>
<thead>
<tr>
<th>Essential Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establishing expectations</td>
<td>All students are explicitly taught the school’s expectations. Everyone is clear about what is regarded as responsible and safe in a particular context. This is demonstrated through examples and modelling.</td>
</tr>
<tr>
<td>2. Giving instructions</td>
<td>Clear, short instructions help students understand what the teachers expect them to do. Instructions help students organise what they are required to do. Instructions can be written, verbal or non-verbal to cater for all different learning styles.</td>
</tr>
<tr>
<td>3. Waiting and scanning</td>
<td>Teachers wait and scan to enable students to re-focus and pay attention to the given task. This technique enables students’ time to process the direction or instruction.</td>
</tr>
<tr>
<td>4. Cueing with parallel acknowledgment</td>
<td>Cues allow other students to match the behaviour that is being acknowledged and doubles as a positive feedback. Teachers focus on students working well and provide positive feedback to encourage off-task students to regain attention and focus.</td>
</tr>
<tr>
<td>5. Body language encouraging</td>
<td>Body language is an integral part of communication and strengthens relationships whilst prompting on-task behaviour. Providing students with positive non-verbal feedback encourages proactive time on tasks.</td>
</tr>
<tr>
<td>6. Descriptive encouraging</td>
<td>Teacher praises desirable behaviour by describing and modelling best practice enabling students to learn more productively.</td>
</tr>
<tr>
<td>7. Selective attending</td>
<td>Focusing on positive behaviour rather than negative behaviour avoids unintentionally reinforcing off-task or disruptive behaviour and decreases the likelihood that this behaviour will be repeated.</td>
</tr>
<tr>
<td>8. Redirecting to the learning</td>
<td>The teacher prompts on-task behaviour by positively focusing on students completing the curriculum requirements in the lesson.</td>
</tr>
<tr>
<td>9. Giving a choice</td>
<td>Describing the student’s options and likely consequences of their behaviour. Teachers reiterate the rules and allows the student time to make the appropriate behaviour choices.</td>
</tr>
<tr>
<td>10. Following through</td>
<td>Students are issued with a warning for behaviour. Failing to comply will result in a detention or buddy room referral. The phrase, ‘Are you failing to follow my instructions?’ will result in a direct referral to student services with the most likely outcome being suspension.</td>
</tr>
</tbody>
</table>