Tamborine Mountain State High School

Responsible Behaviour Plan for Students based on The Code of School Behaviour.

### Purpose

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

A Responsible Behaviour Plan is necessary in order to support our purpose, which will:

- assist in creating productive partnerships.
- ensure a safe, supportive and disciplined environment in which all students can learn.

### Consultation and Data Review

- The current Tamborine Mountain State High School (TMSHS) Responsible Behaviour Plan has been reviewed by members of the Parents and Citizens Association (P&C), staff and student representatives. As part of the process current data including suspensions, attendance, unexplained absences and exclusions in 2016 was reviewed. Any trends in bullying, including cyber bullying were monitored and reviewed as well.
- The Responsible Behaviour Plan will be reviewed again at the end of 2017.

### Learning and Behaviour

Our philosophy is based on personal responsibility. Personal responsibility may be viewed as having four base components:

- an awareness of thoughts and feelings
- behaviour choices
- the need to be accountable for behaviour choices and their consequences
- the effect of behaviour and the behaviour of others on people and the environment

(Mergler 2005)

School Rules

- Do what it takes to learn.
- Respect and support the rights of others.
- Act responsibly.

- All members of the school community have basic rights and a responsibility to respect the rights of others.
- Rules are developed in order to support these basic rights.
- High standards of academic, social and personal learning are our core business. Such learning is more likely to be productive in an environment which is supportive, calm, well-organised, cooperative and respectful.
- Careful proactive practices and planning will increase the probability of cooperative behaviour.
- Continuing professional learning in adolescent behaviour and management of behaviour as adults, are important for all who work with young people.
- Young people can also contribute significantly through learning skills such as leadership, conflict resolution, peer support and resilience.

**Scope**

This policy applies to all members of the school community in the following situations:
- at school.
- at external school activities.
- travelling to or from school (including when driving and being a passenger).
- any other activity where they are acting as part of the school community.

**Rights and Responsibilities**

At Tamborine Mountain State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. This strategy is designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

The Schoolwide Expectations Matrix below outlines our agreed rights and responsibilities with respect to behaviour in all school settings.

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have the responsibility to treat others with understanding (e.g. not to laugh at others, tease or try to hurt their feelings.)</td>
<td>I have the right to be happy and to be treated with understanding.</td>
</tr>
<tr>
<td>2. I have the responsibility to treat others politely and with respect irrespective of their race, ethnic background, gender, socio-economic status, ability or disability.</td>
<td>I have the right to be treated with respect and politeness.</td>
</tr>
<tr>
<td></td>
<td>I have the responsibility to respect the authority of all staff – teaching and non-teaching.</td>
</tr>
<tr>
<td>3. I have the responsibility to make the school safe by not threatening, bullying, harassing or hurting anyone in anyway.</td>
<td>I have the right to be safe.</td>
</tr>
<tr>
<td></td>
<td>I have the responsibility to follow the school rules and to learn to accept the consequences of decisions.</td>
</tr>
<tr>
<td>4. I have the responsibility to get maximum value from my classes by:</td>
<td>I have the right to obtain maximum benefit from all learning experiences.</td>
</tr>
<tr>
<td>• keeping up to date with required work</td>
<td>I have the right to work without interference from others.</td>
</tr>
<tr>
<td>• behaving so as not to interfere with other students’ right to learn</td>
<td></td>
</tr>
<tr>
<td>• being punctual, attending school regularly and taking part in activities that will be of benefit to me</td>
<td></td>
</tr>
<tr>
<td><strong>• consolidating my learning through revision, daily review and homework</strong></td>
<td>I have a right to learn at a level appropriate to my needs.</td>
</tr>
<tr>
<td>• completing assessment as required</td>
<td></td>
</tr>
</tbody>
</table>

| 5. I have the responsibility to support and acknowledge the achievement of others. | I have the right to be proud of my achievements. |
| 6. I have the responsibility to respect other people’s property by not stealing, damaging or interfering with it. | I have the right to expect my property to be safe. |
| 7. I have the responsibility to report any defects in furniture and building. | I have the right to work and relax in a safe environment. |
| I accept that staff may be more aware of dangers than I am and I will heed their advice. | |
| 8. I have the responsibility to protect my health and not smoke cigarettes, take drugs or alcoholic drinks or encourage other students to do so. | I have the right not to be pressured into health damaging habits. |
| 9. I have the responsibility to express my opinions in a non-aggressive manner and at an appropriate time. | I have the right to express my opinions in an appropriate manner and at the appropriate time. |
| 10. I have the responsibility to ensure I hear the daily notices and read my emails daily. | I have the right to be kept fully informed about all school activities. |
| 11. I have the responsibility to care for the school environment, to keep it clean and free from litter. | I have the right to have a pleasant clean and well-maintained school and grounds. |
| 12. I have the responsibility to behave and dress in a way that will display pride in my appearance, respect for myself and my school. | I have the right to be proud of my school’s appearance and reputation. |
| 13. I have the responsibility to behave in a way that contributes to an effective learning environment. | I have the right to expect effective teaching and appropriate management of students. |

**Conclusion**

| I have the responsibility to protect my rights and the rights of others at all times. | I have the right to expect that all these rights will be mine so long as I am carrying out my full responsibilities. |

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

- Explicit teaching of expectations and how they operate in all settings is conducted by Form Teachers, Student Support Leaders (SSL) and Principal at the beginning of the school year and are regularly revisited during the year.
Reinforcement of behaviour expectations on year level assemblies and whole school assemblies.

Publication in the student handbook and school website.

Reminders of expectations by staff during class and extra-curricular activities.

**Reinforcing Expected School Behaviour**

At Tamborine Mountain State High School communication of our key messages about behaviour is promoted through reinforcement, which provides students with feedback for engaging in the expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

The following proactive and preventative measures are implemented to support the development of student behaviour:

- Behaviour expectations are clearly explained during student induction to the school and at the beginning of each school year.
- Behaviour expectations are revisited at regular intervals during the school year.
- Clearly defined policies and practices are published for the entire school community and these policies are applied fairly.
- Positive behaviours and resilience are addressed within all classes with a particular focus on the Habits of Mind to guide positive behaviours with respect to learning as well as social interactions.
- Recognition of students who have outstanding behaviour and effort results on a semester basis through a Formal Award system.
- Allied student support services, including SBYHN, Guidance Officers, Chaplains and Student Support Leaders work closely with the Principal and Deputy Principals to assist in the communication and enforcement of expected behaviour.
- Individual behaviour plans are developed in consultation with Deputy Principals, Guidance Officers, parents/caregivers and relevant outside agencies for students who require a higher level of guidance around behaviour expectations. These plans provide a personal framework and reference for behaviour expectations and assist with the development of consistent strategies or adjustments across all learning environments.

**Re-directing Low-Level and Infrequent Problem Behaviour**

When student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with the school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to question how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.
**Targeted Behaviour Support**

Each year a small number of students are identified through our data as needing a little extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may place these students' learning and social success at risk if not addressed in a timely manner.

These students are supported through the work of the Student Support Leaders and the wider student support services team. A range of strategies are employed to assist the student to redirect behaviour and to develop the skills to increase their ability to be successful at school.

**Intensive Behaviour Support**

Intensive behaviour support is implemented when a student does not respond to general classroom/playground practices and his/her misconduct seriously affects the rights of others, including the student’s future self.

- A case manager (e.g. Student Support Leader, Deputy Principal) is appointed and an individual behaviour plan (IBP) is developed with the student and his/her parents/caregivers.
- Specialist support personnel are used as appropriate.
- The IBP may include: behaviour monitoring sheets, time out, School Disciplinary Action (SDA), anti-bullying program, modified timetable, work experience, external agency referral (CYMHS etc.) or tactical placement in different year level classes.
- Restorative practices will be implemented, at various levels, where appropriate. These practices follow a representative meeting and could include: compensation, internal community service, external community service, addressing groups of students, letter writing and personal assistance.
- Peer mentoring strategies are employed where appropriate.

**Emergency Responses or Critical Incidents**

- A critical incident, from the individual and community perspective, is one which has the potential to impair normal functioning. TMSHS policy is to respond immediately with the support necessary to aid recovery and avoid the possibility of the debilitating effects of post-traumatic stress disorder.
- TMSHS has a detailed Emergency Management Plan that is distributed to staff on the Student Free Day in January each year. It clearly outlines the steps that need to be followed by all staff in a variety of situations.

**Positive Behaviour Strategies**

A variety of positive behaviour strategies/recognition/rewards exists at Tamborine Mountain State High School - including, but not limited to, the following examples.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive TMSHS postcards</td>
<td>Staff send out positive post cards at any time during the school year to congratulate students for a wide variety of behaviours, improvements etc.</td>
</tr>
<tr>
<td>Network of Student Support</td>
<td>These are posted home to ensure that parents/caregivers are aware of the behaviour or achievement.</td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>Bronze, Silver &amp; Gold level reward letters for students with a report card recognising an A/B standard in all categories.</td>
<td>Four reporting periods per year.</td>
</tr>
<tr>
<td>Certificates-participation/achievement.</td>
<td>Faculty based - Maths/English competitions - within school and external National/State competitions (ICAS). Student Council events - blood donation, collection for charities.</td>
</tr>
<tr>
<td>Principal Merit Badges (Bronze, Silver, Gold).</td>
<td>Individual students for various significant situations e.g. good role of modelling of school values and helping community members. As nominated by staff and students.</td>
</tr>
<tr>
<td>Students who achieve an excellent report card – achievement, effort, behaviour.</td>
<td>Senior - Wednesday to study at home each week. Year 10 – study at home day.</td>
</tr>
<tr>
<td>Formal recognition Awards – Academic and Sport</td>
<td>Annual Awards Ceremony.</td>
</tr>
<tr>
<td>Verbal congratulations on whole school/year level parades.</td>
<td>Individual/whole year level recognition e.g. NAPLAN results, ICAS, volunteer work, charity events.</td>
</tr>
<tr>
<td>Leadership positions- Student Council Representatives, Peer Supporters, School Captains, Sport’s Captains, Band Captains</td>
<td>Badges, ties, certificates.</td>
</tr>
<tr>
<td>Years 7, 8 &amp; 9 – Annual excursion to a local theme park in Week 8 of Term 4.</td>
<td>Students who have consistently behaved in a positive manner are invited to whole day excursion in Week 8 of Term 4.</td>
</tr>
<tr>
<td>Newsletters/Facebook</td>
<td>Acknowledging student success in a variety of areas.</td>
</tr>
<tr>
<td>Recognition in local newspapers</td>
<td>Acknowledging student success in a variety of areas.</td>
</tr>
</tbody>
</table>

**Network of Student Support**

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

- Parents/caregivers
- Teachers
- Support Staff
- Head of Department
• Administration
• Student Support Leaders
• Guidance Officers
• Advisory Visiting Teachers
• Senior Guidance Officer
• School Chaplain
• School Based Youth Health Nurse

Support is also available through the following government and community agencies:
• Disability Service Queensland
• Child and Youth Mental Health
• Queensland Government
• Department of Communities (Child Safety Services)
• Police
• Local Council
• Neighbourhood Centre

Inappropriate or Unacceptable Behaviour

Systematic efforts are made to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and major behaviours

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

- **Minor** behaviour incidents are handled by staff members or Head of Departments at the time it happens.

- **Major** behaviour incidents are referred directly to a member of the Administration.

**Minor** problem behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause a staff member to suspect that the student may be harmed
- do not violate the rights of others
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration

**Minor** problem behaviours may result in the following consequences:
- A minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, temporary removal of items of property, apology, restitution or detention.
A re-direction process where a staff member takes the student aside and:
1. names the behaviour that student is displaying
2. asks student to name expected school behaviour
3. states and explains expected school behaviour if necessary
4. gives positive verbal acknowledgement for expected school behaviour

**Major** behaviours are those that:
- violate the rights of others
- place others / self at risk of harm
- require the involvement of the School Administration or Student Support Leaders as they constitute misconduct, disobedience, conduct prejudicial to the good order and management of the school

**Major** behaviours result in a referral to Administration/ Student Support Leaders because of their seriousness.

When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member involves the appropriate person – Head of Department for classroom incidents, Deputy Principals/Principal for higher level major incidents.

**Major** unacceptable behaviours may result in the following consequences:
- detention
- removal from activity
- restitution
- formal warning (including written) of future consequences for repeated or persistent inappropriate behaviour
- suspension from school
- proposal/recommendation for exclusion from Tamborine Mountain State High School
- cancellation of enrolment
- removal of invitations to school events including Year 12 Farewell and/or Formal

In each case, a variety of actions may be undertaken as appropriate, including but not limited to:
- parent/caregiver contact
- referral to Student Support Services Team, including Guidance Officers, Student Support Leaders, SBYHN, School Councillor
- referral to external agencies, including QPS, behaviour support services
- formal monitoring of behaviour
- referral to Deputy Principal/Principal.

**Ensuring consistent responses to inappropriate or unacceptable behaviour**

Staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.
Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student’s behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:
- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

### Definition of Consequences

| **Time Out** | The Principal or teacher is responsible for using Time Out:
|             | • As one of a range of options for students to manage their own behaviour
|             | • In order to assist a student in calming processes
|             | • As a strategy to reduce the frequency of a particular behaviour
|             | Time out is defined as giving student time away from their regular class program/routine:
|             | • in a separate area within the classroom
|             | • in another supervised room or setting |

| **Detention** | The Principal or teacher may use detention as a consequence for disobedience, misbehaviour, or other breaches of school expectations.
| Detentions may take place during school time or after school, as determined by the Principal/teacher. After school supervised detentions will be at a time and place determined by the school. Parents/caregivers will be contacted before an after school detention is imposed. |

| **Community Service Intervention** | The Principal may, at his/her discretion, require a student to undertake community service activities as a consequence for poor behaviour. In these circumstances, students may be required to complete a community service intervention:
| • Under the direct supervision of the Principal/teacher
| • Under the supervision of a host organisation (students aged 14 years and over only)* |

| **Temporary Removal of Property** | The Principal or staff member has the power to temporarily remove property from a student, as per DET procedure [*Temporary Removal of Student Property by School Staff*](#). |

| **Suspension**<br>(1 – 10 Days; 11 – 20 days) | The Principal may suspend a student from school under the following circumstances:
| • Disobedience;
| • Misbehaviour;
| • Conduct that adversely affects, or is likely to adversely affect, other students;
| • Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
| • The student’s attendance at school poses an unacceptable risk to the safety or wellbeing of another student of staff member of the school;
| • The student is charged with a serious offence. |
Consequences for Unacceptable Behaviours

The following behaviours are unacceptable at Tamborine Mountain State High School. The consequences have been determined with a focus on natural justice principles and staff will then apply consequences from the range listed (not necessarily in the order listed). Every case will have the particular circumstances considered. Where there is a choice of consequences and/or extenuating circumstances, the Principal will make the final determination. It is important to note behaviours resulting in disciplinary consequences are not limited to actions during school hours. Any behaviours prejudicial to good order and management of the school may result in disciplinary consequences. This list is not exhaustive. Other behaviours will be dealt with as appropriate.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td></td>
</tr>
</tbody>
</table>
| • Late to class | • Make up lost class time  
|               | • Detention/Head of Department referral  
|               | • After-school hours/Senior Study Day  
|               | • Suspension          |

A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:
- Persistent disobedience;
- Misbehaviour;
- Conduct that adversely affects, or is likely to adversely affect other students;
- Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
- The student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
- The student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.

The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school. This includes:
- repeated failure to attend class
- repeated failure to submit assessment
- unsatisfactory effort by the student in the classroom
- behaviour that leads to non-successful attainment of Queensland Certificate of Education
- breach of Senior Expectation Contract

* Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.
| Non-completion of classwork or homework | Completion of work under supervision  
• Referral to Head of Department  
• After-school hours/Senior Study Day  
• Suspension |
|----------------------------------------|----------------------------------------------------------------------------------|
| Refusal to complete work               | Completion of work under supervision  
• Referral to Head of Department  
• Detention  
• After-school hours/Senior Study Day  
• Suspension  
• Cancellation of enrolment (post compulsory students) |
| Non-compliant with classroom instructions  
• Disobedience | Counselling by teacher  
• Detention  
• Referral to Head of Department  
• After-school hours/Senior Study Day  
• Suspension |
| Disrupting the learning of other students | Detention  
• Removal from classroom to another learning environment  
• Referral to Student Support Leaders  
• After-school hours/Senior Study Day  
• Suspension |
| Not completing course requirement  
• Failure to attend lunch or after-school detention  
• Failure to report to Head of Department/Student Support Leader | Detention after-school hours  
• Removal of Senior Study Day  
• Cancellation of enrolment (post compulsory)  
• Withholding of Farewell/Formal invitation (Senior School)  
• Suspension |
| Attendance                             | Parent/caregiver notified  
• Make up lost time  
• Detention/community service  
• Supervised breaks  
• Daily report sheet  
• Cancellation of enrolment (post compulsory students)  
• Intervention by Guidance Officers (compulsory school aged students with persistent truancy)  
• T1. T2. T3 letters as required  
• Liaison with external agencies as required |
| Truancy (partial and whole day)        | Parent/caregiver notified  
• Make up lost time  
• Detention/community service  
• Supervised breaks  
• Daily report sheet  
• Cancellation of enrolment (post compulsory students)  
• Intervention by Guidance Officers (compulsory school aged students with persistent truancy)  
• T1. T2. T3 letters as required  
• Liaison with external agencies as required |
| Repeated truancy                       | Parent/caregiver notified  
• Administration notified  
• Daily report sheets  
• Detention/community service  
• Supervised breaks  
• QPS notification |
| Leaving school grounds without permission/leave pass  
• Persistent offences will be considered disobedience | Parent/caregiver notified  
• Administration notified  
• Daily report sheets  
• Detention/community service  
• Supervised breaks  
• QPS notification |
<table>
<thead>
<tr>
<th>Electronic Devices</th>
<th></th>
</tr>
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</table>
| **Late to school** *(without parent/caregiver notification)* | **Parent/caregiver contacted on immediate arrival of student**  
**Recording of absences on student reports**  
**Referral to Student Support Leaders (repeated offences)** |
| **Electronic Devices** |  |
| **Possession of mobile telephones in classroom/outside the classroom** | **Student sent to submit device to Student Services**  
**Collection at 3:05 pm from Office upon presentation of receipt for first offence**  
**Parent/caregiver to collect for subsequent offences**  
**Detention**  
**Suspension**  
**Repeated misuse will be considered wilful disobedience** |
| **Use of mobile phone at school**  
- including looking at or reading screen *(before and after school exception)*  
- Taking images of students in uniform without consent and/or uploading of photographs of students in uniform to social media site. | **Suspension** |
| **Recording or photographing without permission** | **Suspension/exclusion.** |
| **Inappropriate email or digital communication (e.g. offensive language/image; “Like” on Facebook)** | **Parent/caregiver notified**  
**Internet/network access suspended/removed**  
**Detention**  
**After-school hours/Senior Study Day**  
**Suspension** |
| **Visiting inappropriate internet sites/downloading inappropriate material e.g. pornography on school owned devices or while connected to the school network** | **Parent/caregiver notified**  
**Internet/network access suspended/removed**  
**Limitations on network access**  
**Removal of 1:1 computer device (where appropriate)**  
**Detention**  
**After-school hours/Senior Study Day**  
**Suspension** |
| **Uploading inappropriate files, installing games, installing alternative operating systems** | **Parent/caregiver notified**  
**Suspension/Exclusion**  
**Removal of network rights** |
| Accessing or attempting to gain unauthorised access to any part of the Network systems e.g. via hacking, spyware or other back door methods | Parent/caregiver notified  
Removal of network rights (minimum 1 term)  
Suspension/Exclusion |
| Deliberate damage to school’s network |  |
| Using teacher/network administrator’s logins to access/damage the school network | Parent/caregiver notified  
Removal of network rights (minimum 1 term)  
Suspension/Exclusion |
| **School Community** |  |
| Inappropriate behaviour on excursions/work experience | Parent/caregiver notified  
Withdrawal/return from activity  
Student may be excluded from attending further excursions as determined by Administration  
Detention/Suspension/Exclusion |
| Placing/publishing inappropriate or abusive material about staff or Tamborine Mountain State High School in any public or school domain  
Inappropriate playground behaviour e.g. bottle flipping, food fights, water fights etc. | Parent/caregiver notified  
Parent/caregiver to organise removal of offensive/inappropriate material  
Suspension/Exclusion  
QPS involvement as appropriate  
Withdrawn for recesses  
Detention  
After-school hours/Senior Study Day  
Suspension |
| **Student Safety** |  |
| Breaches of ‘hands-off’ rule including ‘rough and tumble’, ‘pushing and shoving’, tripping, bag pulling, headlocks etc. | Detention  
After-school hours/Senior Study Day  
Suspension |
| Inappropriate behaviour at school e.g. spitting | Students will be counselled about socially acceptable behaviour  
Parent/caregiver will be contacted  
Detention  
After-school hours/Senior Study Day  
Suspension/Exclusion |
| Dangerous behaviour in class/at school e.g. back flipping, tackling | Student will be required to make the situation safe  
Parent/caregiver contacted  
Detention  
After-school hours/Senior Study Day  
Suspension/Exclusion |
| Possession of weapons/dangerous items e.g. including but not limited to knives of any type, sharp objects, knuckle dusters, sling shots, firearms or replicas thereof, fire crackers (explosives) etc. | Items considered unsafe will be confiscated for collection by a parent/caregiver/QPS  
Suspension/Exclusion |
<table>
<thead>
<tr>
<th>Action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting in a way that endangers self or others</td>
<td>• Parent/caregiver contacted&lt;br&gt;• Referral to Student Support&lt;br&gt;Leaders/external agencies as appropriate&lt;br&gt;• Detention&lt;br&gt;• After-school hours/Senior Study Day&lt;br&gt;• Suspension/Exclusion</td>
</tr>
<tr>
<td>Car park&lt;br&gt;Students are not to loiter around cars before or after school.</td>
<td>• Warned&lt;br&gt;• Detention&lt;br&gt;• After-school hours/Senior Study Day&lt;br&gt;• Suspension</td>
</tr>
<tr>
<td>Inappropriate/dangerous bus behaviour e.g. swearing, safety issues, physical contact, bullying etc.</td>
<td>• Bus company contacted.&lt;br&gt;• Student will be required to make the situation safe&lt;br&gt;• Parent/caregiver contacted&lt;br&gt;• Detention/Suspension/Exclusion</td>
</tr>
</tbody>
</table>

**School Environment and Property of Others**

<table>
<thead>
<tr>
<th>Action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Damaging/destroying/interfering property of school or others&lt;br&gt;Intent to damage/destroy property of school or others</td>
<td>• Repair damaged property/replace damaged property at own/parent/caregiver’s expense&lt;br&gt;• Restitution&lt;br&gt;• Suspension/Exclusion&lt;br&gt;• Referral to QPS</td>
</tr>
<tr>
<td>Graffiti</td>
<td>• Repairing/replacing damaged property&lt;br&gt;• Community Service Intervention&lt;br&gt;• Suspension/Exclusion&lt;br&gt;• Referral to QPS</td>
</tr>
<tr>
<td>Littering (whether dropped by individual/group)</td>
<td>• Cleaning up area/grounds (litter duties)&lt;br&gt;• Detention</td>
</tr>
<tr>
<td>Stealing (or intent to steal)&lt;br&gt;Interfering with the property of others</td>
<td>• Returning stolen property&lt;br&gt;• Suspension/Exclusion&lt;br&gt;• Referral to QPS</td>
</tr>
</tbody>
</table>

**Interaction with Others**

<table>
<thead>
<tr>
<th>Action</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilful disobedience – refusing to follow the reasonable instructions of school personnel, despite previous interventions</td>
<td>• Parent/caregiver contacted&lt;br&gt;• Detentions&lt;br&gt;• After-school hours/Senior Study Day&lt;br&gt;• Suspension/Exclusion</td>
</tr>
<tr>
<td>Incidental or indirect use of inappropriate/abusive/offensive language</td>
<td>• Student redirected&lt;br&gt;• Student apology/redress&lt;br&gt;• Detention&lt;br&gt;• After-school hours/Senior Study Day</td>
</tr>
<tr>
<td>Direct use or deliberate, persistent use of inappropriate/abusive/offensive language</td>
<td>• Student apology/redress&lt;br&gt;• Detention&lt;br&gt;• After-school hours/Senior Study Day&lt;br&gt;• Suspension/Exclusion</td>
</tr>
<tr>
<td>Romantic hugging/lingering embraces.</td>
<td>• Warning&lt;br&gt;• Lunch break separation&lt;br&gt;• Detention&lt;br&gt;• After-school hours/Senior Study Day&lt;br&gt;• Suspension</td>
</tr>
</tbody>
</table>
| Behaviour that poses an unacceptable risk to the safety or wellbeing of other students, staff or other members of the school community (including but not limited to bullying, cyber bullying, racist comments, fighting, violence, threats, harassment, sexual harassment, intimidation or facilitation thereof by others, encouraging persons to trespass onto school premises or to interfere with school activities, use of internet or electronic media/devices to abuse or denigrate). | Parent/caregiver notified  
Students made aware of policy  
Mediation  
Detention  
After-school hours/Senior Study Day  
Referral to Student Support Services  
Commitment to intervention programs  
Withdrawal from classes/breaks for a period of time  
Suspension/Exclusion  
Parent/caregiver are to ensure that offensive/inappropriate materials are removed from public view or from electronic device  
Possible referral to QPS |
| --- | --- |
| Violence/Fighting  
Inciting violence/ fighting | Parents/caregiver notified  
Suspension/Exclusion from school  
Possible referral to QPS |
| Personal Conduct  
Failure to wear school uniform | Community service  
Parents/caregiver notified  
Interview with parents/caregivers to develop suitable plan to adhere to policy if issue persists  
Repeated refusal to comply with the uniform requirements will be treated as disobedience  
Failure to attend uniform detention will result in suspension |
| Cheating | Parents/caregivers notified  
Suspension  
Exclusion |
| Gum chewing | Suspension |
| Smoking cigarettes/vapouriser pen/e-cigarettes/tobacco in/around school grounds  
Smoking cigarettes/tobacco while on an school activity  
Smoking while in school uniform or identifiable as a Tamborine Mountain SHS student | Suspension  
Referral to SBYHN or intervention program  
Extended suspension for repeated offences  
Students in the company of smokers can expect similar consequences |
| Possession of cigarettes/tobacco/lighters in/around school grounds  
Possession of cigarette/tobacco/lighters while on school organised activity | A student suspected of being in possession of cigarettes/tobacco (or associated materials) will be escorted to Administration where he/she will be requested to participate in a bag search  
Suspension if in possession of cigarettes/tobacco  
Cigarettes/tobacco will be confiscated |
<table>
<thead>
<tr>
<th>Event</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possession of cigarette/tobacco/lighters while in school uniform or identifiable as a Tamborine Mountain SHS student</td>
<td>Parent/caregiver notified</td>
</tr>
<tr>
<td>Possession of drugs* or drug implements in/around school grounds</td>
<td>Students suspected of being in possession of drugs* or drug implements will be escorted to Administration</td>
</tr>
<tr>
<td>Possession of drugs* or drug implements on school activity, or while in school uniform or while identifiable as a Tamborine Mountain SHS student</td>
<td>Parent/caregiver called and invited to attend the school</td>
</tr>
<tr>
<td></td>
<td>QPS will be involved</td>
</tr>
<tr>
<td></td>
<td>Students in possession of drugs or drug implements or any substance they purport to be a drug can expect to be excluded from Tamborine Mountain State High School</td>
</tr>
<tr>
<td></td>
<td>Students who are in the company of those involved in a drug related incident can expect similar consequences.</td>
</tr>
<tr>
<td></td>
<td>Students attempting to acquire drugs or drug implements can expect similar consequences.</td>
</tr>
</tbody>
</table>

**Tamborine Mountain State High School does not tolerate drug possession**

<table>
<thead>
<tr>
<th>Event</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supply of drugs* on/around school grounds</td>
<td>Parent/caregiver informed and invited to attend the school</td>
</tr>
<tr>
<td>Supply of drugs* while on school organised activity or while identifiable as a Tamborine Mountain State High School student</td>
<td>Students supplying drugs or any substance purported to be a drug can expect to be excluded</td>
</tr>
<tr>
<td></td>
<td>QPS will be involved</td>
</tr>
<tr>
<td></td>
<td>Students who are in the company of those involved in a drug related incident can expect similar consequences</td>
</tr>
</tbody>
</table>

**Tamborine Mountain State High School does not tolerate drug behaviour**

<table>
<thead>
<tr>
<th>Event</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of drugs * on/around school grounds</td>
<td>If a student is suspected of using a drug or being under the influence of a drug while at school the following will occur:</td>
</tr>
<tr>
<td>Use of drugs while on a school activity or while identifiable as a Tamborine Mountain State High School student</td>
<td>Student will be escorted to Administration</td>
</tr>
<tr>
<td></td>
<td>Parent/caregiver will be informed and invited to attend the school</td>
</tr>
<tr>
<td></td>
<td>Student will be isolated and supervised until parents/caregiver arrive</td>
</tr>
<tr>
<td></td>
<td>Medical attention will be sought, where necessary</td>
</tr>
<tr>
<td></td>
<td>Administration will conduct thorough investigation</td>
</tr>
<tr>
<td></td>
<td>QPS involved</td>
</tr>
<tr>
<td></td>
<td>Students who are under the influence of drugs or who use drugs at school can expect to be excluded</td>
</tr>
<tr>
<td></td>
<td>Students who are in the company of</td>
</tr>
</tbody>
</table>

---

*Note: All actions are subject to school administration discretion.*
<table>
<thead>
<tr>
<th>Possession of alcohol on/around school grounds</th>
<th>If a student is suspected of possessing alcohol, using alcohol or being under the influence of alcohol at school the following will occur:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of alcohol on/around school grounds</td>
<td>• Student will be escorted to Administration</td>
</tr>
<tr>
<td>Use of alcohol while on a school activity or while identifiable as a Tamborine Mountain SHS student</td>
<td>• Parents/caregiver will be informed and invited to attend the school</td>
</tr>
<tr>
<td></td>
<td>• Student will be isolated and supervised until parent/caregiver arrive</td>
</tr>
<tr>
<td></td>
<td>• Medical attention will be sought, where necessary</td>
</tr>
<tr>
<td></td>
<td>• Administration will conduct thorough investigation</td>
</tr>
<tr>
<td></td>
<td>• Suspension will occur</td>
</tr>
<tr>
<td></td>
<td>• Students supplying alcohol to others will be suspended and may be considered for exclusion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supply of alcohol* on/around school grounds</th>
<th>Parent/caregiver informed and invited to attend the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supply of alcohol* while on school organised activity or while identifiable as a Tamborine Mountain State High School student</td>
<td>Students supplying alcohol can expect to be excluded</td>
</tr>
<tr>
<td></td>
<td>QPS will be involved</td>
</tr>
<tr>
<td></td>
<td>Students who are in the company of those involved in an alcohol related incident can expect similar consequences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students charged with a criminal offence</th>
<th>If a student is charged with an offence, the Principal will consider whether the student’s behaviour constitutes one or more of the following grounds for suspension:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• the offence is of a serious nature;</td>
</tr>
<tr>
<td></td>
<td>• the student is charged with an offence, other than a serious offence and the Principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.</td>
</tr>
<tr>
<td></td>
<td>In either or both cases the Principal will:</td>
</tr>
<tr>
<td></td>
<td>• notify the parents/caregivers and the student and invite them to consider the relevant evidence</td>
</tr>
<tr>
<td></td>
<td>• give the student and parent/caregiver the opportunity to discuss the allegations and respond if they choose</td>
</tr>
<tr>
<td></td>
<td>• verbally notify the student and parent/caregiver of the suspension and the date on which it will commence</td>
</tr>
<tr>
<td></td>
<td>• arrange for the provision of an educational program for the student while they are suspended</td>
</tr>
</tbody>
</table>
| **19** • ensure that a regional case manager is allocated to support the student and parent/caregiver  
As soon as the charge is dealt with the Principal may:  
• Decide to propose to exclude the student;  
Decide not to propose to exclude the student and notify the student and parent/caregiver in writing that the suspension has ended. |
| **• Students convicted of an offence**  
If a student is convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school, the Principal will:  
• notify the parent/caregiver and the student and invite them to consider the relevant evidence  
• verbally notify the student and parent/caregiver of the suspension with a proposal to exclude and the date on which it will commence  
• arrange for the provision of an educational program for the student while they are suspended  
• ensure that a regional case manager is allocated to support the student and parent/caregiver  
Within 20 school days of giving the student the proposed exclusion notice, the Principal may:  
• decide to exclude the student;  
• decide not to exclude the student and notify the student/caregiver and parent in writing that the suspension has ended. |

* Drugs as referred to in this table may include illicit and prohibited substances, prescription drugs, inhalants and any substance purported to be a drug.

**Physical Intervention**

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

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

Appropriate physical intervention may be used to ensure that staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.
Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

Record Keeping

Each instance involving the use of physical intervention must be formally documented.

**Consideration of Individual Circumstances**

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

We consider the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code, ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students’ age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
receive adjustments appropriate to their learning and/or impairment needs
provide written or verbal statements that will be taken into consideration in the
decision making processes
ensure that processes maintain the dignity, respect, privacy and confidentiality
of the student, consistent with the rights of the rest of the community.

Procedures for Preventing and Responding to Incidents of Bullying (Including
Cyber Bullying)

Policy

The DET’s Code of Conduct states that all members of the school community:

- respect property and personal rights
- cooperate with and support each other
- take responsibility for a safe environment

TMSHS is committed to developing positive interpersonal relationships between
members of the school community. Bullying and harassment at school are
unacceptable behaviours and will not be tolerated.

Bullying

Bullying is an aggressive behaviour that relies on an abuse of power and seeks to
deprive people of their rights.

- It is a deliberate, hurtful physical and/or psychological behaviour. It is done with
  intent to injure, embarrass or violate.
- It is repeated intimidation including verbal, non-verbal, emotional, social or
  physical, conducted by an individual or group against others, resulting in the
  emotional disturbance of the victim.
- It is not necessarily a repetitive attack that causes distress but the threat of future
  attacks.
- It is recognized that bullying can be carried out by anyone in the school
  community.
- It is difficult for those being bullied to defend themselves.
<table>
<thead>
<tr>
<th>PHYSICAL</th>
<th>VERBAL</th>
<th>SOCIAL</th>
<th>NON-VERBAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invading personal space</td>
<td>Name calling</td>
<td>Talking about others</td>
<td>Threatening body language</td>
</tr>
<tr>
<td>Hitting/punching/choking/pinching</td>
<td>Threats</td>
<td>Writing notes about others</td>
<td>Hand or body gestures</td>
</tr>
<tr>
<td>Taking and throwing property</td>
<td>Abuse</td>
<td>Use of the internet or e-mail to spread</td>
<td>Exclusion</td>
</tr>
<tr>
<td>Taking and hiding property</td>
<td>Unwanted requests</td>
<td>misinformation, and rumour or to threaten</td>
<td>Facial expressions</td>
</tr>
<tr>
<td>Borrowing property without</td>
<td>Suggestive or unwanted comments</td>
<td>Deliberately ignoring</td>
<td>Glares/Stares</td>
</tr>
<tr>
<td>permission</td>
<td>Obscene or vulgar language</td>
<td>Rejecting</td>
<td>Spitting</td>
</tr>
<tr>
<td>Tripping/kicking</td>
<td>Teasing/taunting</td>
<td>Ostracising</td>
<td></td>
</tr>
<tr>
<td>Grabbing</td>
<td>Intimidation</td>
<td>Instilling fear</td>
<td></td>
</tr>
<tr>
<td>Pushing/jostling</td>
<td>Creating/communicating</td>
<td>Isolating</td>
<td></td>
</tr>
<tr>
<td>Unwelcome touching</td>
<td>rumours</td>
<td>Negative comments about family</td>
<td></td>
</tr>
</tbody>
</table>

**Harassment**

Harassment is any unwelcome attention that is offensive, humiliating or intimidating. It is designed to make the person feel embarrassed, frightened, hurt or uncomfortable because of a comment or action.

Harassing behaviours are directed toward someone on the basis of differences such as gender, racial background, religious or cultural beliefs, sexual orientation, ability and disability, appearance and socioeconomic status.

**Reporting**

It is important to remember that all bullying and harassment needs to be reported. This is not “dobbing” but rather reporting abuse.

Students wishing to report an incident can do so directly to any staff member or any member of the school’s Administration team.

Options may include interview, telephone contact, email contact, letter and parental referral.

Assistance is available through contact with:

- Form Teacher.
- friends/peer supporters.
- Student Support Leader.
- School Nurse.
- Chaplain.
- Guidance Officer.
- School Administration.

**Intervention Process**

The school has specific intervention practices. All reports of bullying are taken seriously. They are investigated in a timely and reasonable manner. Appropriate action to protect the well being of all students will be undertaken.
Communication
- Promotion of self-responsibility for all members of the school community.
- Published Responsible Behaviour Plan.
- Interview with identified student/s.
- Clear communication of consequences for unacceptable behaviour.
- Peer mediation.
- Parent/caregiver contact (phone, email).
- Documentation.

Intervention
- Further interview with alleged bullies.
- Monitoring.
- Support and protection of victims.
- Peer mediation.
- Conflict, resolution.
- Parent/caregiver contact (interview, phone, email).
- Further counselling (Guidance Officer, School Nurse, Chaplain).

Cyber-bullying
Students are connected constantly to their peer group through the use of technology. Technology forms such as email, text, chat rooms, MSN, mobile phones, camera phones, Facebook, YouTube and Snapchat are immediate. These technologies may be used for repeated hostile communication. The communication can be forwarded widely and quickly. The identity of the perpetrator may also be hidden.

This form of bullying is far-reaching and has significant impact on families.

Cyber-bullying, like other bullying forms, is not tolerated at TMSHS.

Suggested Strategies:
- Supervise students’ use of technology.
- Report incidents to the police.
- Ensure the “messages” are reproducible as evidence.
- Do not respond via any communication mode.
- Inform perpetrator’s guardians.
- Inform the school.

Consequences for Bullying – depending on the level/type of bullying
- Official warning.
- Parent/caregiver notification.
- Internal school suspension.
- 1-10 day external suspension.
- 11-20 day external suspension.
The Use of Personal Technology Devices at School

It is usually unnecessary for students to have personal technology devices* at school. The use of mobile phones, pagers, portable CD and MP3 players, personal digital assistants, i-Pods, digital cameras, personal laptops and similar devices in class is disruptive to the learning environment of all students.

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Mobile Phones

All mobile phones are to be handed in to Student Services by 8.45am and collected at 3:05 pm.

Confiscation

Personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the Student Services unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent/caregiver.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal. The item will need to be collected by a parent/caregiver.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases, police may take possession of such devices for investigation purposes and students and parents/caregivers will be advised to contact Queensland Police Service (QPS) directly.

Recording Voice and Images

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.

The value of trust and the right to privacy at TMSHS is upheld. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).
A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording/photography, the school will **not tolerate** images or sound captured by personal technology devices on the school premises or in school uniform being uploaded to social media sites. The dissemination of information/images for the purpose of causing embarrassment to individuals or the school or for the purpose of bullying/harassment\(^1\) (including racial and sexual harassment) will not be tolerated and will incur disciplinary consequences.

Students involved in:

- recording and/or
- disseminating material (through text messaging, display, internet uploading etc) and/or,
- knowingly being a subject of a recording and/or
- social media page creation/contribution/administration which invites others to post inappropriate comments/non-consensual images of students or staff members may be subject to discipline including suspension and/or the recommendation for exclusion.
- the uploading to social media of students in Tamborine Mountain State High School uniform is not permitted and may result in disciplinary consequences.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS. In addition the dissemination of movies, music videos and interactive games that are of an inappropriate nature will receive consequences on an individual basis, which can include suspension/exclusion.

**Text Communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying or harassment or even stalking and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school Administration team.

**Recording Private Conversations and the Invasion of Privacy Act 1971**

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, “a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation”. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

\(^1\) The Department of Education and Training does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Cheating

Using a personal technology device to cheat in exam or assessments will result in disciplinary action. Such matters will be referred to the school’s Middle Management and Administration.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Excursions

This policy also applies to students during excursions and extra-curricular activities.

Some excursions may permit the use of mobile phones for security reasons. Parent/caregiver will be notified via letter of any such permission.

Loss of Device

No liability will be accepted by the School in the event of the loss, theft or damage of any device.

* Personal Technology Devices include, but is not limited to, games devices such as Portable gaming devices, Tamagotchi’s®, laptop computers, PDAs, Blackberry’s®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® IPads and devices of a similar nature.

Endorsement

_________________  _______________
Principal    P&C President or
Chair, School Council

Date effective:

From   .... February 2017 to .... December 2019
Related Legislation

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

Related 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

Some Related Resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe schools hub
APPENDIX 1

(This is used for classroom and Head of Department level incidents only.)

“MAKING THINGS RIGHT” SHEET

Making Things Right

Student:________________________ Form class:_________

Day/Date:___________ Time:________________

This sheet is designed to help you choose better ways to behave and to make a plan to make things right.

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. What rule was broken?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. Did my behaviour have an effect on other people? – Describe the impact on others i.e. was anyone hurt or offended?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. How could I have behaved more responsibly?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

5. My plan to make things right.

What: Describe what you will do to make “amends” to the other people involved.
   ________________________________________________________________
   ________________________________________________________________

When:
   ________________________________________________________________

6. What will happen if I do not follow my plan? What will be the possible consequences for you?
   ________________________________________________________________
   ________________________________________________________________

Student signature: ________________________________

Administration signature (if required): __________________

Teacher signature: ________________________________
<table>
<thead>
<tr>
<th>Classroom Referral:</th>
<th>HOD Referral:</th>
<th>Student Support Leader</th>
<th>Administration</th>
</tr>
</thead>
</table>
| • Uniform breach; make-up/jewellery infringement:  
  ➢ Minor – Student Services  
  ➢ Significant – Admin referral. | • Lateness to class  
• Non-completion of homework/classwork  
• Minor class disruptions, all in one lesson  
• Failure to bring all equipment  
• Minor rudeness/disrespect, all in one lesson  
• Reluctance or minor lack of co-operation in following teacher direction/instruction  
• Non-completion; inappropriate or lack of progress of required work within a lesson in a particular subject:  
  ➢ Throwing of objects -  
  ➢ HOD referral – interview ‘Getting it Right’  
  ➢ Parent/caregiver contact e.g. 160 text  
  ➢ After-school hours or Senior Study Day attendance. | • General poor/uncooperative attitude (after-school hours or Senior Study Day attendance).  
• Breaches of hands-off policy including mutual “rough and tumble” (after-school hours or Senior Study Day attendance; suspension).  
• Rudeness/disrespect (after-school hours or Senior Study Day attendance; suspension).  
• Any bullying (after-school hours or Senior Study Day attendance, suspension).  
• Indirect swearing in class or grounds (after-school hours or Senior Study Day attendance), and direct swearing (suspension).  
• Lying as part of investigation (suspension)  
• Waterfights (after-school hours or Senior Study Day attendance).  
• Moving school bags (after-school hours or Senior Study Day attendance).  
• Class absenteeism chase-ups.  
• Initial monitoring room absenteeism – 5 stages:-  
  ➢ Consequence 1 - Book 1  
  ➢ Consequence 2 - Book 2  
  ➢ Consequence 3 - 2 hours after-school Years 8, 9 & 10; loss of Senior Study Day (item given back end of day)  
  ➢ Consequence 4 - 2 hours after-school Years 11 and 12  
  ➢ Consequence 5 and subsequent (suspension).  
• Truancy (make up time; suspension).  
• Chewing gum (suspension).  
• Refusal to follow teacher directions (suspension).  
• Bus behaviour issues (suspension).  
• Smoking at school/bus (suspension). | • Make-up/jewellery – significant infringement (after-school hours or Senior Study Day attendance; suspension).  
• Uniform – significant breaches (after-school hours or Senior Study Day attendance; suspension).  
• Drugs/Alcohol (Suspension; exclusion).  
• Verbal abuse of staff (suspension).  
• Fights (suspension).  
• Weapon issues (suspension; exclusion).  
• Excursion issues/behaviour (suspension).  
• Case Management.  
• Any referral from SSL or HOD.  
• All potential exclusion issues.  
• Attendance patterns and patterns of lateness. |
| • Lateness to class:-  
(1) warning  
(2) consequence e.g. lunch detention  
(3) HOD referral – HOD referral slip. | | | |
| • Non completion of homework/classwork:-  
(1) warning  
(2) consequence e.g. lunch detention  
(3) HOD referral – HOD referral slip. | | | |
| • Failure to bring all equipment:-  
(1) warning  
(2) consequence e.g. lunch detention  
(3) HOD referral – HOD referral slip. | | | |
| • Minor class disruptions e.g. talking. All in one lesson:-  
(1) warning  
(2) consequence e.g. lunch detention  
(3) HOD referral – HOD referral slip. | | | |
| • Uniform – significant breaches (after-school hours or Senior Study Day attendance).  
• Significant – Admin referral. | | | |
| • Reluctance or minor lack of co-operation in following teacher direction/instruction  
• Non-completion; inappropriate or lack of progress of required work within a lesson in a particular subject:  
  ➢ Throwing of objects -  
  ➢ HOD referral – interview ‘Getting it Right’  
  ➢ Parent/caregiver contact e.g. 160 text  
  ➢ After-school hours or Senior Study Day attendance. | | | |
| • Failure to report to teacher for consequences:-  
(1) HOD referral – interview ‘Getting it Right’  
(2) Parent/caregiver contact e.g. 160 text  
(3) After-school hours or Senior Study Day attendance. | | | |
| • Regular non completion of homework/classwork:-  
(1) HOD referral – interview ‘Getting it Right’  
(2) Parent/caregiver contact e.g. 160 text  
(3) After-school hours or Senior Study Day attendance. | | | |
| • Regular pattern of unpreparedness:-  
(1) HOD referral – interview ‘Getting it Right’  
(2) Parent/caregiver contact e.g. 160 text  
(3) After-school hours or Senior Study Day attendance. | | | |

**Consequences for Admin may vary depending on details**
<table>
<thead>
<tr>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throwing objects:</td>
</tr>
<tr>
<td>(1) HOD referral - HOD referral slip</td>
</tr>
<tr>
<td>Playground.</td>
</tr>
<tr>
<td>All referred to SSL or Admin:</td>
</tr>
<tr>
<td>- Breaches of &quot;hands-off policy&quot;</td>
</tr>
<tr>
<td>- Litter</td>
</tr>
<tr>
<td>- Minor water fights</td>
</tr>
<tr>
<td>- Pushing/shoving</td>
</tr>
<tr>
<td>- Running through gardens</td>
</tr>
<tr>
<td>- Tuckshop line jumping/pushing</td>
</tr>
<tr>
<td>- Unsafe PG behaviour.</td>
</tr>
<tr>
<td>Time-out</td>
</tr>
<tr>
<td>- Time-out assistance for students during lessons as arranged by Admin/SSL; qualify reason.</td>
</tr>
<tr>
<td>IT Breach – fail to bring equipment (laptop, charger etc.)</td>
</tr>
<tr>
<td>- Minor</td>
</tr>
<tr>
<td>- Teacher detention</td>
</tr>
</tbody>
</table>

**NB:**
- Teachers are asked to maintain a fair and consistent approach to Behaviour Management with an identified system of consequences.
- Teacher documents in own records at first and second stages (parent/caregiver contact optional). When at HOD/SSL level must be noted on OneSchool with parent/caregiver contact. Forward details to Joscelyn – jkeul3@eq.edu.au

<table>
<thead>
<tr>
<th>Head of Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate or lack of progress work wise in a particular subject:</td>
</tr>
<tr>
<td>(1) HOD referral – interview ‘Getting it Right’</td>
</tr>
<tr>
<td>(2) Parent/caregiver contact e.g. 160 text</td>
</tr>
<tr>
<td>(3) After-school hours or Senior Study Day attendance</td>
</tr>
<tr>
<td>Vandalism/graffiti:</td>
</tr>
<tr>
<td>(1) HOD referral minor – interview ‘Getting it Right’</td>
</tr>
<tr>
<td>(2) Parent/caregiver contact e.g. 160 text</td>
</tr>
<tr>
<td>(3) After-school hours or Senior Study Day attendance.</td>
</tr>
<tr>
<td>Cheating/Plagiarism:</td>
</tr>
<tr>
<td>(1) HOD referral – interview</td>
</tr>
<tr>
<td>(2) Consultation with Admin'</td>
</tr>
<tr>
<td>(3) Parent/Caregiver contact</td>
</tr>
<tr>
<td>(4) Completion of referencing workbooks</td>
</tr>
<tr>
<td>(5) An E result or marked to point of deception</td>
</tr>
<tr>
<td>(6) Suspension/exclusion</td>
</tr>
<tr>
<td>(7) Community service</td>
</tr>
<tr>
<td>(8) Withdrawal from subject</td>
</tr>
<tr>
<td>Time-out:</td>
</tr>
<tr>
<td>- Time-out assistance during lessons for teachers (must qualify why sent).</td>
</tr>
<tr>
<td>IT Breach – off task; game playing (after-school hours; suspension)</td>
</tr>
<tr>
<td>Bottle Flipping:</td>
</tr>
<tr>
<td>(1) 3 litter bags</td>
</tr>
<tr>
<td>(2) 5 litter bags</td>
</tr>
<tr>
<td>(3) After school hours or Senior Study Day attendance</td>
</tr>
<tr>
<td>(4) Suspension</td>
</tr>
</tbody>
</table>

**NB:**
- Issues referred to Head of Departments are subject related.
- To access Head of Departments use green slips for referral.

<table>
<thead>
<tr>
<th>Student Support Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of out of class behaviours (litter or after-school hours or Senior Study Day attendance, suspension).</td>
</tr>
<tr>
<td>Case Management - repeated incidents or incidents across range of subjects (after-school hours, Senior Study Day attendance, suspension):</td>
</tr>
<tr>
<td>Lateness to class</td>
</tr>
<tr>
<td>Class disruptions e.g. talking.</td>
</tr>
<tr>
<td>Rudeness/disrespect.</td>
</tr>
<tr>
<td>Reluctance or minor lack of cooperation in following teacher direction/instructions.</td>
</tr>
<tr>
<td>Necessity to use timeout with student on multiple occasions.</td>
</tr>
<tr>
<td>Non-completion of required work in class at a satisfactory level.</td>
</tr>
<tr>
<td>Bottle flipping</td>
</tr>
<tr>
<td>Dangerous behaviour in classrooms e.g. labs (suspension).</td>
</tr>
<tr>
<td>Theft (suspension).</td>
</tr>
<tr>
<td>Throwing food/objects dangerously (suspension).</td>
</tr>
<tr>
<td>Refusal to collect litter (after-school hours or Senior Study Day attendance; suspension).</td>
</tr>
<tr>
<td>Spitting (suspension).</td>
</tr>
<tr>
<td>Rudeness to staff or ancillary staff (suspension).</td>
</tr>
<tr>
<td>Vandalism/graffiti (suspension):</td>
</tr>
<tr>
<td>- Parent/caregiver contact</td>
</tr>
<tr>
<td>- Consequence</td>
</tr>
<tr>
<td>Toilets</td>
</tr>
<tr>
<td>Major</td>
</tr>
<tr>
<td>Phone/iPod not submitted:</td>
</tr>
<tr>
<td>1st offence – 1 hr or loss of Senior Study Day (phone given back at end of day)</td>
</tr>
<tr>
<td>2nd offence – 1 hr or loss of Senior Study Day (Parent/caregiver collect or end of term)</td>
</tr>
<tr>
<td>Phone use (suspension)</td>
</tr>
<tr>
<td>IT Breach – malicious damage; porn (after-school hours; suspension)</td>
</tr>
<tr>
<td>Possession of prohibited items (after-school hours; suspension) –</td>
</tr>
<tr>
<td>- Aerosol cans</td>
</tr>
<tr>
<td>- Alcohol</td>
</tr>
<tr>
<td>- Chemicals</td>
</tr>
<tr>
<td>- Chewing gum</td>
</tr>
<tr>
<td>- Cigarettes/vapourizer pen/e-cigarettes.</td>
</tr>
<tr>
<td>- Drugs</td>
</tr>
<tr>
<td>- Electronic cigarettes</td>
</tr>
<tr>
<td>- Energy drinks with high caffeine levels</td>
</tr>
<tr>
<td>- Glass bottles</td>
</tr>
<tr>
<td>- Illegal substances</td>
</tr>
<tr>
<td>- Laser lights/pens</td>
</tr>
<tr>
<td>- Lighters/matches</td>
</tr>
<tr>
<td>- Liquid paper</td>
</tr>
<tr>
<td>- Metal rulers</td>
</tr>
<tr>
<td>- Nikko pens</td>
</tr>
<tr>
<td>- Offensive publications in any form</td>
</tr>
<tr>
<td>- Personal electronic devices</td>
</tr>
<tr>
<td>- Skateboards</td>
</tr>
<tr>
<td>- Weapons (including toy guns and guns; knives)</td>
</tr>
<tr>
<td>ISSUE</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>Uniform infringement x 1 - includes make-up, jewellery etc.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Continued non-compliance</td>
</tr>
<tr>
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<td></td>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>Mobile phone / IPod Breach</td>
</tr>
<tr>
<td>• First Offence:</td>
</tr>
<tr>
<td>• Second Offence:</td>
</tr>
<tr>
<td>• Third Offence:</td>
</tr>
<tr>
<td>Mobile phone/IPod/electronic device Interaction breach</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Late/Overdue assignment</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Continued non-compliance</td>
</tr>
<tr>
<td>Term Reports - 2 or more failed subjects</td>
</tr>
<tr>
<td>Monitoring Room No shows -</td>
</tr>
<tr>
<td>• First Offence:</td>
</tr>
<tr>
<td>• Second Offence:</td>
</tr>
<tr>
<td>• Third Offence and repeated</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Loss of Senior Study Day - Monitoring Room</td>
</tr>
<tr>
<td>Non Compliance of Senior Study Day privilege</td>
</tr>
<tr>
<td>• Failure to attend school request</td>
</tr>
<tr>
<td>• Observed/reported up town, skate bowl etc</td>
</tr>
<tr>
<td>Attendance</td>
</tr>
<tr>
<td>Over ten absent days/semester</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Senior Agreement Forms</td>
</tr>
<tr>
<td>Breach of Senior Expectations</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>• Loss of Senior Study Day</td>
</tr>
<tr>
<td>• Loss of all Senior Study Days, duration determined by Principal/Deputy Principal/Student Support Leader</td>
</tr>
<tr>
<td>• Suspension</td>
</tr>
<tr>
<td>• Show cause meeting</td>
</tr>
<tr>
<td>• Cancellation of enrolment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vehicle Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Any student who is in one of the following categories needs to complete and submit a permission form prior to this occurring:</td>
</tr>
<tr>
<td>- A passenger of a student driver</td>
</tr>
<tr>
<td>- A student driver</td>
</tr>
<tr>
<td>• Failure to submit the completed form</td>
</tr>
<tr>
<td>• Accessing vehicle during school time</td>
</tr>
<tr>
<td>• Leaving school early without permission</td>
</tr>
<tr>
<td>• Attending the car park during school time</td>
</tr>
<tr>
<td>• Inappropriate and unsafe vehicle behaviour</td>
</tr>
<tr>
<td>Continued non-compliance</td>
</tr>
<tr>
<td>• Loss of 1 Senior Study Day on each occasion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facial Piercing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facial piercing <strong>NOT PERMITTED</strong></td>
</tr>
<tr>
<td>Continued non-compliance</td>
</tr>
<tr>
<td>• Immediate removal of piercing</td>
</tr>
<tr>
<td>• 2 day suspension</td>
</tr>
<tr>
<td>• Suspension</td>
</tr>
<tr>
<td>• Show cause meeting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study/Spare Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Independent silent work</td>
</tr>
<tr>
<td>• High work output</td>
</tr>
<tr>
<td>• No leaving room to access teachers/resources</td>
</tr>
<tr>
<td>• No working outside classrooms, must be under direct supervision of class teacher</td>
</tr>
<tr>
<td>• Come prepared with work to complete.</td>
</tr>
<tr>
<td>Referral process.</td>
</tr>
<tr>
<td>- Referral 1 – Warning</td>
</tr>
<tr>
<td>- Referral 2 – Detention</td>
</tr>
<tr>
<td>- Referral 3 – Loss of Senior Study Day via HOD</td>
</tr>
<tr>
<td>• Loss of Study/Spare Lessons</td>
</tr>
<tr>
<td>• Loss of Senior Study Days for Term</td>
</tr>
</tbody>
</table>
# Tamborine Mountain State High School
## Incident Report

<table>
<thead>
<tr>
<th>Name</th>
<th>School name (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact phone number (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Position:**
- [ ] Student
- [ ] Teacher
- [ ] Other
  
**Specify:**

If the report provided by a student, was the student's parent / carer present?  
- [ ] Yes  
- [ ] No

The following assistance was provided in writing this statement:

<table>
<thead>
<tr>
<th>Date of Incident</th>
<th>Time of Incident</th>
<th>Place of Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- [ ] am
- [ ] pm

**People present:**

- [ ]

Ensure the statement covers the following points.
- What I saw and heard; what I did; any other information relevant to incident

**Signature**

**Date**

**Assistance provided by: (if applicable)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Frequently Asked Questions Re: Discipline Issues

| 1. Can school disciplinary consequences apply to misconduct by students that does not happen on school premises or during school hours?  |
| Education (General Provisions) Act 2006  |
| Education (General Provisions) Regulation 2006  |
| Yes  |

| 2. Can school administrators discuss an incident and request a written statement from any student, regarding an incident of which they have knowledge?  |
| Safe, Supportive and Disciplined School Environment  |
| Statement of expectations for a disciplined school environment policy  |
| Yes  |

| 3. Is there a requirement for a school to have a parent present or notify the parent prior to the interview/statement?  |
| Safe, Supportive and Disciplined School Environment  |
| Statement of expectations for a disciplined school environment policy  |
| No  |

| 4. If the matter being investigated relates to the student’s involvement in an alleged criminal act - does the school need to have a parent present for the student interview as part of the school’s investigation process?  |
| Safe, Supportive and Disciplined School Environment  |
| Statement of expectations for a disciplined school environment policy  |
| No  |

| 5. Can school staff confiscate a student’s mobile phone?  |
| Appropriate Use of Mobile Telephones and other Electronic Equipment by Students  |
| Temporary Removal of Student Property by School Staff  |
| Yes  |

| 6. Can school staff require return of student property via parent collection?  |
| Appropriate Use of Mobile Telephones and other Electronic Equipment by Students  |
| Temporary Removal of Student Property by School Staff  |
| Yes  |

| 7. Can school staff search a student’s school locker without consent?  |
| Appropriate Use of Mobile Telephones and other Electronic Equipment by Students  |
| Temporary Removal of Student Property by School Staff  |
| Yes  |

| 8. Can the school administration give a copy of the student’s school statement to the police in relation to an alleged criminal act?  |
| Police Powers and Responsibilities Act 2000 (Qld)  |
| Police and Child Safety Officer Interviews with students, and police searches at State Educational Institutions  |
| Yes  |