

Beerwah State High School

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

1. Purpose

Beerwah State High School is committed to providing a safe, respectful and disciplined learning environment, where students and staff have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

The purpose of this plan is to establish good discipline in our school and depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school.

2. Consultation and data review

Beerwah State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken in 2016.

The following data has been collected and analysed to inform the development of this Responsible Behaviour Plan:

- One School Behaviour and attendance data
- Withdrawal Room data
- School Opinion Surveys
- Student Surveys
- Teacher Feedback
- Student Services Team Feedback
- Parent Feedback
- Referrals to outside agencies

A team of staff, students and parents lead the development of the *Positive Behaviour for Learning (PBL)* approach in the school. This lead group will meet approximately twice per term and regularly consult with staff and school community. Their collective work drives the review of the school plan and the key strategies that arise from it.

The Plan was endorsed by the Principal and the President of the P&C. This will be reviewed as required in 2018 or as per any change in legislation.

3. Learning and behaviour statement

We strive to achieve excellent outcomes for all through empowering high performance, fostering positive relationships and collaboratively nurturing well-being in order for all students to achieve their Personal Best. In order to create safe and productive learning environments that promote high expectations for behaviour, our school community values are:

- **Respect:** to treat self and others with consideration and regard, respect another person's point of view and property (includes school property).
- **Responsibility:** to own your actions, control your own behaviour and be prepared for all learning.
- **Safety:** to be accountable for one's own actions, resolve differences in positive and constructive ways in order to contribute to the wider school community.

Our Responsible Behaviour Plan is based on the Code of School Behaviour and the shared beliefs of the school community. This has followed extensive consultation with all stake holders in the school community using the *Quadrennial School Review* process and *Positive Behaviour for Learning Framework* to identify our school's core values and beliefs. This is reflected in the Positive Behaviour for Learning Matrix found in various areas around the school.

Student Roles and Responsibilities:

The Positive Behaviour for Learning Matrix below outlines our agreed rules and specific behavioural expectations for students in all school settings:





BEERWAH STATE HIGH SCHOOL

POSITIVE BEHAVIOUR FOR LEARNING

| Time / Place | RESPECT | RESPONSIBILITY | |
|--|--|---|---|
| ALL SETTINGS | <ul style="list-style-type: none"> Follow all staff instructions immediately Speak politely and respectfully to others at all times Respect the personal space and privacy of others Hands off others, including their equipment and their belongings Treat all property with respect Respect your school environment, | <ul style="list-style-type: none"> Behave in a manner that upholds and promotes the good reputation of the school Wear your uniform correctly and with pride Be honest and take responsibility for your words and actions Help keep the school clean and tidy Lock bikes, scooters & skateboards in the appropriate place | <ul style="list-style-type: none"> Maintain a safe and non-threatening environment Keep dangerous/ banned items out of school Follow sign in & out process Report accidents or safety concerns to staff immediately. Resolve conflicts without physical or verbal aggression using problem solving strategies. Follow the Sun Safety Strategy |
| CLASSROOM | <ul style="list-style-type: none"> Respect the right of others to learn Raise hand when asking a question Hats off in class (unless otherwise directed by a teacher) Obtain teacher's permission to leave the classroom and return promptly | <ul style="list-style-type: none"> Take responsibility for your learning - actively participate and engage in all activities Aim for your Personal Best Allow others to participate without interruption Be on time for all classes Be prepared for all classes - bring necessary equipment Food or drink (water excepted) is left outside the classroom Follow set classroom procedures All mobile phones & personal electronic devices are turned off and out of sight (unless directed otherwise by your teacher) | <ul style="list-style-type: none"> Wait quietly for teacher and then enter classrooms in a sensible way Junior secondary school students are to line up Use all equipment correctly Comply with Workplace Health and Safety regulations for each designated area Use technology safely and responsibly Store bags in appropriate port racks and not in doorways or classrooms |
| TRANSITIONS (movement to & from classes) | <ul style="list-style-type: none"> Keep hands, feet and other objects to yourself Do not disturb other classes when moving throughout the school | <ul style="list-style-type: none"> When the bell rings move quickly and quietly to get to class on time Follow teacher directions immediately | <ul style="list-style-type: none"> Stay out of the gardens and other out of bounds areas Move safely (in an orderly manner) throughout the school |
| CYBERSPACE | <ul style="list-style-type: none"> Use mobile phones courteously and appropriately. Protect your personal identity Be aware of your digital footprint. View and send only appropriate messages and information. | <ul style="list-style-type: none"> Use devices in specified areas. Ensure devices are brought to school fully charged each day. Recording/photographing a student, event or situation and uploading to social media is not allowed. | <ul style="list-style-type: none"> Follow school procedures regarding safe and appropriate use of mobile phones, computers and electronic devices Keep your passwords secret Report inappropriate activity |
| NON CLASSROOM | | | |
| Assembly | <ul style="list-style-type: none"> Sit quietly and listen attentively Applaud appropriately Follow teacher directions | <ul style="list-style-type: none"> Turn off and put away all electronic devices (mobiles/ iPods/ MP3's) Sit in monitoring groups in stated area and in alphabetical order | <ul style="list-style-type: none"> Proceed in and out of Student Centre or assembly area in a sensible manner |
| Canteen | <ul style="list-style-type: none"> Pay for all items you select Use good manners and treat all canteen workers with courtesy | <ul style="list-style-type: none"> Follow rules, signs and directions Only be in area if you are buying food | <ul style="list-style-type: none"> Line up in a sensible manner and wait your turn Leave bags outside canteen in designated area |
| Amenities | <ul style="list-style-type: none"> Respect the privacy of others Treat facilities with respect | <ul style="list-style-type: none"> Report smoking and vandalism immediately to the office | <ul style="list-style-type: none"> Use toilets and wash basins appropriately Practise good hygiene |
| Grounds | <ul style="list-style-type: none"> Eat food in designated areas and place all waste in bins Use appropriate language Act responsibly and maturely when not under direct supervision | <ul style="list-style-type: none"> Share equipment /space and allow others to participate in activities Report accidents or safety concerns to staff immediately Wear enclosed/correct shoes at all times | <ul style="list-style-type: none"> Interact safely with others and in appropriate areas Ball games played only on ovals Use all equipment/facilities appropriately and safely Only play non-contact sport unless supervised by a teacher |

| | | | |
|---|--|---|---|
| NON SCHOOL SITES & TRAVELLING TO AND FROM SCHOOL | <ul style="list-style-type: none"> • Use good manners and appropriate language • Always wear correct school uniform unless otherwise stated • Interact politely/respectfully with members of community • Show respect for property | <ul style="list-style-type: none"> • Follow school procedures for signing in and out • Return permission forms and make payments (if relevant) by due date • Be a good role model for BSHS | <ul style="list-style-type: none"> • Follow all staff instructions • Use all equipment appropriately • Follow Bus Code of Conduct • Follow all traffic laws and make safe choices using designated pathways and crossings • Follow the Sun Safety Strategy |
|---|--|---|---|

TEACHERS

| Role | Responsibility |
|--|---|
| <p>To assist my students to achieve their personal best I expect:</p> <ul style="list-style-type: none"> • members of the school community to operate in a socially just way • to work in a safe, healthy and productive environment • to be free from discrimination • to be treated with respect and dignity • to be free from intimidation and harassment • to be free from threats and verbal and/or physical abuse • to have reasonable requests carried out promptly • to expect property to be safe • to be advised of any information which may influence a student's progress or welfare at school | <p>To assist my students to achieve their personal best I will:</p> <ul style="list-style-type: none"> • operate in a socially just way • teach to the requirements of ATSIL Professional Standards Framework, Student Protection Policies, and the Code of Conduct • prepare lessons and units that deliver curriculum and differentiate learning for all students in my instruction • treat all people in our school community with dignity and respect at all times • seek to improve my teaching practices and effectiveness • be on time • follow agreed school/EQ policies and guidelines • treat members of our school community in a manner free from discrimination • inform parents at regular intervals of their student's progress including prompt feedback of any problems or concerns • refer any concerns about student behaviour or welfare to the appropriate staff in a timely manner • care for the school environment • contribute to a positive image within and outside the school |

Parents and Guardians

| Role | Responsibility |
|---|---|
| <p>To assist my child to achieve their personal best I expect:</p> <ul style="list-style-type: none"> • members of the school community to operate in a socially just way • that the school community will do their jobs to the best of their ability • my child is learning in a safe, healthy and respectful environment • to be free from discrimination • to be treated with respect and dignity • to be free from intimidation, put downs and harassment • to be informed at regular intervals of my child's learning progress including prompt feedback of any problems or concerns • systems and procedures are implemented within the school to address issues affecting people's rights and the acceptance of their responsibilities | <p>To assist my child to achieve their personal best I will:</p> <ul style="list-style-type: none"> • operate in a socially just way • provide the necessary requirements for my child to learn effectively at school • send my child to school to ensure full attendance • accept the consequences of my children's decisions and actions and work with the school to improve outcomes • treat members of our school community in a manner free from discrimination • cooperate with members of the school community, and treat them with respect and care • advise the school of any information which may influence my child's progress or welfare at school • become familiar with policies, guidelines and the range of communication options available to access this information when necessary • contribute to a positive image within and outside the school. • support my child's progress in the <i>My Personal Best</i> process • Monitoring and support of responsible use of ICT and personal devices. Including Social media platforms. |

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

The PBS framework uses a three-tiered continuum of evidenced based supports (**Tier 1 'Universal', Tier 2 'Targeted', and Tier 3 'Intensive'** levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole of school approach shapes, supports and recognises appropriate behaviour in all students.

Positive relationships, appropriate behaviours and supportive wellbeing are modelled and developed through a range of whole-school strategies. Emphasis is on teaching, modelling and practicing positive behaviours by nurturing and assisting students to achieve their Personal Best.

Our whole school approach for proactive behaviour management is based on:

- Essential Skills for Classroom Management
- Restorative Practices
- The Art and Science of Teaching

Aligned with these are specific whole school strategies such as:

- Anti-bullying programs,
- Attendance and uniform codes
- School Policies
- Pastoral Care and Wellbeing programs
- Life skills Program
- Gold Card and Leadership programs
- Positive Behaviour for Learning

A whole of school structure of form teachers, Heads of Year (HOY), Heads of Department (HOD) and Student Support Team collaboratively address student welfare, productive student-teacher relationships, student behaviour reach their personal best.

For roles and responsibilities of all staff refer to Beerwah State High School PBL program – [Click Here](#)

Universal behaviour support

Whole school behaviour support procedures and processes at Beerwah State High School apply to all students and staff across all settings. Strategies include having:

- a set of positively stated expectations through The Code of School Behaviour and published in a range of documents e.g. posters in classrooms, PBL Behaviour Matrix.
- behaviour lessons conducted by classroom teachers;
- reinforcement of learning through instructional feedback at School Assemblies and during active supervision by staff during classroom and non-classroom activities
- active engagement by students in the life of the school: e.g. committees, decision making processes, surveys, extra-curricular activities ;
- Individual Curriculum Plans for students with disabilities addressing: Social Participation, Emotional Wellbeing and Safety
- induction for new staff
- professional development for staff;
- utilising a behaviour support database – eg One School, student rewards program.
- development of Individual Behaviour Support Plans for identified students.
- Student social skilling program
- Leadership and Citizenship Development
- Reinforcing Expected School Behaviours
- Active student involvement programs

Targeted behaviour support

At Beerwah SHS behaviour support is provided by classroom teachers, HOYs, HODs, HOSES, Master Teacher and or Student Services who play a key role in facilitating and coordinating support strategies. There are small number of students who require intensive behaviour support and these are identified through a referral process and data analysis.

Beerwah State High School utilises a range of strategies that cater for specific needs which could include:

- Seating Plans
- Parent Contact
- Detentions
- Withdrawal room
- Time out
- Restorative Conversations
- Counselling Support
- Student Contracts
- Managed timetable and flexible learning options
- Targeted/small group intervention and support programs
- Referrals to relevant internal and external support agencies.

Intensive behaviour support

Students displaying highly complex and challenging behaviours require a focused and individualised intervention by a range of staff and services, both within and out of the school. These could include:

- SMART Program – School based alternative education program for Year 7 – 9;
- Discussions held between students, parents, Executive Leadership Team and internal and external support staff to determine the best outcome for students and school community;
- Referral to the Regional GOIB- Guidance Officer for Intensive Behaviours;
- Provisions for the use of physical restraint in Individual Support Plan due to frequency of behaviour risk/patterns including prevention of self-harm;
- Individualised Programs;
- Behaviour intervention process for Compulsory aged students
- Behaviour intervention process for Post Compulsory aged students

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent and usually unexpected, or an occasion requiring immediate action.

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

Basic Defusing Strategies

- Avoid escalating the problem behaviour
Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- Approach the student in a non-threatening manner
Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
- Follow through
If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
- Debrief
Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

Appropriate physical intervention may be used to ensure that Beerwah SHS's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint. (see below).

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student
- reported

Physical Restraint – Immediate or Emergency Response

Staff will:

- give clear verbal instruction before physical restraint is used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student's parent of the incident detailing:
 - the behaviour that preceded the use of physical restraint
 - the type and duration of restraint used
 - staff members and other witnesses present during the period of the restraint
 - student's physical condition before and after the period of physical restraint
 - planned future action to prevent further incidents of the behaviour

Physical Restraints (Individual Student Plan)

Where an individual plan includes the use of physical restraints to prevent self-harming behaviours or harmful behaviour towards others, plans will:

- be approved by the principal with a copy provided to the principal's supervisor
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical restraint. Prevention strategies could include:
 - restoring safety in other practicable ways such as removing harmful objects;
 - employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff; and
 - use of movement limiting and / or protective devices at times of high risk.

Where an individual plan includes the use of physical restraints to prevent self-harming or harm to others behaviours, staff will:

- be provided with physical restraint training and professional development that is documented
- complete the required documentation following a physical restraint
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- establish a regular review process to monitor effectiveness of planned strategies and procedures.

Debriefing

Following each instance involving the use of physical intervention:

- debriefing to be provided for the student and any other students after a suitable interval of time has elapsed
- a debriefing meeting with the relevant staff members to be held
- an individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy

Record Keeping

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.

Following each instance involving the use of physical intervention, following records are to be maintained:

- Physical Intervention Incident Report
- Debriefing Report

6. Consequences for unacceptable behaviour

In 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.

The Code of School Behaviour and consequences apply:

- on Beerwah State High School grounds,
- at official school functions, whether at the school or at an external venue,
- on excursions,
- during on-line interactions or through other telecommunication methods whether at school or at other locations
- interschool sport at home and away, and
- to and from school, including buses.

The Code of Behaviour is also applicable in response to behaviours outside of school that affect the good order and management of the school.

| Level | Behaviour | Possible Consequences / Strategies |
|--|---|--|
| Code Green – Class Teachers | Inappropriate student behaviours to be dealt with at this level include: <ul style="list-style-type: none"> • Bullying/Harassment (including Cyberbullying) • Disruptive (e.g. using mobile phone) • Dress Code • IT Misconduct • Late • Lying / Cheating • Misconduct involving object (e.g. littering) • Non-Compliant with routine • Property Misconduct • Refusal to participate in a program of instruction • Truant/Skip Class • Verbal Misconduct • Refusal or non-attendance of withdrawal room. | Teacher initiated actions could include: <ul style="list-style-type: none"> • Essential Skills for classroom management • Student hands in phone to front office • <u>Withdrawal Room</u> • Follow up on non-attendance at withdrawal room • Restorative Chat • Parent Contact (recorded on oneschool) • Lunchtime Detentions (max 20 min) • Seating Plan • One School entry for behaviour (referred to HOY) • Contact with SEP Case Manager |
| Code Amber : Managed by Head of Year SEP Case Managers | Inappropriate student behaviours to be dealt with at this level include: <ul style="list-style-type: none"> • Poor Attendance • Defiant / Threat to Adults • Other Conduct Prejudicial to the Good Order and Management of the School • Inappropriate use of electronic media • Physical Misconduct towards students • Refusal to participate in a program of | Head of Year initiated actions could include: <ul style="list-style-type: none"> • Confiscation of illegal or prohibited materials. • Detentions – Lunchtime / Afterschool. • Saturday Detentions • Parent Contact • Parent Meeting • Formal Interview • Mediation / Restorative Meeting |

| | | |
|---|--|---|
| | instruction <ul style="list-style-type: none"> • Possess Prohibited Item • Substance Misconduct involving Tobacco and other Legal Substances • Threats to Others • Verbal Misconduct towards staff and visitors • Code Green Behaviours that persist after repeated teacher intervention. (Identified by OneSchool referral to Head of Year). | <ul style="list-style-type: none"> • Referral to Student Services / Guidance Officer / HOSES • Individual Behaviour Support Plan • Behaviour Monitoring Card • Referral to External Agencies • Flexible Learning Arrangement • Internal Suspension • External Suspension (1 – 10 days) |
| Code Red: Managed by Head of Year HOSES Deputy Principals / Principal / | Inappropriate student behaviours to be dealt with at this level include: <ul style="list-style-type: none"> • Code Amber Behaviours that persist after repeated Head of Year intervention. (Identified by OneSchool referral to Deputy Principal). • Other Conduct Prejudicial to the Good Order and Management of the School (Behaviour endangering self or others) • Physical Misconduct towards students • Physical misconduct towards staff and visitors • Substance Misconduct involving Illicit Substances • Physical misconduct using a weapon • Possess Prohibited Item | Head of Year / Deputy Principal initiated actions could include: <ul style="list-style-type: none"> • Parent / Caregiver notified • Referral to external agencies • Detentions • Formal Interview • Suspension (11 – 20 days) • Exclusion • Cancellation of Enrolment <p>Students involved in selling or supplying drugs, violent assaults or use of weapons could expect to be proposed or recommended for exclusion.</p> |

School documents that will govern decision making include:

- Schoolwide Positive Behaviour Matrix
- Essential Skills for Classroom Management
- Attendance Policy
- Uniform Policy
- Assessment Policy
- Aerosol and Spray Cans policy
- Anti-Bullying Policy
- Senior Schooling Policy
- Bus Travel Policy
- Withdrawal Room Policy
- Mobile and Electronic Devices Policy
- ICT Policy
- Behaviour Intervention Process for compulsory and post compulsory schooling – [Click Here](#)

7. Network of student support

Students will be supported in their learning through the following school networks.

Code Green Support

- Classroom teachers - support their students by fulfilling their responsibilities as teachers
- Form teachers – supporting students by:
 - developing positive relationships with students in their form group
 - monitoring student attendance and working with Head of Years to support students in their mentor group
- Parents/Carers – support the education of their children by fulfilling outlined parent responsibilities
- Head of Years – supports students by:
 - developing positive relationships with students in their Year Level
 - providing excellent communication between school and parents
 - monitoring student behaviour and attendance
 - follow Behaviour Management Flowcharts
 - refer to Student Services as required.

Code Amber/ Red Support

- Guidance Officer – supporting students by providing a comprehensive guidance and counselling program to address the educational, personal, vocational and holistic needs of the student.
- Chaplains – provide:
 - personal support for students

- support for Student Services staff to provide quality alternative programs
- Indigenous Community Advisor – providing support for indigenous students and their families.
- Alternative Program teacher provides:
 - quality alternative programs for students with a broad range of needs;
 - case management of Red Zone students.
- Youth Health Nurse – works in an education and support role with students, school staff and parents to address concerns or problems about health and well-being.
- Industry Liaison Officer – supports students who have or are searching for a school based apprenticeship or traineeship.
- Learning Support staff – provide:
 - high quality literacy and numeracy support programs for students under national benchmarks;
 - literacy support with modules from outside providers for students undertaking school based apprenticeships or traineeships.
- HOD Student Services – supports students, teachers and parents by:
 - case management of Red Zone students by designing and implementing extensive Student Support plans;
 - referring Red Zone students to Deputy Principals when appropriate;
- Deputy Principal – supports students, teachers and parents by case managing red zone students once referred from Student Services.
- Child Youth and Mental Health Services – student case managers from CYMHS work closely with Student Services staff to develop Support and safety plans for students.
- Youth Support Coordinator – supports students in Years 7 -12 who are disengaged from school.
- YELS Program – external support program run through IFYS for Amber and Red Zone students.
- Department of Child Safety – student case managers from Child Safety work closely with Student Services staff to develop support plans for any student who has been identified as “at risk”.
- Department of Youth Justice – works with school and young offenders.
- GOIB program – Guidance Officer Intensive Behaviour work with Red Zone students after school referrals.
- Police – work with school to ensure all students meet school attendance goals.
- External Agencies that students could be referred to are:
 - IFYS
 - Headspace
 - Community Solutions
 - Relationships Australia
 - Family and Child Connect (Act for Kids)
 - Intensive Family Support
 - United Synergies

8. Consideration of individual circumstances

Beerwah State High School considers the individual circumstances of students when applying support and consequences by:

- promoting a teaching/learning environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code, ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, cultural background and their emotional state
- utilising a coordinated, systematic approach to addressing the learning and behaviour needs of individuals via a case management approach to supporting “at risk” students
- recognising the rights of all students to:
 - express their opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation and impairment.

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

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- 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

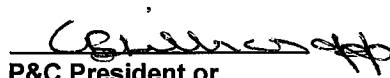
- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance 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

Related School policies and procedures

- Beerwah SHS ICT policy
- Beerwah SHS uniform policy
- Beerwah SHS Anti-Bullying policy
- Possession of knives and weapons
- Senior Student Policy
- Aerosol/ Spray Cans policy
- Attendance policy
- Detention policy
- Beerwah SHS Mobile Phone Policy

Endorsement


Principal


P&C President or
Chair, School Council

Date effective: from November 8 2016 to November 2018