



Monto State School

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

The Code of **School Behaviour**

Better Behaviour
Better Learning

1. Purpose

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

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.

Our school motto is “Ever onward”. We foster and develop children’s pride in their school, classroom, community and self through our daily operations and policies.

2. Consultation and data review

Monto State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during Semester 1, 2017. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013-2016 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and CQ Region Assistant Regional Director and will be reviewed in 2020 as required in legislation.

3. Learning and behaviour statement

All areas of Monto State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our *Responsible Behaviour Plan* outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Monto State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:



Be respectful



Be responsible



Be safe

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

4. Processes for facilitating standards of positive behaviour and re-directing behaviour

We maintain that when parents enrol their students into our school they enter into a partnership with the school. This partnership is based upon shared responsibilities and mutual respect and an understanding that a safe school environment exists. We aim to develop partnerships with parents which strives to create an understanding of values and ethics within our community and the wider community and foster the social outcomes of schooling.

Roles:

At Monto State School we expect that **Students** will:

- Participate actively in the school's education program
- Take responsibility for their behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights other others, including the right to learn
- Cooperate with staff and others in authority

At Monto State School we expect that **Parents / caregivers** will:

- Show an active interest in their child's schooling and progress
- Cooperate with the school to achieve the best outcome for their child
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child.

At Monto State School we expect that **staff** will:

- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents / carers
- Promote the skills of responsible self-management
- Maintain student attendance records.

Universal Behaviour Support

Monto State School is a Positive Behaviour for Learning (PBL) School.

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Monto State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support, an integral part of Positive Behaviour for Learning (PBL) approach. A strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

5. Processes for facilitating standards of positive behaviour and re-directing behaviour

	MOVING THROUGH THE SCHOOL	LINING UP BEFORE CLASS	PLAYGROUND	LIBRARY	TOILET	BUS LINE	CLASSROOM
Be Respectful	-We always talk quietly when moving around the school -We always walk quietly and in lines with our class	-We always sit in our class lines quietly	-We always ask children to join in if they are on their own -We always wait to be let go before we play	-We always use quiet inside voices. -We always leave our hats at the door. - We are respectful towards furniture, when moving items around the room	-We always use inside voices -We always throw rubbish in the bin. -We always turn the taps off	-We always wait for the bus sitting in line -We always sit quietly waiting for the bus	-We always listen to adult instruction and follow it -We always treat our peers and friends with respect -We always respect our own and others' belongings
Be Responsible	-We always go straight back to class - We always ask permission to leave the classroom	When the bell goes we: - Go to the toilet, wash our hands and get a drink -We always take our lunch box back to class	-We always play in supervised areas -We always throw rubbish in the bin -We always return sports equipment	-We always use bookmarks correctly -We always place resources back where we found them	-We always show privacy towards others -We are always quick	-We always go straight to the bus stop when the bell rings -We always raise our hand to leave the bus line	- We always come to class prepared with all the necessary equipment - We are always responsible for our own belongings and actions
Be Safe	-We always walk under the buildings, paths and cement	- We always walk back to class in two lines and in order - We always keep hands, feet and objects to ourselves	-We always play running games on the grass. -We always use equipment for its purpose	-We always walk in the library	-We always wash our hands - We always use the equipment appropriately and for its purpose	-We always walk to the bus in our line	-We always move around the classroom in a safe manner -We always use classroom equipment safely

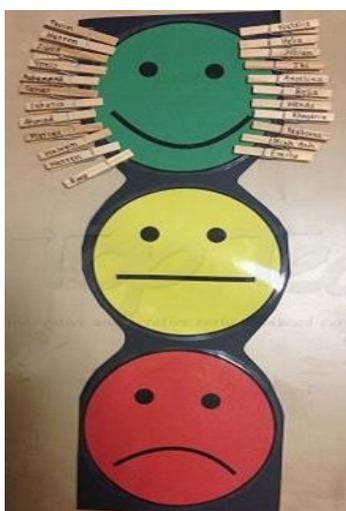
These expectations are communicated to students via a number of strategies, including:

- PBL lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Monto State School implements the following proactive and preventative processes and strategies to support student behaviour:

- school newsletter items, enabling parents to be actively and positively involved in school behaviour expectations
- induction programs in the Monto State School *Responsible Behaviour Plan for Students* delivered to new students as well as new and relief staff
- individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- classroom and school reward days to promote and celebrate positive behaviour
- development of specific policies to address:
 - the Use of Personal Technology Devices* at School
 - procedures for Preventing and Responding to Incidents of Bullying
 - Attendance Policy
 - enrolment agreement
 - Uniform Policy

Reinforcing expected school behaviour



At Monto State School, communication of our key messages about behaviour is strengthened through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. All staff members are trained to give consistent and appropriate acknowledgement and rewards. Staff reward students weekly on parade and through our classroom monitoring system. Classrooms have a traffic light system that teachers use to monitor, reinforce and reward the expected standards of behaviour. Monto State School prides itself on its leadership program in the senior years to promote and develop leadership qualities within the school. Please refer to our Student Leaders policy for more information. Our school celebrates and proactively promotes positive student behaviour by organising special days for our students, including a range of extracurricular activities. Examples of these include special food days, free dress/ themed days, disco and movie nights.

Students are also rewarded each term with a range of out of school excursions / incursions that fit within the curriculum units of work for each class.

Monto State School holds a strict policy on expected behaviours on excursions. See the policy in the table below.

Excursions/Incursions and Extra Curricular Activities

Students travelling on excursions should always uphold the good reputation of the Monto State School. Therefore, in order to participate in school excursions, students in Grades 4 to 6 must have demonstrated the expected standard of behaviour across the term. Attendance at extra-curricular activities and excursions will be at teacher's and principal's discretion.

Due to developmental differences, students in Prep-3 may attend excursions or extracurricular activities at the teacher's discretion.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, reteach the expected behaviours of Monto SS so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of 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.

All teacher's use their traffic light system to record positive behaviour as well as unacceptable behaviour.

The traffic light system:

- Super Star: Student names go on the board for following school rules or displaying exemplary behaviour. Children are rewarded in a variety of ways as determined by their classroom teacher.
- The Green traffic light is to record positive behaviour that the teacher would like to reinforce. Classroom teachers reward students in a variety of ways as determined by their classroom teacher.
- The Orange traffic light is to record minor inappropriate behaviour and rule reminders. Classroom teachers use a variety of consequences and strategies. Refer to minor incidents. Orange consequences are: an apology written or spoke to staff or students, sitting out of lunch, time out, buddy class or missing out on an activity within the classroom.
- The Red traffic light is to record major incidents that require further intervention. Classroom teachers use a variety of consequences and strategies for students that move to the Red Traffic Light. Refer to major incidents. Red consequences are: referral to the reflection room, phone call home, thinking sheet or sent to the office.

Behaviour Language:

Once preventative strategies have been used, and students have the chance to reengage with the expected behaviour, students are encouraged to reflect on their choices.

we aim to have consistency across this school with the language used to redirect behaviour. The following are phrases are used:

- Are you making a good choice?
- Think about the choice you are making?

Once these phases have been used and don't result in the student reengaging, the student will progress to the Orange or Red traffic light.

Targeted behaviour support

Students who require targeted behaviour support at Monto State School are identified through our behaviour data. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. Students who require targeted behaviour support will work with their classroom teacher and the principal and their parents to develop an individual behaviour plan.

Intensive behaviour support: Positive Behaviour for Learning (PBL) Team

Monto State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *PBL Team*:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- work with the PBL Team to achieve continuity and consistency.

The *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

5. Consequences for unacceptable behaviour

Monto State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. ***OneSchool – behaviour incident report is used to record all minor and major problem behaviour.***

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Principal.

Minor behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed

- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Principal.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem 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, apology, restitution or detention for work completion.
- a re-direction procedure. The 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:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Principal.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. ***The referring staff member completes the OneSchool behaviour incident, contacts the parent and contacts the Principal.***

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to a buddy room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, individual behaviour plan.
- AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school.
 - **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect suspension with a proposal for exclusion from school.

The following table outlines examples of major and minor problem behaviours:

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> • running on concrete or around buildings • running in stairwells • not walking bike in school grounds • climbing trees and on top of the tank stand and fort roof 	
	Play	<ul style="list-style-type: none"> • incorrect use of equipment • not playing school approved games • playing in toilets • not following game rules 	<ul style="list-style-type: none"> • throwing objects • possession of weapons
	Physical contact	<ul style="list-style-type: none"> • minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> • serious physical aggression • fighting
	Correct Attire	<ul style="list-style-type: none"> • not wearing a hat in playground • not wearing shoes outside 	
	Other		<ul style="list-style-type: none"> • possession or selling of drugs
Being Responsible	Class tasks	<ul style="list-style-type: none"> • not completing set tasks that are at an appropriate level • refusing to work • not following class routine 	
	Being in the right place	<ul style="list-style-type: none"> • not being punctual (eg: lateness after breaks) • not in the right place at the right time. 	<ul style="list-style-type: none"> • leaving class without permission (out of sight) • leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> • low intensity failure to respond to adult request • non compliance • unco-operative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> • minor dishonesty 	<ul style="list-style-type: none"> • major dishonesty
	Rubbish	<ul style="list-style-type: none"> • littering 	
	Mobile Phone	<ul style="list-style-type: none"> • mobile phone switched on in any part of the school 	<ul style="list-style-type: none"> • use of a mobile phone in any part of the school for

		at any time without authorisation (written permission from an authorised staff member)	voicemail, email, text messaging or filming purposes without authorisation
Being Respectful	Language	<ul style="list-style-type: none"> • inappropriate language (written/verbal) • calling out • poor attitude • disrespectful tone 	<ul style="list-style-type: none"> • offensive language • aggressive language • verbal abuse / directed profanity • yelling and students and teachers • talking back to staff members
	Property	<ul style="list-style-type: none"> • petty theft • lack of care for the environment 	<ul style="list-style-type: none"> • stealing / major theft • wilful property damage • vandalism
	Others	<ul style="list-style-type: none"> • not playing fairly • minor disruption to class • minor defiance • minor bullying / harassment 	<ul style="list-style-type: none"> • major bullying / harassment • major disruption to class • blatant disrespect • major defiance

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour, reteach and positive reinforcement.

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Monto State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour through referral to the traffic light system.

6. Emergency or critical incident responses

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

Staff may make legitimate 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 Monto State School'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.

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.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report
- OneSchool Behaviour Support
- OneSchool Record of Contact
- Health and Safety incident record
- debriefing report (for student and staff).

7. Bullying and Cyber-bullying

Bullying is an issue in every Queensland school. Bullying is a deliberate act to hurt someone physically, verbally or psychologically. Bullying is an issue of power. Bullying behaviours at school may include:

- Hitting, kicking, punching, pushing, tripping, flicking, shoving, spitting, throwing objects, sexual abuse.
- Hiding, damaging or destroying property belonging to someone else or playing tricks, pranks or stunts.
- Making someone give money, food or other property against their will.
- Non-physical: Threatening any of the above physical behaviours. Threatening to 'get' someone or singling out someone or unfair treatment.
- Name-calling, using offensive, hurtful or abusive language, making comments the other person finds offensive.
- Inappropriate use of SMS, email or use of public internet pages.
- Putting others down, spreading rumours.
- Repeatedly giving hurtful looks, rude gestured or making faces at someone. Yelling, slamming doors, windows or throwing objects at or in response to someone.
- Leaving someone out of a group or process on purpose.
- Writing offensive messages or emails about or to someone.
- Gangs of students coming together to bully a single student.

What does Monto State School do to prevent bullying:

- Monto State School makes reference to aspects of bullying within the curriculum and the PBL program.
- There is ongoing explanation and discussion of our bullying policy with students.
- Monitoring of the teaching and learning environment by teachers and administration both inside and outside the classroom.
- Collection and analysis of relevant student behavioural data
- Teachers ensure restrictions are in place on iPads ect

What to do if you are bullied:

At Monto State School, it is your right and responsibility to report bullying, whether it happens to you or to someone else. If it occurs, the following action should be taken by you and/or your parents:

Report it now!

Tell the whole story- including anything that you may have done or after the event. Remember that the bullying will continue if those responsible think they can get away with their behaviour.

At Monto State School the process is clear

If you are identified as a bully – the first time you undertake an anti-bullying program which includes the student and principal. A part of the program is reflecting on actions and then signing a contract saying they know what bullying is and they will not do it again. If they are found doing it again –suspension follows in most cases. If bullying behaviour is ongoing and persistent (despite intervention and support) and is considered conduct that is prejudicial to the good order and management of the school, then the Principal may determine that the behaviour is so serious that the external suspension is inadequate and will consider exclusion.

Cyber Bullying

Cyber bullying is when one student is targeted by another through the use of digital technology, mobile communications devices or through the internet. The aim of this targeting may be harassment, stalking, threats or other forms of harmful behaviour.

Cyber bullying takes many forms and may involve the use of websites, mobile phones, chat rooms, email, SMS and the uploading of pictures or video. It could involve the sending of threatening messages, communicating false pretences, forwarding of other students private communication, establishment of websites designed to humiliate or the posting of humiliating messages or pictures.

Consequences of cyber-bullying are the same as those for bullying.

Confiscation of property

Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:

- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school
- ensure compliance with the school's *Responsible Behaviour Plan for Students* or any other directive, guideline or policy.

If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the principal should retain the property for handing to police.

Under normal circumstances a principal or staff member is not permitted to search student property (e.g. a student's school bag) unless they have the student's consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency). Emergency circumstances may include where the life or welfare of a student or students is at immediate risk.

A principal or staff member does not require the student's consent to search school property such as lockers or desks being used by the student.

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Principal
- Guidance Officer
- Advisory Visiting Teachers
- School Chaplain
- Adopt a Police Officer

Support is also available through government and community agencies such as:

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

8. Consideration of individual circumstances

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.

Monto State School considers 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 students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- 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, and
 - receive adjustments appropriate to their learning and/or impairment needs.

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

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

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

Endorsement

Kirsty Hay
Principal

Donna Zumbansen
P&C President

Kay Kirkman
Assistant Regional Director

Date effective:

from June 2017 to June 2020