

THE CODE OF SCHOOL BEHAVIOUR

Queensland state schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. State schools are strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. They prepare students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of state schooling in Queensland.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe.

The Code of School Behaviour defines the **responsibilities** that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful **relationships**.

It outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents. *The Code* has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

School communities will use *The Code* as a basis for providing:

- positive support to promote high standards of achievement and behaviour
- clearly articulated responses and consequences for inappropriate behaviour.

Each school will detail particular strategies to promote appropriate behaviour as well as consequences for unacceptable behaviour within its *Responsible Behaviour Plan for Students*.

On enrolment, all parties will be expected to sign this agreement, including students (where appropriate), parents/carers and principals. This agreement will require all parties to abide by *The Code of School Behaviour* and other endorsed conditions stipulated by the school.

STANDARDS:

State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. Staff are to maintain high standards of ethical behaviour as established in the Department of Education's Code of Conduct. All members of school communities are to abide by *The Code of School Behaviour* in accordance with the following **standards**.

All members of school communities are expected to:

- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:

- participate actively in the school's education program
- take responsibility for their own 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 of others, including the right to learn
- cooperate with staff and others in authority.

Parents/carers are expected to:

- show an active interest in their child's schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- 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.

Schools are expected to:

- 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.

The Principal is expected to:

- play a strong leadership role in implementing and communicating *The Code* in the school community
- ensure consistency and fairness in implementing the school's *Responsible Behaviour Plan for Students*
- communicate high expectations for individual achievement and behaviour
- review and monitor the effectiveness of school practices and their impact on student learning
- support staff in ensuring compliance with *The Code* and facilitate professional development to improve the skills of staff to promote responsible behaviour.

Regional Executive Director and Executive Director (Schools) are expected to:

- endorse the school's *Responsible Behaviour Plan for Students* that aligns with *The Code* and complies with legislation
- ensure that school plans are implemented consistently, fairly and reasonably
- exercise leadership in support of school principals' responsibilities under *The Code* and promote improvement of the professional skills of principals accordingly.

The Senior Management Team of Education Queensland is expected to:

- determine policy directions and monitor the efficiency and effectiveness of resource allocations and services to support responsible behaviour throughout Queensland schools.

CONSEQUENCES FOR UNACCEPTABLE STUDENT BEHAVIOUR:

Student behaviour that does not comply with the expected standards is not acceptable. The *Responsible Behaviour Plan for Students* will set out the range and level of responses and consequences for student behaviour that is not consistent with these standards.

Consequences are to be applied to:

- provide the opportunity for all students to learn
- ensure the safety of staff and students
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Schools use a range of consequences that are authorised by Education Queensland which include:

- suspensions
- exclusions
- cancellations of enrolment.

These consequences are to be used after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

THE CODE OF SCHOOL BEHAVIOUR IS BASED ON THE FOLLOWING VALUES AND PRINCIPLES:**Values**

The Department's Strategic Plan defines the following values.

- **Professionalism:** committing to the highest standards of accountability and performance
- **Respect:** treating all people with respect and dignity
- **Innovation and Creativity:** fostering safe environments that support innovative and creative practice
- **Diversity and Inclusiveness:** encouraging all Queenslanders to participate in education and cultural activities
- **Excellence:** supporting the pursuit of excellence.

Principles

The Code is underpinned by the following principles.

- State schools expect high standards of personal achievement and behaviour.
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
- Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership.
- Partnerships with parents/carers, the wider school community and other support agencies contribute to positive behaviour in schools.
- Staff expertise is valued and developed.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.

OUR CODE OF BEHAVIOUR

Communication and care are important elements of our student management program. Each year level has a teacher allocated as **Year Level Coordinator** to assist in the management of students and to provide an avenue of communication between the school and home. Our school's behaviour management policy is based upon Respect, Responsibility, Rights & Reputation.

OUR CODE OF BEHAVIOUR

- **RESPECT:** For self, for others and their property
- **RESPONSIBILITY:** Cooperation, courtesy and consideration for all
- **RIGHTS:** Every student has the right to learn unhindered
- **REPUTATION:** Promote and enhance the good name of the school

WHAT THE CODE MEANS:

Respect	<p>All members of the school community must:</p> <ul style="list-style-type: none"> • Respect each other's rights to learn or teach unhindered • Respect each other's property • Be courteous and considerate in all interactions <p>The following behaviours are not acceptable under any circumstances: <i>Verbal or physical intimidation</i> <i>Bullying</i> <i>Harassment</i> <i>Inappropriate language</i></p>
Responsibility	<p><i>There are always positive ways to move forward to solve problems – abusive, aggressive and threatening behaviours are not acceptable, and will not be tolerated under any circumstances. Support and help is available for you to start to solve problems. Be prepared to ask for and accept help when you need it. Support avenues will always be available.</i></p> <ul style="list-style-type: none"> • Movement around buildings should be prompt, quiet and orderly. • No student is to leave the school premises during the day without permission from Administration. • Maintain awareness of the out of bounds areas and ensure you remain in bounds. • Take responsibility for the security of your personal possessions. Avoid bringing valuable items or larger amounts of cash to school. Secure your mobile telephone and ensure it remains switched off during the school day. • Fulfil your responsibility to keep the school environment clean, tidy and healthy. <p>The following behaviours are not acceptable under any circumstances: <i>Spitting</i> <i>Throwing food</i> <i>Eating in classrooms</i> <i>Chewing Gum</i> <i>Graffiti</i> <i>Vandalism</i> <i>Violence</i> <i>Intimidation</i></p> <p>Items not to be brought to school under any circumstances: <i>Alcohol</i> <i>Cigarettes</i> <i>Illegal drugs</i> <i>Weapons (including knives and other dangerous items)</i></p>
Rights	<p>Ensure actions do not infringe the Code of Behaviour or the rights of any other members of our school community to learn.</p> <p>All members of our school community have the fundamental right to be able to enjoy a safe and supportive environment, free from bullying, harassment, intimidation or fear. Bullying in any form is unacceptable. It is everyone's responsibility to ensure that their behaviour choices contribute to creating positive and caring interpersonal relationships.</p>
Reputation	<p>Before undertaking any action think about your actions and consider any possible consequences that may arise for self and the school. Everyone's behaviour (staff, parents and students) at all times should enhance the reputation of the school and reflect favourably on yourself. You should wear the school uniform with pride.</p>

Our expectation is that all members of the school community will uphold these values.

STUDENT RIGHTS AND RESPONSIBILITIES

A **RIGHT** is: something which should not be infringed by anyone. A **RESPONSIBILITY** is something you should do without being told. Some of these things you do for others, some of these things you do for yourself.

UNIVERSAL RIGHTS:

At all times, everyone who is a member of the Pittsworth State High School Community has the right:

- To be free from discrimination (Anti-Discrimination Act 1991, Racial Discrimination Act 1985, Sex Discrimination Act 1984, Human Rights and Equal Opportunities Commission Act 1986)
- To be treated with respect and courtesy
- To be free from harassment including physical violence and verbal abuse.
- To carry out their business to the best of their ability, unimpeded by others.

NATURAL JUSTICE:

Our students have a right to natural justice. Natural Justice is a term that denotes procedural fairness, ensuring a fair decision is reached by an objective decision maker. Such justice is concerned with ensuring decisions affecting an individual's rights and interests are reached only after the individual has been made aware of the allegations made against him/her and has had an opportunity to present his/her claims in relation to the allegation(s) and the decisions proposed to be taken affecting them. It also requires that the decision maker does not have a personal interest in the matter that would render him/her not impartial. Care should be exercised to exclude real or perceived bias from any due processes.

Students' Rights	Students' Responsibilities
<p>I have the right to:</p> <ul style="list-style-type: none"> • Be happy, be treated with courtesy, respect and understanding • Feel safe at school • Obtain maximum benefit from all the learning experiences provided • Be proud of my achievements • Expect my property to be safe • Express my opinions • Not to be pressured into health damaging habits • Learn in a clean and well-maintained school and grounds • Be proud of my schools reputation • Be aware of school policies 	<p>I have the responsibility to:</p> <ul style="list-style-type: none"> • Treat others politely and respectfully irrespective of their ethnic background, religion, gender, socio-economic status, ability or disability • Make the school safe by not threatening, bullying, harassing or hurting anyone in any way. • Follow all safety and health regulations and avoid unhealthy and dangerous practices • Be punctual to class and co-operate with teachers and other students to ensure that lessons are productive • Ask for assistance when needed • Be actively involved in learning by keeping up to date and bringing all required materials to work • Comply with the Work Completion Policy • Consolidate my learning through daily review and homework • Support and acknowledge the achievements of self and others • Secure my personal property and not interfere with the property of others • Express my opinions in a non-aggressive manner at an appropriate time. • Allow others to express their own opinion • Protect my health, not smoke, take drugs or alcoholic drinks or encourage others to do so • Care for the school environment and keep it clear of litter • Be prepared to follow teacher directions to remove litter • Behave and dress in a manner that enhances the good reputation of the school. <p>Act in accordance with:</p> <ul style="list-style-type: none"> • Work Completion Policy • Drug Education and Response Policy • Assessment Policy

LEVELS OF RECOGNITION AND DISCIPLINE

There are *eight levels of discipline*: Gold, Silver, 0, 1, 2, 3, 4, and 5.

RECOGNITION LEVELS

All students are on *Level 0* when they begin at Pittsworth State High School. Many students remain on this level during their stay at school, because they will cooperate with their teachers and other students, demonstrate self discipline and develop maturity and be ever mindful of their rights by practising their responsibilities.

Gold and Silver

By exhibiting excellent behaviour and a positive contribution to the school, students may apply for exemplary levels of silver and gold.

Merit & Encouragement Certificates

Students may be nominated for Merit & Encouragement certificates by teachers or peers for deserving acts or efforts in any aspect of school life. Such certificates are able to contribute to Silver and Gold recognition levels.

Discipline Levels 1 - 5

Students, who are placed on levels 1-5, will be placed according to choices they have made and behaviour they have demonstrated.

1. Teachers complete *Student Behaviour Reviews* to record students who are having, or causing, problems which require extra intervention over and above the classroom management strategies employed by staff.
2. The consultation process is designed to provide support for both students and staff, during which time a wide range of behavioural options will be explored in assisting students to make better choices, including *Daily Report Sheets*, *Subject Specific Progress Cards*, and *Student Completed Progress Cards*.
3. The behaviour management committee meets weekly before school to discuss each individual case who has received a *Student Behaviour Review* and make decisions as to *Referrals* and consequent levels of discipline to be assigned. The outcomes of these meetings are discussed with the student/s during Discipline Feedback Meetings with the Administration and Year Co-ordinators.

Moving to lower levels

Students are able to earn their way back to lower levels through the compilation of *Student Initiated Level Review* Forms. For two weeks following placement on a level, students are required to have each of their teachers complete and sign a brief report on their behaviour and cooperation for the preceding week. The report requires a satisfactory or better from each subject teacher for two consecutive weeks to enable the student's level to be reduced. Under special circumstances and through negotiation with Administration and Co-ordinators, there are options for rapid progression down levels such as appropriate restitution. Year Co-ordinators may vary this at their discretion in particular circumstances.

If a student has made no attempt to move down levels, other consequences may apply.

In circumstances which require urgent intervention and resolution in the interests of the continuing welfare and safety of the school community, the Principal or Deputy Principal and the Year Co-ordinator may take action without prior reference to the Behaviour Management Committee and assign a level or suspend immediately. This is especially in the case of serious offences.

HOW TO ACHIEVE A GOLD OR SILVER LEVEL

Minimum Requirement: Creditable in-class performance and behaviour

As an incentive to reward students for consistent good behaviour, attitude and industry and positive contributions to the school and school community, two levels of achievement; Silver and/or Gold are obtainable by students. Students gaining these levels will be presented with special resume certificates, and badges that reflect the attained level.

Students must be on a Gold or Silver level to nominate and hold positions of leadership within the school. eg. School Captains, Prefects, Sports House Captains, Care Group Captains (exceptions made for Year 8 and commencing Year 11 students)

Application for Gold/ Silver Levels

For consideration for the **Silver Level**, students will apply through their Care Group teachers or Year Co-ordinator on Silver Level nomination forms. Alternately, staff may choose to initiate nomination for students via Co-ordinators and the Behaviour Management Committee. The form will require students and staff to complete details about a student's positive behaviour and general contribution to the school community.

The **Gold Level** is a further stage after the Silver Level. To be deemed eligible for the Gold Level, the student must have displayed exemplary conduct across a range of areas of school involvement.

Application for this award is through Administration and Year Co-ordinators on the Gold Level application form. A student must attain a minimum *60 credit points* for this award in particular demonstrated contribution and commitment to the school community. This must be negotiated with the Year Co-ordinator.

A student placed on gold or silver level will be expected to demonstrate exemplary behaviour. The gold and silver levels will be reviewed twice yearly.

Credit Points For Gold Level

Credit points are assigned for suitable students involvement in both school subject areas and general community, as shown. These credit points must have been attained within the previous 12 months. It is expected that in such activities, students will participate actively and contribute constructively, not just attend. It is within the prerogative of the Year Co-ordinator, Administration and/or BMC to determine student's attainment of credit points.

Sport		Cultural		Community Service		Other		Academic	
Rep Sport teams	20	Debating	20	Positions of responsibility	5 - 20	Out of school awards	10	Rep school subject teams	0 - 20
Participate in sports carnival	5	Mooting	10	School student rep	5 - 20	Cadets	30	Subject competitions	0 - 10
		Orchestra, concert, stage bands	30	Community work	5 - 20	Other – by negotiation		Academic excellence	10
		Speech contest	5 - 10	Social justice work	5 - 20	Demo of leadership in other areas	5 - 10		

Targeted School Behaviour Support

The focus of PSHS is to target good and exceptional behaviour but there are some students whose behaviour needs targeting for negative reasons – such intervention can be the result of being directionless, bullying, intolerance, disruption and so on. Such students become the focus of the welfare and discipline body of the school, the Behaviour Management Committee, Administration, Year Co-ordinators, teacher, Guidance Officer, Chaplain, School Nurse, Learning Support and others. Individual interventions are tailored for these students and in severe cases will be in the form of an intensive intervention.

Intensive behaviour support

Intensive behavioural support is provided to students, who despite previous intervention are unable to modify, on their own, their behaviour.

Access to support services is provided, particularly Guidance Officer, Year Co-ordinator and a member of Administration.

Intensive interventions may include support from a range of internal and external providers, a revised timetable, and an Individual Behaviour Support Plan. A broad range of strategies including negotiation, conciliation and reasonable adjustments will be made in order to attempt to re-engage the student.

Consequences for unacceptable behaviour

There are clear consequences for misbehaviour at PSHS. Certain types of behaviour are unacceptable and may include less stringent measures such as being placed on level one, (refer to the Levels/Reasons for Placement on Levels). However should a student's behaviour warrant it, more stringent measures are applied such as the application of higher levels, including suspension and exclusion should student behaviour escalate.

SOME EXAMPLES OF INAPPROPRIATE BEHAVIOURS

Examples of Low and Medium Levels of Behaviour:

Inappropriate Behaviours	Possible Responses
<p>Low/Medium</p> <ul style="list-style-type: none"> ✗ Persistent talking in class ✗ Moving around teaching area without permission ✗ Lateness to class ✗ Not wearing the uniform ✗ Failing to complete homework ✗ Littering ✗ Not bringing materials to class ✗ Possession of prohibited items (ie. Mobile phones, ipods) ✗ Truancy ... ✗ Swearing ✗ Fighting ✗ Harassment/Bullying ✗ Being out of bounds or off school premises without permission ✗ Smoking ✗ Direct disobedience of a teacher's directions ✗ Failing to attend detention ✗ Misuse of the Internet ✗ Deliberate damage of school property 	<p><i>This list is not exhaustive and 1 or more responses may be applied depending on the situation.</i></p> <p>Behaviour Levels 1 - 3</p> <ol style="list-style-type: none"> 1. Isolation within the classroom. 2. Removal from the room to another teacher's supervision. 3. Detention in student's own time. 4. Student writes out "Respect Sheet" 5. Meeting with parents/guardians. 6. Verbal/written apologies 7. Restitution 8. Involvement of support personnel 9. Building/grounds improvement. 10. Consequences as per Level System. 11. Internal suspension. 12. Withdrawal from class/activity. 13. Suspension. 14. Loss of privileges

Examples of High Level Inappropriate Behaviour:

<p>Illegal Actions</p> <ul style="list-style-type: none"> • Theft • Violence - physical assault of staff/students • Abusive/inappropriate language • Repeated smoking/possession of smoke implements (eg. lighter) • Harassment • Possession/selling/using illegal drugs • Possession & consumption of alcohol • Possession of weapons • Vandalism/Graffiti • Dangerous/careless actions at school or while travelling to and from school. 	<p><i>This list is not exhaustive and 1 or more responses may be applied depending on the situation.</i></p> <p>Behaviours Levels 3 - 5</p> <ol style="list-style-type: none"> 1. Parents/Guardians notified. 2. Administration interview. 3. Alternative program. 4. Counselling. (internal/external agencies) 5. Suspension/Exclusion. 6. Police notification 7. Behaviour Monitoring Program. 8. Individual Behaviour Plan. 9. Restitution. 10. Verbal/written apology.
<p>Disadvantaging the Wellbeing of Self and Others.</p> <ul style="list-style-type: none"> ◆ Persistent refusal to allow others to enjoy quality learning. ◆ Harassment/bullying/intimidation. ◆ Racist language or behaviour. ◆ Continual refusal to comply with the school's Behaviour Management Policy. ◆ Conduct prejudicial to the good order and management of the school. ◆ Unacceptable moral behaviour (eg. porn) ◆ Inappropriate intimacy. ◆ Repeated truancy ◆ Cheating/Plagiarism ◆ Failure to comply with the requirements of the area of study currently undertaken. 	<p><i>This list is not exhaustive and 1 or more responses may be applied depending on the situation.</i></p> <p>Behaviours Levels 3 - 5</p> <ol style="list-style-type: none"> 1. Parents/Guardians notified. 2. Administration interview. 3. Alternative program. 4. Counselling. (internal/external agencies) 5. Suspension/Exclusion. 6. Police notification 7. Behaviour Monitoring Program. 8. Individual Behaviour Plan. 9. Restitution. 10. Verbal/written apology. 11. Cancellation of enrolment.

These consequences are outlined below and while not exhaustive of all interventions / situations are indicative of the school's response.

Behaviour Level 1:	
<p>Reasons for being placed on Level 1:</p> <ul style="list-style-type: none"> You have not fully or consistently accepted your responsibilities as outlined in the code of <i>Student Rights and Responsibilities</i>. Inappropriate low level behaviour/s 	<p>Consequences will automatically include:</p> <ul style="list-style-type: none"> letter to parents making appropriate restitution exclusion from school social/s student initiated level review <p><i>and may include:</i></p> <ul style="list-style-type: none"> withdrawal from some classes suspension from positions of office (including senior badge) exclusion from school representative teams attendance at detentions supervision at lunch/breaks
Behaviour Level 2:	
<p>Reasons for being placed on Level 2:</p> <ul style="list-style-type: none"> You have continued not to fully or consistently accept your responsibilities as outlined in the code of <i>Student Rights and Responsibilities</i> You have breached the code of <i>Student Rights and Responsibilities</i> through medium level behaviour/s You have repeated or intensified Level 1 behaviours 	<p>Consequences will automatically include:</p> <ul style="list-style-type: none"> letter to parents making appropriate restitution exclusion from school social/s suspension from positions of office exclusion from school representative teams contact with police/other agencies when appropriate student initiated level review <p><i>and may include:</i></p> <ul style="list-style-type: none"> withdrawal from some classes supervision at lunch/breaks attendance at detentions daily report counselling internal suspension non participation in excursion
Behaviour Level 3:	
<p>Reasons for being placed on Level 3:</p> <ul style="list-style-type: none"> You have continued to ignore the rights of others and/or your responsibilities as outlined in the code of <i>Student Rights and Responsibilities</i>. You have breached the code of <i>Student Rights and Responsibilities</i> through high level behaviours You have repeated or intensified Level 1 or 2 behaviour/s 	<p>Consequences will automatically include</p> <ul style="list-style-type: none"> letter to parents making appropriate restitution exclusion from school social/s suspensions from positions of office exclusion from school representative teams exclusion from all school functions contact with police/other agencies when appropriate counselling student initiated level review <p><i>and may include:</i></p> <ul style="list-style-type: none"> withdrawal from some or all classes supervision at lunch/breaks attendance at detentions daily report internal suspension
Behaviour Level 4:	
<p>Reasons for being placed on Level 4:</p> <ul style="list-style-type: none"> You have repeated or intensified Level 1, 2, or 3 behaviour/s You have breached the code of <i>Student Rights and Responsibilities</i> through high level behaviours 	<p>Consequences</p> <ul style="list-style-type: none"> As for Level 3 Suspension (1 – 5 days)
Behaviour Level 5:	
<p>Reasons for being placed on Level 5:</p> <ul style="list-style-type: none"> You have repeated or intensified Level 1, 2, 3 or 4 behaviour/s Possession, use and/or supply, dealing of illegal substances Serious assault/violence 	<p>Consequences</p> <ul style="list-style-type: none"> As for Level 3 Suspension (6 – 20 days) Recommendation for exclusion

Referral Procedure

Sometimes students will make inappropriate choices both in and out of the classroom. Usually the teacher's classroom management strategies and follow up within the classroom will ensure reasonable and logical consequences for such behaviour and minimise the likelihood of recurrence.

If the inappropriate choices continue after application of such strategies, a *Student Behaviour Review* may be initiated by the classroom teacher concerned. This document encourages and ensures dialogue between student and teacher in a more formal manner, external to the classroom. In addition, the review process may involve other personnel in the Care Network, including the relevant Year Co-ordinator, Head of Department and/or member/s of Administration.

Referrals and Determination of Levels

There is a brief meeting of the Behaviour Management Committee before school weekly during term, which consists of the Year Co-ordinators, the Deputy Principal and if possible the Guidance Officer. At this meeting, decisions are made by the committee as to whether students are to be placed on levels and which levels are appropriate. All relevant information for each situation is considered together with any extenuating circumstances before the levels are assigned.

Feedback

After levels are determined, the Deputy Principal gives a report to the Principal. Once a week, students who have been placed on levels are notified to attend a feedback session in the Administration building.

Students are called individually to the feedback meeting which is attended by the Principal and the Year Co-ordinators. Students are informed of their levels after being invited to explain their behaviours, and are encouraged to provide solutions. Focus of the discussion is on:

- opportunities for students to explain the circumstances around the incident/s leading to the referral;
- the actions/decisions of students in response to the incident/s leading to referral and evaluation of behaviour (by both staff and students concerned) since the incident/s;
- reinforcement of the school's belief that students make their own choices and have the power to make better choices which lead to more desirable consequences;
- input by Year Co-ordinators, including advocacy on behalf of students;
- commitment by students to initiating strategies to improve behavioural choices; and
- inclusion of as much positive, proactive support and encouragement as possible in assisting students to develop more appropriate behaviours.

Parents are automatically informed by letter as soon as practicable when a level of discipline is assigned to a student. This contact ensures that parents are aware of the situations at school which have caused concern and are involved in the process of support for each student experiencing difficulties.



DRUG AND ALCOHOL POLICY

Rationale

The use of alcohol, tobacco and other drugs is a source of concern and debate in general Australian society and within the school community. The use of drugs in school is usually a result of a combination of influences that this policy will address with an emphasis on education and harm minimisation.

This policy provides a framework to address alcohol, tobacco and other drug related problems in a caring and consistent manner within the Pittsworth State High School community.

The policy and the procedures contained within it conform to legislative requirements and have been developed in consultation with staff and students and are endorsed by the Parents and Citizens Association.

This policy is binding on all students while they are on school premises or at a school function, camp or excursion where they are under the care of school staff or their nominees. The policy also applies to visitors to the school and school organised activities whether on the school premises or at an outside venue.

AIMS

This policy aims to:

- 1 Promote and maintain a health-promoting school environment in which the health, welfare and safety of all school community members are paramount.
- 2 Outline the role of Pittsworth State High School in the prevention of drug related problems.
- 3 Document the school's position on, and procedures for, dealing with drug related incidents and problems.

PREVENTION OF UNLAWFUL AND UNSAFE DRUG USE

Pittsworth State High School will ensure that the following preventative measures are implemented:

- 1 Health and Drug Education is to be taught as part of both the subject based curriculum and Lifeskills and Forum program. Over the five year period from Year 8 to Year 12 students are to be provided with the knowledge and skills (appropriate to their age and maturity) that will enable them to safeguard their health in relation to drugs and alcohol and the lifestyle issues associated with them.
- 2 To ensure that teachers have currency with the knowledge and skills associated with Drug and Alcohol Education, all staff involved will attend professional development opportunities as required. Sufficient funds will be made available through the school budget to allow this to happen.
- 3 Pittsworth State High School will be involved in student, parent and community health education programs wherever practicable. This includes the provision of parent awareness programs and ongoing interaction with community groups.
- 4 This policy will comply with relevant state laws with regard to drug and alcohol use and the school will co-operate with other government and non-government bodies to ensure its effectiveness. This would include such bodies as Queensland Health and the Queensland Police Service.
- 5 This policy is consistent with the State Government's policy framework with regard to drug use.
- 6 This policy is to be reviewed annually to ensure it addresses the current needs of the school. This review is to be undertaken as part of the school's Workplace Health and Safety Program audit.
- 7 This policy is to be made available to all stake holders in the school community so that they are aware of the school's policies towards drug use, the preventative measures taken to prevent it and the consequences of drug and alcohol use in a school context.

POLICY: DRUG AND ALCOHOL USE AT SCHOOL

Pittsworth State High School forbids students (of whatever age) whilst on school premises, at any school function, excursion or camp to:

- Smoke and/or possess tobacco products.
- Consume and/or possess alcohol or to be under the influence of alcohol.
- Deliberately inhale volatile substances (solvents) or be affected by such substances.
- Possess and/or use pharmaceutical drugs for non-medical purposes or be affected by such use.
- Possess and/or use illegal drugs or be under the influence of such drugs.

- Possess and/or use drug related equipment such as syringes, bongs or pipes (except in the case of lawful medical Use).
- Possess materials that promote the gratuitous use of drugs.

School staff should administer prescribed medication where there is an agreement between staff, caregivers and the Principal and where written instructions for the dispensing of the drug have been provided. If a student is required to carry and self-administer prescribed medicine while at school, the caregiver must advise the Principal of all relevant details. For short term conditions where analgesics are administered by the student, notification of self-medication by the student is not required.

All school premises are non-smoking areas in accordance with Education Queensland's Administrative Circular No. 214 and the revised Smoking Policy of 1997.

INTERVENTION

The following intervention procedures are designed to address incidents of tobacco, alcohol and drug use at all school activities and are designed to ensure the health and well being of all parties. All interventions are to comply with legal requirements.

The procedures outlined below have been developed with the welfare of students and staff as the prime consideration and are to be followed as closely as possible.

If an incident of drug or alcohol use is detected or suspected the following procedures are to be followed.

- 1 Ensure the student's immediate safety. Apply or organise the application of first aid where necessary. (Follow the school's normal emergency procedures for a medical problem)
- 2 If practical, accompany the student and take any substances involved to the school administration. **It is important that the student is not sent to the office unaccompanied by an adult.** If in a class, send a student or a colleague to request a member of the administration to attend the scene. As soon as possible document the incident in written form and provide this documentation to the administration.
- 3 The school administration is to identify an individual to manage the incident, to be referred to as the Incident Manager. He or she may request the assistance of support people such as the Guidance Officer, HOSSES or School Nurse in managing the incident and subsequent follow up actions. This person or persons should take into account issues such as ethnicity, language, culture, background and the gender of the student. The Incident Manager may elect to form a small group of people to assist with the management of the incident.
- 4 The Incident Manager is to establish the factual basis of the incident by interviewing those involved and, if appropriate, requesting them to submit a written statement. He or she should document the substance involved, who was involved, where and when the incident took place and any other relevant information including the names of witnesses.
- 5 The Incident Manager should report the outcomes of the investigation to the Principal and may recommend a subsequent course of action.
- 6 Once the Principal has decided on a course of action, all those involved, Incident Manager, student/s, caregivers and staff should be informed of the decision that has been made, in some cases this notification should be in written form. A record of the incident and its outcomes (if the case was substantiated) should be recorded in the students' anecdotal records on SMS. If the drug use has involved an illicit substance the police must be informed at the earliest possible opportunity and any substances stored securely until the first opportunity they can be handed to police.



CONSEQUENCES OF DRUG USE FOR STUDENTS

Once it has been established that a drug related incident has occurred the school must decide on a course of action. This may vary depending on the details of the incident, including the substance involved, the behavioural history of the student/s involved and the impact of the incident on other students.

The following suggested consequences should be considered in the context of the student's age, life and family situation, mental and emotional health, intellectual ability and the degree to which they have been in control of their actions and decisions. Consideration must also be taken of their past behavioural record and their response to earlier intervention strategies.

Action	Consequence
1 Knowledge of drug-related activities at school not communicated to teachers or administration.	<ul style="list-style-type: none"> • Counselling by administration • Caregivers notified
2 Requesting supply of an illicit substance (including tobacco) from another student on school premises. Request not fulfilled.	<ul style="list-style-type: none"> • Counselling by administration • Caregivers notified
3 Involvement via proximity to an activity involving illicit substances (including tobacco or being in the presence of others using or supplying illicit substances (including tobacco).	<ul style="list-style-type: none"> • Counselling by administration • Caregivers notified • Detention • Possible withdrawal from non-class activities
4 Smoking tobacco or possessing tobacco on school premises, at a school function or while in school uniform.	<ul style="list-style-type: none"> • Counselling by administration and Health Nurse • Caregivers notified • Health warning • Detentions • Possible Suspension • Possible withdrawal from non-class activities
5 Using alcohol on school premises or at a school function or coming intoxicated onto school premises or to a school function	<ul style="list-style-type: none"> • Health and illegality warnings • Caregivers notified • Suspension • Withdrawal from non-class activities
6 Supplying alcohol on school premises or at a school function.	<ul style="list-style-type: none"> • Health and illegality warnings • Caregivers notified • Police notified • Suspension or exclusion • Withdrawal from non-class activities
7 Possession or use of an illicit substance on school premises or at a school function.	<ul style="list-style-type: none"> • Health and illegality warnings • Caregivers notified • Police notified • Suspension or exclusion • Withdrawal from non-class activities
8 Sale or supply of illicit substances on school premises or at a school function	<ul style="list-style-type: none"> • Health and illegality warnings • Caregivers notified • Police notified • Exclusion



Appendix A: Police involvement in drug incidents

Requirement for police involvement in drug incidents

(Advice provided by Queensland Police Service, Alcohol and Drug Coordination Unit)

Description of drug related incident at school	Must inform police?
1 A substance believed to be an illicit drug is found.	Yes
2 Student admits to drug use at school but no substance is found.	No
3 There is reason to believe (reliable witness) that a student has an illicit drug in their possession or in their bag or locker.	Yes
4 A student is seen flushing what is thought (or a student or teacher thinks) to be a drug down a toilet, no substance is obtained.	No
5 A bong is found, no student and no substance.	Yes
6 A student admits to using marijuana on a Saturday night at an activity unrelated to the school.	No
7 A student is reported to be using a drug by another student but no evidence is presented.	No
8 Reasonable evidence is presented that a student is selling drugs to other students.	Yes

Responses indicated above are in line with police procedures and comply with relevant laws. They are only a guide and each situation needs to be assessed on a case by case basis.

Even when not mandatory it may be desirable to involve police, for example a Juvenile Aid Bureau officer, in a counselling situation with the student/s and caregivers.

Use of Personal Technology at School

Background:

The community of Pittsworth SHS considers that the values of courtesy, consideration and respect are paramount to effective learning and teaching.

The use of mobile phones and associated technologies (iPods etc) can cause disruption to the teaching and learning process and with the rapid advances in technology, can record sound and still and/or moving images. Mobile phone usage has been linked to illegal activities and with the growing number of phones with inbuilt cameras; the continued use in the school environment is a matter of concern.

Pittsworth SHS considers that the use of mobile phones and associated technologies is prejudicial to the good order and management of the school.

Issues and Policy:

THE USE OF PERSONAL TECHNOLOGY DEVICES AT SCHOOL

At Pittsworth State High School we believe that every member of the school community should feel confident in participating fully in all aspects of school life without concern that personal devices are being used to record them without their knowledge or consent.

We uphold the value of trust and the right to privacy at Pittsworth State High School. Using mobile phones or any other technologies to underhandedly record events builds a culture of distrust and disharmony. It is considered conduct prejudicial to the good order and management of the school.

Therefore, the recording of any conversation, function, incident without the prior consent of all parties involved is considered to be in breach of school policy.

Furthermore the school will not tolerate images being captured by mobile phones in classes or in the playground that are then forwarded to others, posted on the internet or published in any other way.

Gaining the consent of others to record images that are inappropriate and then sharing these images with others is also considered an inappropriate use of a personal device. The school considers the matter so serious that such behaviour could result in suspension from school.

Also highly inappropriate, and potentially in breach of the Telecommunications Act, is the sending of text messages at school (or on the way to and from school) that contain obscene language and/or threats of violence. If a student receives such a message, he/she should ensure they keep the message as evidence and bring the matter to the attention of the school office. In these cases, the matter will be investigated and may be referred to our Police Service.

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'. Furthermore it is an offence under the Act for a person who has recorded a conversation to which he is not a party to publish or communicate the conversation.

Students need to understand that some conversations in schools are deemed private and therefore to capture images/record conversations in these cases may be deemed to be in breach of this act.

Abusive or Malicious representation:

With the above in mind students need to be aware that any abusive and/or malicious representation and/or harassment of members of the school community via electronic means (ie. web-based such as You-Tube, MSN etc, SMS, MMS, email messaging) will be viewed as a serious breach of the school's Responsible Behaviour Policy, and will be dealt as such.

Mobile Telephone Etiquette

In accordance with the above, students should not bring mobile phones/personal electronic devices to school. Should parents need to contact their student for matters of an urgent nature they may contact the school, which will then arrange direct contact with the student, should it be deemed necessary. Calls and/or messages to personal mobile phones are discouraged as they have the potential to disrupt learning and are prejudicial to the good order and management of the school.

The Education General Provisions Act (EGPA 2006) defines the role of a school as *in loco parentis* (in place of parent). This means that the school is required to know and approve of the movement of all students in its care during school hours. Use of personal communication via mobile phone potentially undermines the school's duty of care. Students who require mobile phones for contact with parents whilst in transit to and from school may either personally secure their phones while at school or have them held by the school during office hours.

Phones and any other electronic devices discovered at school will be confiscated and returned at the end of the school day unless a potential criminal act has occurred and the device is required by the police. Students who have their phones confiscated more than once will be informed that their parents will be required to pick up the phone from School Administration.

Other Personal Devices

Students should not bring other personal devices like cameras, digital video cameras, MP3 players or iPods to school. These are often very valuable and there is a risk of damage or theft. Such devices will be confiscated and returned at the end of the day. It should be noted that the school takes no responsibility for the loss or damage of any such item that students bring to school.

References:

1. DOEM : SCM-PR-003



BEHAVIOUR MANAGEMENT FLOWCHART

