



Student Code of Conduct

(Appendices for the Responsible Behaviour Plan)

A large, stylized yellow leaf graphic is positioned in the bottom left corner of the page.

Shaping futures

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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 Director and Assistant Regional Director 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. **Dean of Junior Secondary** and **Dean of Senior Secondary** oversee the Year Level Co-ordinators. Our school's behaviour management policy is based upon the beliefs of Respect, Responsibility, Rights & Reputation and the school values.

Our Values

- **Being Prepared** – for learning, for school, for life
- **Being Positive** – in attitude and interaction with others
- **Being Productive** – in work and effort
- **Being Proud** – of yourself, your school, your family & your community

Our Beliefs

- **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> <i>Racism, sexism</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 |

BEHAVIOUR RECOGNITION POLICY

LEVELS OF RECOGNITION AND SUPPORT

There are *five behaviour levels*: Gold, Silver, 0, 1, and 2.

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, develop maturity and be ever mindful of their rights by practising their responsibilities.

Gold and Silver

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

Application for Gold/ Silver Levels

For consideration for the **Silver Level** students need to submit an application to the relevant Head of Year and supported by the Dean. The **Gold Level** is a further stage following the Silver Level. To be deemed eligible for the Gold Level, the student must have an existing Silver Level and show evidence of involvement in the school and/or wider community.

HOW TO ACHIEVE SILVER LEVEL

Students must approach the relevant Head of Year and ask for a Silver Level application. The following will be considered:

- GPA for effort and behaviour ratings on school reports of 4.0 with no unsatisfactory ratings
- Adherence to school policies and procedures
- Upholding of School Values
- Attendance rate of at least 90% (includes actual attendance plus explained absences)
- Satisfactory completion of all assessment tasks
- Actively engaged in a variety of school events
- Support from the relevant Head of Year and endorsement from the relevant Dean

HOW TO ACHIEVE GOLD LEVEL

Students must approach the relevant Head of Year and ask for a Gold Level application form. The following will be considered In addition to Silver level requirements, students are required to:

- GPA for effort and behaviour ratings on school reports of 4.5 with no unsatisfactory ratings
- Actively engaged in a variety of school events
- Approval from the relevant Dean

Students gaining these levels will be presented with a special certificate and badge that reflect the attained level. Students must be on a Gold level to nominate and hold positions of leadership within the school. eg. School Captains and Prefects. A student placed on Gold or Silver level will be expected to demonstrate exemplary behaviour. The Gold and Silver levels will be reviewed regularly. Students who do not maintain the minimum requirements for either level may forfeit their level status.

| Sport | Cultural | Community Service | Academic | Other |
|--|--|---|--------------------------------------|--|
| Representative Sport/Teams Signed:..... | Debating Signed:..... | Positions of Responsibility Signed:..... | School Subject Teams Signed:..... | Out of School Awards Signed:..... |
| Participate in Sports Carnival Signed:..... | House Comps Signed:..... | School Student Representative Signed:..... | Subject Competitions Signed:..... | Cadets Signed:..... |
| House Comps Signed:..... | Orchestra/Stage Bands/CGen etc Signed:..... | Community Work Signed:..... | Academic Excellence Signed:..... | Leadership - other areas Signed:..... |
| Good Sportsmanship Signed:..... | Speech Contest Signed:..... | Social Justice Work Signed:..... | Other Signed:..... | Other Signed:..... |
| Other Signed:..... | Other Signed:..... | Other Signed:..... | Other Signed:..... | Other Signed:..... |

The table above is taken from the Gold Level application form. It is used to determine the level of school and community involvement.

Support Levels 1 - 2

Students, who are placed on levels 1-2, will be placed according to choices they have made and behaviour they have demonstrated.

1. Teachers enter behaviour records onto the schools central database to record students who are having, or causing, problems which require extra intervention over and above the classroom management strategies employed by staff. If necessary the record can be referred to the Head of Year.
2. The Head of Year will seek feedback from the teachers/students involved. 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. If necessary the student is placed on a support level.
3. Once placed on a support level the student will be given a booklet of 5 goal setting cards. The Head of Year will work with the student to develop some daily goals to be written on each card. The student will be responsible for looking after the booklet, getting it signed by a parent/guardian and returning it to the Head of Year once completed.

Moving from discipline levels

Students are able to earn their way off discipline levels. For 5 days following placement on a level, students are required to have each of their teachers complete and sign a goal setting card for each lesson. The report requires a satisfactory or better from each subject teacher for 5 consecutive days to enable the student's level to be reduced. Upon reading the report and following discussion with the student, the Head of Year will decide what level of behaviour the student has demonstrated (either 0, 1 or 2). The student will then be placed on this level.

If a student has made no positive attempt to move from a discipline level, 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, Dean or the Head of Year may take action immediately and assign a discipline level or suspend immediately. This is especially in the case of serious offences.

| Support 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 include:</p> <ul style="list-style-type: none"> Contact with parents (recorded on database) making appropriate restitution loss of privileges exclusion from school events <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 |
| Support 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> You have repeated or intensified Level 1 behaviours | <p>Consequences will include:</p> <ul style="list-style-type: none"> Contact with parents (recorded on database) making appropriate restitution loss of privileges exclusion from all school functions suspension from positions of office exclusion from school representative teams <p><i>and may include:</i></p> <ul style="list-style-type: none"> withdrawal from some classes supervision at lunch/breaks attendance at detentions counselling internal suspension non participation in excursions |

Targeted School Behaviour Support

The focus of Pittsworth SHS 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 such as Administration, Heads of Years, Teachers, 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, HOY 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 1 or 2, (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.

| Indication of behaviour/conduct that may attract suspension or exclusion | |
|---|--|
| <p>Conduct that generally attracts a short suspension (1-10 days) as a consequence</p> | <ul style="list-style-type: none"> • Verbal abuse directed at school staff • Acts of violence, including fighting • Encouraging, relaying messages and/or inciting fighting between other students • Acts of vandalism • Theft <ul style="list-style-type: none"> ○ <i>Theft and/or vandalism – restitution will also be required. A student who is present at the time yet not an active participant will be deemed complicit if he/she is an accomplice. Extreme vandalism causing significant financial loss and/or distress may result in proposal to exclude</i> • Repeated inappropriate use of a personal electronic device (e.g. mobile phone; iPad; MP3). <i>Upon a student returning for re-entry interview it will be explained that:</i> <ul style="list-style-type: none"> - <i>the device is not to be at school for a period of 4 school weeks</i> - <i>if the student is not compliant with this instruction within that 4 week period, a further suspension will be actioned and on re-entry the device will be banned for one school term.</i> • Knowingly being filmed with the result, knowingly or unknowingly, bringing the school into disrepute and/or adversely affecting the well being of another. • Unacceptable moral behaviour (eg. Use of obscene language; exhibiting or in possession of offensive material; voluntary bodily exposure). <i>If the nature of this behaviour is repeated and/or extreme it may result in long suspension</i> • Refusal to participate in the complete course of instruction (eg persistently late to school/class, continuous pattern of non-submission of assessment by a required timeline or not at all) • Truancy (this can take the form of a lesson, part-lesson, part-day and/or full day) • Smoking cigarettes – possession, use, distribution (an offence may be judged where the student positions him/herself in the company of smokers and/or where the student places him/herself in questionable circumstances) • Possession of a weapon • Disobedience – failure to comply with reasonable directions issued by the Principal or Principal's delegates • Conduct that is deemed prejudicial to the good order and management of the school • Conduct that adversely impacts upon the learning of others |

| | |
|---|---|
| <p>Conduct that generally attracts a long suspension (11-20 days) as a consequence</p> | <ul style="list-style-type: none"> • Repeated verbal abuse directed at school staff • Repeated acts of violence • Repeated fighting • Use of alcohol (Extended suspension between 10 – 20 days. 2nd offence – proposal to exclude) • Ongoing harassment/bullying (eg sexual, verbal, non-verbal, physical), cyber-bullying of students and/or staff. Extreme and/or repeated incidence may result in a proposal to exclude • Posting (contributing) to the internet/social networking site such that students, staff and/or school are maligned. Membership to a site inciting maligning of students and/or staff. This has potential for proposal to exclude • Repeated disobedience – failure to comply with reasonable directions issued by the Principal or Principal’s delegates • Repeated conduct that is deemed prejudicial to the good order and management of the school • Repeated conduct that adversely impacts upon the learning of other |
| <p>Conduct that generally attracts an exclusion as a consequence</p> | <ul style="list-style-type: none"> • Threats and/or harassment directed at school staff • Extreme acts of violence; deemed as: <ul style="list-style-type: none"> ◦ <i>Violence of an extreme nature or unprovoked assault – regardless of motivation of involvement (instigation or retaliation) although this may be taken into account depending on the circumstances eg. throwing objects with intent, hitting, punching, kicking, pushing and verbal abuse. Premeditated and/or extreme violence resulting in significant distress/injury to the victim</i> • Violence involving weapons • Persistent disobedience • Use, possession or distribution of illicit drugs, which includes: <ul style="list-style-type: none"> ◦ <i>Possession of any illicit drug and/or illegal substances and/or implements</i> ◦ <i>Dealing in/supplying any illegal</i> ◦ <i>Use of illegal substances –</i> ◦ <i>Involvement in the possession and/or exchange of illegal substances ie being knowingly complicit in the dealing of an illegal substance albeit not actually accepting money or providing the drug.</i> ◦ <i>Similarly engaging in Fraud – believing the substance to be an illegal drug and requesting payment or knowing it is not an illegal substance but pretending it is such and requesting payment</i> • Extreme vandalism causing significant financial loss and/or distress • Persistent disobedience – failure to comply with reasonable directions issued by the Principal or Principal’s delegates • Persistent or extreme conduct that is deemed prejudicial to the good order and management of the school • Persistent or extreme conduct that adversely impacts upon the learning of others |

If a student’s conduct does incur a suspension:

- Parent/carer contact, to notify of the incident and consequence, will be made on the day of the suspension by the HOD, HOY, Dean, or Principal (if the carer is unable to be contacted, further attempt will be made the next day).
- When possible, work to be completed from each of the student’s subjects will be provided before the student departs the school grounds. Alternatively, such work may be collected by the student from the main office within two days of the commencement of the suspension
- It is expected that the student participates in a re-entry interview with parent/carer and the appropriate HOD, HOY, Dean, or Principal prior to returning to school. This is a positive interview during which the student is expected to discuss strategies for different choices in the future.
- Every support from staff will be on offer. At this interview the student may be required to table all work required to be completed while on suspension. Failure to do so may result in the student returning home to complete work as required.
- As a general rule, a student returning to school from suspension, would return on the same recognition level that they were on prior to commencing suspension from school.
- The exception being, should a student on Silver or Gold recognition level incur a suspension from school, the recognition level upon return would be no higher than Level 0.

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

1. Pittsworth SHS strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Pittsworth SHS. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Pittsworth SHS include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
5. At Pittsworth SHS there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, **as categorically unacceptable in the school community.**

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 |



Police involvement in drug incidents

Requirement for police involvement in drug incidents

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

| Examples 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 drug use implement is found, 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.

Mobile Technology Policy:

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

The use of personal mobile phones and associated technologies in the school environment, have the potential to cause disruption to the teaching and learning process. The rapid advances in the mobile technology arena, has equipped the user with the capability to record sound and still and/or moving images. This capability provides a means whereby inappropriate use of mobile devices usage may be deemed illegal.

Pittsworth SHS considers that irresponsible or inappropriate use of personal mobile devices during school, is prejudicial to the good order and management of the school.

Students are encouraged not to bring personal mobile devices to school, however are permitted to do so, on the proviso that they are used responsibly and appropriately. Responsible and appropriate use means:

- Personal mobile devices are not to be used during scheduled classes or assemblies, to receive or transmit messages, email, social media or voice calls
- Personal mobile devices are not to be used to send any form of communication that contains obscene language, sexually explicit material and/or threats of violence. Should a student receive 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 may be referred to Queensland Police Service.
- Students are required when using personal mobile devices, at all times be respectful of others and of themselves

Failure to abide by these conditions may result in personal mobile devices being confiscated and returned at a later time, or may lead to disciplinary action as defined in the School Responsible Behaviour Plan for students. It should be noted that the school takes no responsibility for the loss or damage of any such item that students bring to school.

Parents and students should be aware of the contents of the *Invasion of Privacy Act* and the *Telecommunication Act*, which details what is considered illegal use of personal mobile technology.



Attendance

Pittsworth State High School expects fulltime attendance by students so that the best learning may be delivered. Regular attendance and punctuality are behaviours that are encouraged as they are valued by the community and prepare students for the work environment.

General Procedures:

- As a general rule, the expects at least a 90% attendance rate for all students
- For students in Years 11 & 12, the Queensland Curriculum & Assessment Authority mandates fulltime attendance in order to fulfil course requirements
- All students arriving and/or departing the school other than at the normal school times are required to sign in via the school office. A written explanation – note from parent/carer stating the reason, or phone call, is required
- The school will notify parents/caregivers via SMS message if a student is absent from school or late to school, if prior notification is not received.

- It is both appreciated and expected that the student's parent/carer provides an explanation that indicates the reason for an absence from school
- It is the student's responsibility to offer an explanation on or before (if absence is known in advance) or **on the day immediately following** the absence. Alternatively, a 24 hour phone line is available for the notification of absences
- If an explanation is not forthcoming **within 3 days** of the return from absence then the absence will be deemed unauthorised

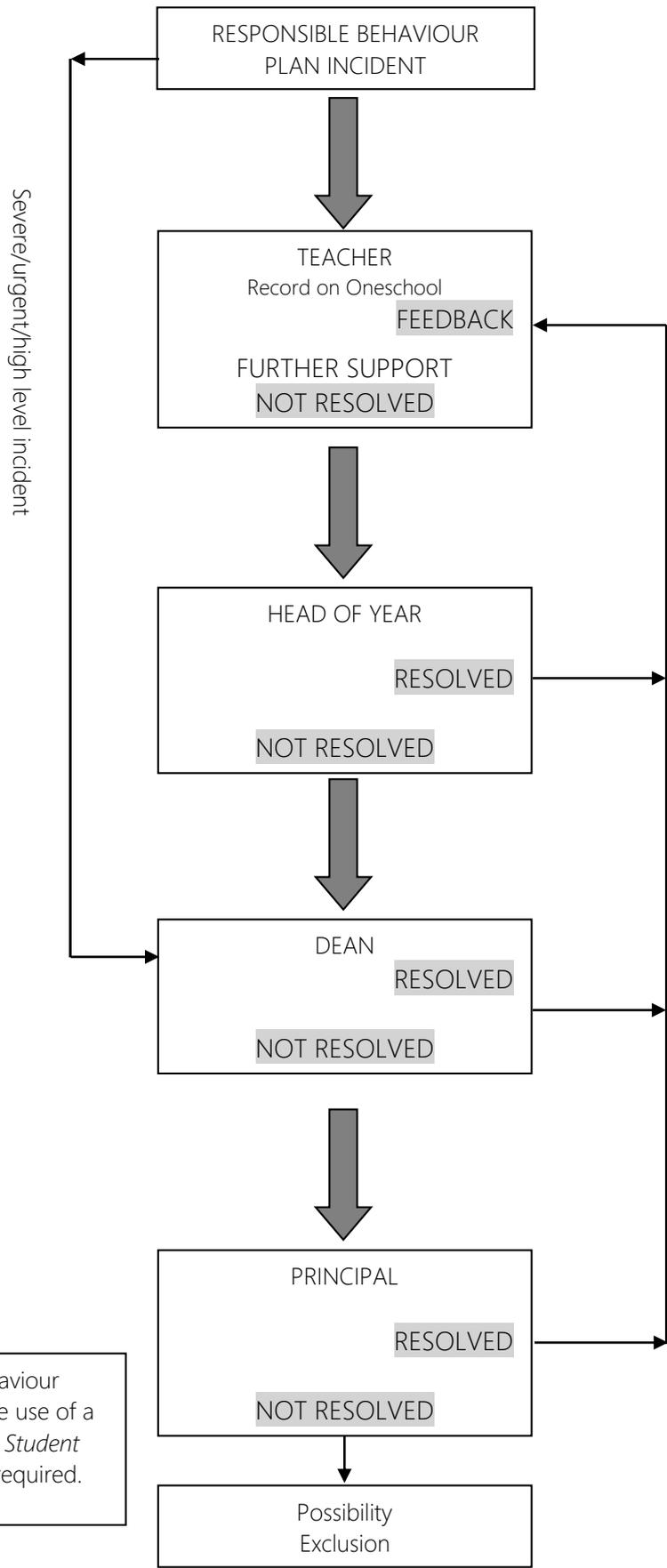
- Students with a pattern of unauthorised absences, and/or lateness or poor attendance – the Dean of School/DP/Principal may discuss with students and parents, the situation and determine a course of action to resolve attendance issues
- Students nominating for leadership positions must have at least a 90% attendance rate. Students with less than a 90% attendance rate may put at risk their eligibility:
 - to participate in School ceremonies such as Formals and Graduation
 - to participate in School socials and award days
 - to participate in Interschool sport and representative sport
 - to receive scholarship endorsement
 - to receive/maintain Gold and/or Silver level recognition
- Poor attendance of senior students has the potential to lead to cancellation of enrolment

Students on traineeships are required to:

- Sign in through the Main Office if starting later in the school day, and sign out through the Main Office if they are leaving earlier than the normal end of the school day
- Student who are not on Silver or Gold level are to report to their timetabled study room at the beginning of their 'in-house' spare lesson – this lesson may fall in the middle of the school day when students are not permitted to leave the school grounds
- Students on Silver and Gold level are not allocated a time-tabled room, however are not permitted to leave the school grounds

Independent living students (no carer responsible for them)

- In a Term, these students may have up to 3 days absent with an explanation from themselves stating the reason/s. Absences in excess of these 3 days will require a medical certificate. If this is not forthcoming **within 3 days** of the absence then the absence will be deemed unauthorised



At any point in the behaviour management flow chart the use of a *Goal Setting Card* and/or *Student Support Services* may be required.

