Charters Towers State High School

Responsible Behaviour Plan for Students
2017 – 2019

based on The Code of School Behaviour
1. Purpose

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

Education Queensland’s *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**.

Our Responsible Behaviour Plan for Students is underpinned by the school’s Pedagogical Framework (DoTL – Dimensions of Teaching and Learning) encompassing ‘**Quality Teaching and Learning**’. Through our **Life Choices** curriculum, underpinned by a positive school-wide approach to behaviour, students undertake weekly instruction relevant to the school’s safe, supportive and disciplined environment. This curriculum is supported by a Welfare Team: Deputy Principal, Guidance Officer (GO), Heads of Department (HODs), Year Level Coordinators (YLCs), Youth Support Coordinator (YSC), School Based Youth Health Nurse (SBYHN), School Based Police Officer (SBPO) and Community Education Counsellor (CEC).

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 all teachers to teach
- the rights of all to be safe.

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

2. Consultation and data review

Charters Towers State High School developed this plan in collaboration with the school community. The *Code of School Behaviour: Better Behaviour Better Learning* forms the foundation of the school’s Responsible Behaviour Plan for Students and our expected positive behaviours have been developed through consultation with parents, staff and students.

A review of school data relating to attendance, absenteeism, school disciplinary absences, behaviour incidents/referrals and academic performance between 2012 – 2016 from data sources such as *OneSchool* Reports, Headline Indicator Reports, School Data Profile Reports, School Opinion Survey Reports also informed the development process.

This Plan was endorsed by the Principal and the Parents and Citizens’ Association in 2017 and will be reviewed annually.
3. Learning and behaviour statement

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

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

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

• I am SAFE
• I am a LEARNER
• I am RESPECTFUL

Our school expectations have been agreed upon and endorsed by all staff, our school P&C and the Student Representative Council. They are aligned with the values, principles and expected standards outlined in Education Queensland’s The Code of School Behaviour (http://education.qld.gov.au/behaviour/code-behaviour.html) and Statement of Expectations for a Disciplined School Environment (http://education.qld.gov.au/behaviour/statement-expectations.html).

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

Charters Towers State High School Responsible Behaviour Plan for Students supports students at four (4) distinct levels:

• Level 1 - Primary prevention through universal behaviour support including education, utilising proactive strategies and positive reinforcement

Whole-school processes focusing on developing the individual’s knowledge and understandings of expected behaviours through explicit teaching of expected behaviours. Emphasis is placed on the importance of expectations to demonstrate at school and within the wider community. These behaviours are underpinned by rewards which explicitly teach a form of universal behaviour support or primary prevention – a strategy designed to prevent negative behaviour and provides a framework for improvement.
• **Level 2 - Responding to unacceptable behaviour through re-direction**
  Teachers giving warnings, giving explicit feedback of expectation breach and utilising the language of correction (selective attending, re-directing to the learning, giving choice and following through).

• **Level 3 - Responding to unacceptable behaviour through targeted behaviour support**
  Targeted behaviour support through case management at the ‘Green’ and ‘Amber’ levels of management by teachers, HODs and parents/guardians as part of the Traffic Light Behaviour Management Policy.

• **Level 4 - Responding to unacceptable behaviour through intensive behaviour support**
  Intensive behaviour support through case management at the ‘Red’ level of management by Deputy Principal and/or Principal as part of the Traffic Light Behaviour Management Policy.

Maintaining the supportive culture within the school is the responsibility of all members of the Charters Towers State High School community.

**Universal behaviour support**

The first step in facilitating standards of positive behaviour is communicating those standards (expectations and rights) to all students. At Charters Towers State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

**Expectations and rights of school community members**

**Students** are expected to:
- participate actively in the school’s education programs;
- 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; and
- co-operate with staff and others in authority.

**Students** have the right to:
- be given a fair go;
- learn in a safe, supportive and disciplined school environment; and
- enjoy the privileges of a student with access to all the school’s resources.

**Parents/carers** are expected to:
- show an active interest in their child’s schooling and progress;
- co-operate with the school to achieve the best outcomes for their child;
- support Charters Towers State High School’s staff in maintaining a safe and respectful learning environment for all students;
- initiate and maintain constructive communication and relationships with staff regarding their child’s learning, wellbeing and behaviour; and
- contribute positively to behaviour support plans that concern their child.
Parents/carers have a right to:

- know their child is receiving quality education in a safe, supportive and disciplined school environment;
- fair and natural justice for their child/student; and
- request and obtain information regarding their child’s schooling, behaviour, progress and achievements.

Charters Towers State High School will:

- provide safe, supportive and disciplined learning environments;
- provide inclusive engaging curriculum and teaching;
- initiate and maintain constructive communication and relationships with students and parents/carers; and
- promote the skills of responsible self-management.

Charters Towers State High School Staff will:

- demonstrate integrity in everything they do;
- model active citizenship;
- display care, compassion, understanding, tolerance, inclusion and respect for others;
- provide a stimulating learning environment;
- be honest and trustworthy; and
- differentiate pedagogy (aligned with the school’s Pedagogical Framework DoTL – Dimensions of Teaching and Learning)

Charters Towers State High School Principal will:

- play a strong leadership role in implementing and communicating the Code of School Behaviour in their 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; and
- support staff in ensuring compliance with the Code of School Behaviour and facilitate professional development to improve the skills of staff to promote responsible behaviour.

Charters Towers State High School Staff have the right to:

- be given a fair go;
- work in a safe, supportive and disciplined school environment;
- be treated as professionals;
- teach quality curriculum;
- have freedom to enjoy citizenship free from unnecessary interference or control; and
- receive respect from students, parents, fellow staff, administrators.

A set of behavioural expectations in specific settings has been attached to each of our three school expectations. The schoolwide expectations teaching matrix on the following page outlines our agreed expectations and specific behavioural expectations in all school settings.
### I AM A LEARNER

- **PLAYGROUND/OVAL**
  - Have a go
  - Encourage others
  - Tolerance
  - Be open to learning in all contexts

- **TOILETS**
  - Use toilets during lunch breaks

- **ALL CLASSROOM SETTINGS**
  - Be on time and on task for all lessons
  - Bring all necessary equipment
  - Be prepared to learn and follow all directions
  - Participate
  - Hand in all requirements of assessment by due dates
  - Have a positive attitude and challenge yourself
  - Persevere
  - Work together
  - Have pride in work quality
  - Always follow workplace health and safety procedures

### I AM RESPECTFUL

- **Use appropriate language**
- **Follow procedures**
- **Have positive interactions with peers and staff**
- **Play in appropriate areas**
- **Use tools and equipment for intended purpose/s**
- **Participate in school approved games only**
- **Stay in the school grounds between 9am and 3pm unless approved by the school administration**
- **Get staff help for accidents and emergencies**
- **Follow workplace health and safety**

### I AM SAFE

- **Follow teacher directions**
- **Use appropriate language**
- **Follow workplace health and safety**
- **Play safe and fairly**
- **Use positive conflict resolution strategies**
- **Respect others’ personal space**
- **Play fair**
- **Show good sportsmanship**
- **Follow procedures**
- **Use tools and equipment for intended purpose/s**
- **Follow road safety procedures**
- **Use positive conflict resolution strategies**
- **Get staff help for accidents or emergencies**

### WALKWAYS

- **Respect the school environment**
- **Walk from A to B without approaching other classes inappropriately**
- **Return to class promptly**

### TUCKSHOP/EATING AREAS

- **Keep your area clean**
- **Sit and eat quietly**
- **Wait patiently in line to be served**
- **Follow workplace health and safety**
- **Get staff help for accidents or emergencies**
- **Follow emergency procedures promptly**

### TO/FROM SCHOOL/BUS/SPECIAL EVENTS

- **Be proud of your uniform**
- **Have positive social interactions**
- **Show respect for your uniform**
- **Wear your uniform with pride**
- **Represent your school with pride**
- **Speak politely to community members**
- **Follow all bus rules**
- **Follow bus procedures**
- **Follow road safety procedures**
- **Get staff help for accidents or emergencies**
At Charters Towers State High School we acknowledge that behaviour is a learning opportunity and that communicating behavioural expectations is part of the universal behaviour support and contributes to the development of successful citizens and that communicating behavioural expectations to all students facilitates and promotes high standards.

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

- explicit identification of focus behaviours through student notices each morning;
- actively teach rights, responsibilities and school expectations;
- explicit teaching of focus behaviours, as part of Life Choices curriculum, through roll class each morning and Life Choices lessons each Tuesday;
- reinforcement of learning from behaviour lessons at school assemblies;
- public signage within every classroom and on buildings throughout school;
- consistent and active supervision by staff during classroom and non-classroom activities;
- staff and students using a common positive language;
- student leaders modelling and recognising positive behaviours in others; and
- communication with students (and parents) via fortnightly newsletters, email correspondence, text messaging, school website.

Charters Towers State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- emphasis placed on the importance of expectations to demonstrate at school and within the wider community through all facets of school life;
- explicit teaching of focus behaviours to develop the individual’s knowledge and understandings of expected behaviours;
- positive entries recorded in OneSchool;
- positive phone calls home to parents/guardians;
- positive postcards sent home to parents/guardians;
- recognition for positive behaviour during celebration assemblies – ‘Student of the Week’ which recognises and rewards students at assembly who have achieved 95% attendance, no more than 2 major behaviour referrals and consistent academic effort over a week;
- recognition of ‘Student of the Week’ recipients in fortnightly school newsletter;
- rewards for positive behaviour with invitation to end of term/semester ‘Rewards Days’ for those students who meet the set criteria over a term or semester;
- election process to appoint student leaders and a Student Representative Council;
- Breakfast Club Program to ensure all students are ready for learning;
- Tutoring Program to provide extra assistance and support towards optimum outcomes;
- individual support profiles/programs, such as behaviour plans, individual curriculum plans (ICPs) and Junior Secondary Essentials Classes, developed for students with high behavioural needs, enabling staff to make necessary adjustments to support these students consistently across all classroom and non-classroom settings;
- comprehensive induction programs in the Charters Towers State High School’s Responsible Behaviour Plan for Students delivered to new students at enrolment as well as new and relief staff as part of school induction; and
- school behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
Our school's approach is prevention-based in that the goals are to teach important social skills, prevent the development of new problem behaviours and reduce the intensity and frequency of existing problem behaviours. Consistently implementing whole-school processes focused on developing the individual’s knowledge and understandings of expected behaviours, through explicit teaching of focus behaviours, can improve social behaviour and overall student performance.

These behaviours are underpinned by rewards which explicitly teach a form of universal behaviour support or primary prevention – a strategy designed to prevent negative behaviour and provides a framework for improvement.

**Strategic Classroom Management**

Staff at Charters Towers State High School acknowledges that to specifically address student learning needs we must understand behavioural development and respond flexibly to student management issues. Staff are upskilled to use the Essential Skills for Classroom Management (the ‘micro-skills’ for managing behaviour) through annual behaviour management training sessions during student free days, staff meetings throughout the year, professional in-service program (PIP), collegial meetings with mentors/YLCs/HODs/Deputies, peer observations or external professional development courses identified within individual Annual Performance Development Plan (APDP).

We understand each teacher needs to build a repertoire of strategies to manage the classroom environment and by using the Essential Skills for Classroom Management, teachers will be able to reduce time spent on managing conversations and increase time spent on learning conversations.

**Proactive teaching strategies** may include but are not limited to:

- establishing expectations - set and maintain clear and consistent expectations;
- actively teaching rights, responsibilities, rules and routines;
- actively building trust and rapport;
- explicitly teaching focus behaviours - clearly define the goal behaviour;
- cueing with parallel acknowledgment – acknowledging on-task behaviour to prompt others to follow suit;
- giving instructions that are clear and concise;
- waiting and scanning;
- preparing meaningful, innovative and motivating lessons;
- preparing and catering for individual learning styles and needs;
- utilising effective time management;
- employing visual organisation;
- organising the physical environment - consider arrangement of desks and chairs;
- preparing a seating plan;
- experimenting with teaching practice;
- being on time and greet your class warmly;
- ensuring all materials required for lesson are available and present - this may include spare paper, pens and equipment on hand in case students forget or lose their own equipment;
- having learning goal, success criteria, curriculum literacies and CCEs/Blooms Taxonomy visible for each lesson;
- ensuring the lesson is broken into bite size pieces (20min max) with a variety of stimulus to cater for different learning styles and multiple intelligences;
- having alternative tasks available e.g. extension work to cater for students who have finished tasks or work for those who need to leave the room;
- setting a goal for the student’s learning and provide opportunity for success for all.
The following specific policies have been developed to address:

- Traffic Light Behaviour Management (Appendix 1 on page 29)
- Attendance Policy (Appendix 2 on page 38)
- School Dress Code (Appendix 3 on page 40)
- Electronic Device Policy (Appendix 4 on page 43)

**Reinforcing expected school behaviour**

At Charters Towers State High School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed around the school’s ‘Rewards Program’. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. Staff members nominate students who have achieved 95% attendance, no more than 2 major behaviour referrals and consistent academic effort over a week to Year Level Coordinators. If selected as the ‘Student of the Week’ for their year level, parents/guardians are invited to join the school community in recognising and rewarding these students at whole school assemblies each week where students receive a certificate and spin the ‘wheel’ for a prize. Students who demonstrate targeted behaviours of 95% attendance and no more than 2 major behaviour referrals for an entire term or semester are invited to participate in a Rewards Day. These targeted behaviours are underpinned by rewards which explicitly teach a form of universal behaviour support or primary prevention – a strategy designed to prevent negative behaviour and provides a framework for improvement.

Charters Towers State High School values that all staff members are trained to give consistent and appropriate acknowledgement and rewards of appropriate behaviour displayed by students through engagement and monitoring means such as:

- effective pedagogical practices through Quality Teaching and Learning (QT&L)
- tracking individual student data to nominate students for Rewards Program;
- reviewing and analysing OneSchool data reports (behaviour and attendance) at both classroom level and as a whole school based on short-term data cycles (every 5 weeks) which are discussed at whole school meetings;
- attending weekly assemblies where behaviour/attendance data and goals are shared;
- writing articles for school newsletter on a fortnightly basis to share behaviour/attendance data and goals with school community.
Responding to unacceptable behaviour

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

1. Re-directing low level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to explicitly state inappropriate behaviour being displayed and what school expectation behaviour has breached, remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations and re-direct them to the learning.

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

If low-level problem behaviour continues after teachers have employed ‘The Micro-skills’ and ‘Essential Skills’ for managing classroom behaviour the teacher may further employ a variety of strategies including selective attending, giving a choice by providing for negotiation in the work set for completion and following through such as referral to a ‘buddy class,’ contacting parent/guardian, recording incident in OneSchool and initiating a reflective conversation between student and teacher. Refer to Student Referral Sheet (Appendix 5 on page 44).

Supportive action may include but are not limited to:
- actively modelling/teaching the goal behaviour or preferred outcome;
- descriptive encouraging – recognise those students enacting the focus/desired behaviours i.e. catch them being good;
- displaying encouraging body language e.g. smiling, praising, saying thanks;
- actively re-building trust and rapport;
- separating the (inappropriate) behaviour from the student;
- keeping the focus on the behaviour of concern rather than personal argument;
- being proactive and optimistic with repairing and restoring relationships;
- liaising with parents, colleagues, support staff and administration;
- utilising the behaviour management intervention referral and support processes.

Corrective action may include but are not limited to:
- selective attending – planned and tactical ignoring;
- providing simple and clear directions;
- using minimalist non-verbal/verbal/physical directions;
- increasing non-verbal directions;
- using positive directions – reframing of language;
- employing take-up time;
- using positive and empowering language - when…..then;
- using double what questions – What are you doing? What should you be doing?;
- using powerful agreement frames – Maybe….and….
- designing constructive and positive modes of correction – low key, private conversations;
- giving a choice i.e. give them a way back – model and implement conflict resolution/restitution;
- providing clear and consistent consequences;
- following through with consequences.

2. Targeted behaviour support
Each year a small number of students at Charters Towers State High School are identified through teacher referrals and OneSchool behavioural data analysis as needing more structured and targeted interventions. In most cases, the problem behaviours of these students may put these students’ learning and social success, not to mention others’, at risk if not addressed in a timely manner. Students participating in targeted behaviour support attend their normal classes and are supported through case management at the ‘Green’ and ‘Amber’ levels of management by teachers, HODs and parents/guardians as part of the Traffic Light Behaviour Management Policy.

Case management at the ‘Green Zone’ and ‘Amber Zone’ stage may give increased opportunities to receive:
- support from staff including YLCs, HODs, HOSES, DPs and P to set and assist with achieving behavioural goals;
- behaviour monitoring cards to clearly articulate focus behaviours to work on improving;
- attendance monitoring cards to assist student, parents/guardians and school staff to improve attendance rates;
- communication pages in student diary;
- positive reinforcement, encouragement and feedback from support staff including Teacher Aides, YSC, CEC, GO, Chaplain, SBYHN and School SBPO.

Students whose behaviour does not improve after participation in Green and/or Amber case management, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

3. Intensive behaviour support
Charters Towers State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support such as specialised programs and interventionists. Students needing intensive behaviour support are managed through the case management at the ‘Red’ level of management by Deputy Principal and/or Principal as part of the Traffic Light Behaviour Management Policy.

Case management at the ‘Red Zone’ stage may give increased opportunities to receive:
- support from other staff members on the Welfare Team such as HODs, HOSES, YSC, CEC, GO, Chaplain, SBYHN and SBPO to develop appropriate behaviour support strategies;
- access to alternative school-based programs;
- access to specialised programs external to school;
- access to specialised community support personnel and/or agencies;
- adjustments to program of instruction as required; a Functional Behaviour Assessment led by the GO; and
- ongoing support with the school’s Welfare Team to achieve continuity and consistency.
Following a referral to Red Zone Case Management a meeting between the student, parent/guardian and school is arranged to discuss individual needs and determine agreed upon behavioural goals. Depending on the level of intensive behaviour support required a Behaviour Support Plan may be developed in consultation with the student and their parent/guardian based on the principles of Functional Behaviour Analysis by GO.

Alternative and/or specialised programs for high needs students are flexible enough to be moulded and designed for each individual case.

The needs of the student are identified by invested parties such as teachers, YLCs, the Leadership Team in consultation with the student and their parents/guardians. Communication with parents/guardians is maintained throughout the duration of the program. These programs may but are not limited to include elements such as work experience, mentoring, specific courses e.g. anger management, work with the GO, SBYHN, school/regional YSC, Chaplain, CEC, SBPO and modified programs of work.

The Welfare Team also has partnerships with community agencies for example PCYC, Child and Youth Mental Health Services, Department of Communities and Department of Child Safety, Youth Justice and Police Department.

The Principal has the flexibility under Education Queensland’s guidelines to make decisions regarding a student’s learning program and attendance.

5. Emergency or critical incident responses

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

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

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

Basic defusing strategies
1. Avoid escalating the problem behaviour: avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable
distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: if the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

5. Debrief: help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decisive moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations. This will also be done with any adults involved but separate to the student.

Physical intervention
Staff may make legitimate use of physical intervention if all non-physical interventions, beginning with time-out, have been exhausted and a student is:

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

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

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour;
- physical intervention is a continuum beginning with time out and moving to physical restraint, if the situation warrants physical intervention;
- a clear verbal instruction is given before physical intervention is used, unless the urgent nature of the situation makes this impractical;
- use only the amount of force necessary and reasonable in circumstances;
- to call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised;
- discontinue the physical restraint as soon as possible after the student has ceased the dangerous behaviour;
- to maintain supervision of student after incident of physical restraint;
- to notify the Principal or Officer-in-Charge (OIC) as soon as possible, detailing:
  - the behaviour that preceded the use of physical restraint;
  - the type and duration of restraint used;
  - other staff members present during the time period;
  - student's physical condition before and after restraint;
  - counselling provided to the student following the period of restraint;
- to notify the student’s parent/guardian of:
  - the behaviour that preceded the use of physical restraint;
  - the type and duration of restraint used;
  - student's physical condition before and after restraint;
- counselling provided to the student following the period of restraint.

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

Any physical intervention made must:
- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result;
- never use physically dangerous techniques; and
- take into account the age, stature, disability, understanding and gender of the student.

At Charters Towers State High School we acknowledge our obligation to train staff in responding to emergency situations or critical incidents. Staff are trained around the least to most intrusive practices including the use of physical intervention training on an annual basis and refreshed in staff meetings each term. As a school we also acknowledge that after an incident a debriefing meeting is held with the staff member involved in the incident, school Principal, other staff involved in the incident and the student if appropriate, to discuss measures taken and planned future action. In addition, the school provides counselling for the students, parents and staff member/s after an appropriate interval of time has elapsed.

**Record keeping**

Each instance involving the use of physical intervention and associated debriefing must be formally documented in OneSchool as a behaviour incident, and in the Special Education Program recorded in a Physical Restraint Register. The following records are to be maintained in OneSchool – Physical Restraint Incident Report, Heath and Safety Incident Report and Debriefing Report (for student and staff). The processes can be found at [http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx](http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx) online.

**Violent behaviour history**

Where physical restraint is included as part of risk management strategies for students with a history of violent behaviour, the following procedures are adopted by the school to create a behaviour plan:
- access information on student with history of violent behaviour from their previous school, from parents/carer or other agencies;
- define issue and set objectives;
- state within plan physical restraint may be used as part of the individual plan and include prevention of self-harming behaviours;
- identify situations or conditions that will lead to use of physical restraint;
- develop procedures in consultation with parents and relevant staff;
- consider placement options within school, both in terms of physical classroom environment and staffing;
- monitor effectiveness of strategies and procedures;
- review strategies and procedures on a regular basis.

**Emergency procedures**

At Charters Towers State High School, all staff and students are familiar with and practice emergency evacuation and lockdown procedures each term in accordance with the school’s Evacuation and Lockdown policies. There is a Charters Towers
State High School Emergency Response Plan which the Principal coordinates for the school and is lodged at Regional Office.

6. Consequences for unacceptable behaviour

Charters Towers State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A Student Referral Sheet (Appendix 5 on page 44) is used to record all minor and major problem behaviour along with an entry into OneSchool. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

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

- **minor** problem behaviour is handled by staff members at the time it happens; and
- **major** problem behaviour is referred directly to the school Administration team.

Minor behaviours are those that:

- are minor breeches of the school rules;
- do not seriously harm others or cause suspicion that a student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside, and:
  1. explicitly describes the inappropriate behaviour the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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

**Major** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student, reminds them of the expected school behaviour and notifies Administration immediately. The staff member may complete a Student Referral Sheet if appropriate and records the incident in OneSchool as soon as possible.

Major problem behaviours may result in the following consequences:
- **Level One**: time in office, removal to buddy class, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequences for repeated offence;
- **Level Two**: parent contact, referral to Guidance Officer, referral to intensive behaviour support team, suspension from school: and/or
- **Level Three**: students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

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

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<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>Running on concrete or around buildings</td>
<td>Throwing dangerous objects</td>
</tr>
<tr>
<td></td>
<td>Running in stairwells</td>
<td>Possession of weapons</td>
</tr>
<tr>
<td></td>
<td>Not walking bike in school grounds</td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>Incorrect use of equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not playing school approved games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Playing in toilets</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>Minor physical contact (for example, pushing and shoving)</td>
<td>Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fighting</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>Not wearing a hat in playground</td>
<td>Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td></td>
<td>Not wearing shoes outside</td>
<td>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td>Mobile Phone or personal technology devices</td>
<td>Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</td>
<td>Possession or selling of drugs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weapons including knives and any other items which could be considered a weapon being taken to school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td>Other</td>
<td>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
<td>Possession or selling of drugs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weapons including knives and any other items which could be considered a weapon being taken to school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td>Class tasks</td>
<td>Not completing set tasks that are at an appropriate level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refusing to work</td>
<td></td>
</tr>
<tr>
<td>Being the right place</td>
<td>Not being punctual (eg: lateness after breaks)</td>
<td>Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>Not in the right place at the right time</td>
<td>Leaving school without permission</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>Low intensity failure to respond to adult request</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Language (including while online)</td>
<td>Inappropriate language (written/verbal)</td>
<td>Aggressive language</td>
</tr>
<tr>
<td></td>
<td>Calling out</td>
<td>Verbal abuse / directed profanity</td>
</tr>
<tr>
<td></td>
<td>Poor attitude</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>Petty theft</td>
<td>Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>Lack of care for the environment</td>
<td>Wilful property damage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vandalism</td>
</tr>
<tr>
<td>Rubbish</td>
<td>Littering</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>Minor dishonesty (lying about involvement in a low-level incident)</td>
<td>Major dishonesty that has a negative impact on others</td>
</tr>
</tbody>
</table>
Others

<table>
<thead>
<tr>
<th>Others</th>
<th>Not playing fairly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minor disruption to class</td>
</tr>
<tr>
<td></td>
<td>Minor defiance</td>
</tr>
<tr>
<td></td>
<td>Minor bullying / victimisation/ harassment</td>
</tr>
<tr>
<td></td>
<td>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td></td>
<td>Major bullying / victimisation /harassment</td>
</tr>
<tr>
<td></td>
<td>Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>Major defiance</td>
</tr>
<tr>
<td></td>
<td>Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
</tbody>
</table>

**Related problem behaviours to expected school behaviours**

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

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

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

**Ensuring consistent responses to problem behaviour**

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

Students receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour and/or consequences for problem behaviour.

**Consequences for Medium, Serious and Gross Behaviour Breaches**

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.

**Detention** – *Refer to Traffic Light Behaviour Case Management Booklet* – Appendix 1 on page 29.

Principals and teachers:

- impose detention as a consequence for disobedience, misconduct, wilful neglect, to prepare homework or other breaches of school discipline;
- impose detention for not more than 20 minutes during school break, or one-half hour after school;
- inform parent/carer of proposed period of after school detention before detention is imposed being mindful of possible bus travel.

In addition, schools use a range of consequences that are authorised by Education Queensland which include Disciplinary Absence:

- short or long-term suspensions;
- proposed exclusion or recommended exclusion;
- cancellation of enrolment.
**Definition of consequences**

<table>
<thead>
<tr>
<th>Time out</th>
<th>A principal or a teacher may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be directly supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detention</td>
<td>A principal or a teacher may use detention as a consequence for a breach of school expectations and provides students with an opportunity to reflect on their behaviour. Parents must be notified at least 24 hours before a proposed detention outside of school hours (after school) and provide consent. impose detention for not more than 20 minutes during school break, or one-half hour after school</td>
</tr>
<tr>
<td>Temporary Removal of Property</td>
<td>A principal or staff member of Charters Towers State High School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff. Removed items will be kept in the Administration Block. Students will sign the removal of property register when collecting removed items at 3pm on the day of removal. Items that are illegal to possess will not be returned and Police contacted to confiscate.</td>
</tr>
<tr>
<td>Discipline Improvement Plan</td>
<td>Is a written agreement that sets out strategies and steps to improve a student’s behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.</td>
</tr>
<tr>
<td>Community Service Intervention</td>
<td>With the consent of the student and their parent, the student performs unpaid work or activities outside of school hours, in their local community or school with a host organisation or under the supervision of a school staff member to address inappropriate student behaviour</td>
</tr>
<tr>
<td>Traffic Light Behaviour Management</td>
<td>School process indicating individualised plan for students to improve their behaviour, strategies of support and consequences.</td>
</tr>
<tr>
<td>School Disciplinary Absences (SDA)</td>
<td></td>
</tr>
</tbody>
</table>
| Suspension                    | A principal may suspend a student from school under the following grounds:  
  - disobedience;  
  - misbehaviour;  
  - conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;  
  - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;  
  - the student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school |
| Proposed exclusion or recommended exclusion | A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:  
  - persistent disobedience;  
  - misbehaviour;  
  - conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;  
  - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;  
  - the student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school  
  - the student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school |
| Cancellation of enrolment    | The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school. |

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.*
Stages of Behaviour Management

Student behaviour that does not comply with the expected standards is not acceptable at Charters Towers State High School. Our Responsible Behaviour Plan for Students sets out the range and levels 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; and
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

Traffic Light Behaviour Management (Refer to Appendix 1 on page 29)

Basic principles of classroom management require a visible set of expectations and consequences that are adhered to constantly and consistently.

Teachers are expected to:
- have negotiated buddy classes and teacher timetables as part of their classroom management;
- access YLC/HOD timetables and the Behaviour Management Classroom Support Hotline (v:drive) if behaviour necessitates immediate intervention;
- have a responsible student accompany the referred student, with teacher lanyard, to a buddy class with the explanatory referral sheet and set work to be completed;
- follow the Traffic Light Behaviour Case Management Booklet; or
- send a responsible student to office to access DP/P intervention in the classroom for serious/major disruptions/behaviours.

Consequences for Breaches of the Code of Behaviour

Stage One – Green Zone     Strategic Classroom Management
- Teachers utilise proactive and preventative processes and strategies consisting of corrective and supportive actions.
- The student refuses to comply with in-class management strategies, is disengaged from the learning process and disrupting the learning of others refer student to a pre-arranged Buddy Class.
- Student refuses to comply with referral to buddy class seek assistance to the classroom from YLC.
- Consequence applied.
- Student engages in GREEN ZONE case management, which can be completed verbally with teacher recording responses (differentiated).
- Record OneSchool behaviour incident and refer to HOD.
- Contact parents/guardians.

Stage Two – Amber Zone     Strategic Classroom Management
- Behaviour after GREEN ZONE intervention continues or escalates.
- Seriously disrupts the learning process (e.g. verbal abuse, threatening behaviour, etc.) seek assistance to the classroom immediately from YLC.
- Student refuses to engage in GREEN ZONE case management.
- Start AMBER ZONE case management as soon as possible at student/teacher/HOD level.
- Consequence applied.
- Record OneSchool behaviour incident and refer to HOD, HODs refer to DP.
- Contact parents/guardians.
- Student is involved in inappropriate playground incidents refer student to the appropriate YLC and manage between the student, YLC and PGD teacher.
- YLC to record case management in OneSchool and refer to HOD. HODs refer to DP.

**Stage Three – Red Zone Referral to Deputy Principal or Principal**

- Should the student’s behaviour continue to breach the expectations of the School, fail to engage in or follow through with commitments made at AMBER ZONE case management or has breached one of the school’s policies or, the student has behaved in a manner that disrupts the school community, refer to the Deputy Principal or the Principal and commence RED ZONE case management immediately.
- The Deputy Principal or Principal will review OneSchool Behaviour Reports and case management documents to determine possible suspension, cancellation or exclusion.
- If suspension, cancellation or exclusion is deemed appropriate the parent will be contacted and informed of the decision immediately.
- The student will be supplied with appropriate work for the duration of any form of suspension from scheduled classes.

These consequences are 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. Arrangements for continuing education apply for all periods of suspension [including up to 5 days] as per *Education General Provisions Act 2006* Section 286.

**Monitoring School Behaviour**

School behaviour data is reviewed at regular intervals of 5 weekly cycles to monitor strategies and consequences for behaviours and their effectiveness. This allows the school to make informed decisions as to effectiveness of processes and target behaviours for intervention proactively through teaching of expectations.

**Support for Staff in Managing Behaviour**

Staff will be supported by Professional Development at school level regarding the schools behaviour processes to ensure consistency. This will occur at the start of each year and at other times throughout the year.

**Guidelines for Disciplinary Absence**

The guidelines for disciplinary absences are set out in Safe Supported School Environment and will be followed by the school.
Suspensions (1 – 10 days, 11-20 days)

The Principal:

- considers whether behaviour constitutes one or more of the following grounds under s.282 of the EGPA
  - disobedience
  - misbehaviour
  - conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school
  - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
  - the student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
- gives the student and parent the opportunity to consider the relevant evidence
- gives the student and parent the opportunity to discuss the allegations and respond if they choose
- verbally notifies the student and parent of the suspension and the date on which it will commence
- is mindful of the school’s duty of care and takes reasonable steps to ensure that parents have made appropriate arrangements prior to the student leaving the school grounds
- either: prepares a decision notice on the approved form for 1-10 day suspensions and gives it to the student and parent as soon as practicable; or prepares a decision notice on the approved form for 11-20 day suspensions, including details about making a submission to the Director-General or delegate, and gives it to the student and parent as soon as practicable
- takes reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education whilst suspended
- appoints a school staff member as the contact for the suspended student
- ensures the suspension is completed in the current school year
- responds to any request from the Director-General or delegate for information if a submission is made (for 11-20 days suspensions only).

Suspensions (charge-related)

The Principal:

- determines if there is sufficient information to make a disciplinary decision in respect of a student suspected of being charged with an offence that is a serious offence as defined by section 167 of the Working with Children (Risk Management and Screening) Act 2000; or an offence other than a serious offence, and the Principal is required to consider whether the student’s attendance at school would not be in the best interests of other students or of staff
- if necessary, requests the Director-General to obtain information from the Queensland Police Commissioner for the purposes of informing the decision-making process Requesting the Director-General to obtain information from the Queensland Police Commissioner for the purpose of student disciplinary decision)
- accesses any information provided by the Director-General via the Confidential Attachment section in the student’s OneSchool behaviour profile. This information must only be used for the purpose of making the disciplinary decision
- using available information (which may include information from the Director-General), considers whether the student’s behaviour constitutes one or more of the following grounds under s.282 of the EGPA
• the student is charged with a serious offence (as defined by section 167 of the Working with Children (Risk Management and Screening) Act 2000); or
• the student is charged with an offence, other than a serious offence and the Principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending
• gives the student and parent the opportunity to consider the relevant evidence
• gives the student and parent the opportunity to discuss the allegations and respond if they choose
• verbally notifies the student and parent of the suspension and the date on which it will commence
• is mindful of the school’s duty of care and takes reasonable steps to ensure that parents have made appropriate arrangements prior to the student leaving the school grounds
• ensures a Regional Case Manager is allocated through OneSchool
• follows the OneSchool wizard for creating a record for a suspension on a charge-related ground and prepares a notice on the approved form in OneSchool, including details about making a submission to the Director-General or delegate and gives it to the student and parent as soon as practicable. The behaviour record and the uploaded, signed letter will be set to Senior Responsible Principal only access. This means only the Principal (Executive Principal in the case of multi-campus schools) will be able to view the record. No hard copies of the information about a student’s charges or the disciplinary absence notice must be kept by the school
• takes reasonable steps to arrange for the student to access an educational program or a school of distance education to allow the student to continue their education whilst suspended (Note: the student can access distance education on a fee-free basis)
• responds to any request from the Director-General or delegate for information if a submission is made
• as soon as the charge is dealt with:
  o decides to propose to exclude the student and moves directly to the proposal to exclude process; or
  o decides not to propose to exclude the student and prepares a notice on the approved form in OneSchool stating that the suspension has ended.

Note 1: The EGPA provides that the Principal may decide to end the suspension on a day before the charge is dealt with if the Principal, after considering all the information and the risks, is satisfied that it would be appropriate for the student to attend the school while the charge is pending. If so, the Principal must tell the student about the decision and give the student a notice on the approved form about the decision.

Note 2: Once the suspension documentation is finalised, the Principal’s access to the Confidential Attachment tab will be removed. The documentation will remain accessible to the DG’s delegate in Central Office for the purposes of appeal decisions.
Submission against an 11-20 day suspension or charge-related suspension

Submissions may be made to review 11-20 day suspensions, exclusions and cancellations of enrolment and to revoke a permanent exclusion on each 12 month anniversary of the exclusion decision until the student turns 24. It should be noted that Charters Towers State High School is not a State designated mature age school.

The Director-General (or delegate):

- gathers any additional information required to address the points raised in the submission and provides de-identified copies of any relevant new materials that were considered to the student and/or parent to allow them to consider the material and to provide a response
- confirms, varies, or sets aside the decision to suspend the student following consideration of the submission, investigation report and any other relevant information provided
- informs the student, Principal and parent of the decision as soon as practicable
- prepares a decision notice on the approved form and sends a decision notice to the student, parent and Principal, as soon as practicable.

Cancellation of Enrolment (Post-compulsory only)

The enrolment of a post compulsory age student may be cancelled if the student displays persistent refusal to participate in the program of instruction.

Suspension Pending Recommendation for Exclusion

A student may be suspended with a recommendation to exclude as per grounds outlined for suspension, but the student’s disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour.
7.0 Network of student support

The Charters Towers State High School utilises a team approach to behaviour support including the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies. To assist students and staff to meet the expectations of this plan the following personnel contribute to the welfare of the school community in the following ways:

<table>
<thead>
<tr>
<th>PERSONNEL</th>
<th>HOW THIS PERSON CAN SUPPORT STUDENTS</th>
<th>HOW THIS PERSON CAN SUPPORT TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The PRINCIPAL provides leadership and direction that encourages a caring atmosphere within the school, recognising the welfare needs of students and supports school staff.</td>
<td>• Be available to respond to student concerns • Liaise with Deputies to ensure teaching programs are responsive to student needs • Apply strategies designed to develop student self-management skills • Liaise with parents • Liaise with welfare team • Ensure that teachers follow Welfare Policy and implementation guidelines</td>
<td>• Be available and respond to teachers’ , students’ and parent concerns • Assist in the development of teachers’ student management skills • Liaise with parents • Encourage the operation of collaborative teams • Assist teachers with the implementation of the welfare policy and guidelines</td>
</tr>
<tr>
<td>The DEPUTY PRINCIPALS oversee the general efficient functioning and the environmental safety of the school for the benefits of students and staff. This, in turn, promotes a positive tone and encourages high morale.</td>
<td>• Be available to respond to student concerns • Apply strategies designed to develop student self-management skills • Liaise with parents • Liaise with welfare team • Ensure that teachers follow Welfare Policy and implementation guidelines • Engage in Red Case management</td>
<td>• Be available and respond to teachers’, students’ and parent concerns • Assist in the development of teachers’ student management skills • Ensure access to relevant professional development is provided • Liaise with parents • Assist teachers with the implementation of the welfare policy and guidelines</td>
</tr>
<tr>
<td>The HEADS OF DEPARTMENT support staff and students within their Curriculum Area and Mentor Team. They ensure the smooth implementation of teaching programs as well as appropriate assessment and reporting procedures. The HODs work to foster a positive school tone and a caring school environment.</td>
<td>• Ensure aims and objectives of teaching programs are clear and sensitive to student needs • Apply strategies designed to develop student self-management skills • Be available to respond to student concerns • Ensure teachers follow the welfare policy and guidelines • Engage in Green and/or amber case management</td>
<td>• Be available and respond to teachers’, student and parent concerns • Liaise with Administration and the welfare team • Liaise with parents • Assist in the development of teachers classroom management skills • Assist teachers in the implementation of the welfare policy and guidelines</td>
</tr>
<tr>
<td>The YEAR LEVEL COORDINATORS support staff and students in particular year levels (2 Senior School Years 10 – 12 and 2 Junior School Years 7-9). They ensure the smooth implementation of Life Choices programs and work to foster a positive school tone and caring environment. They are first responders to minor classroom incidents and liaise with students and parents around unexplained absences.</td>
<td>• Counsel students about attendance issues • Maintain communication with parents re attendance • Counsel students about issues that may interfere with their learning development • Liaise with outside agencies re the provision of welfare related programs</td>
<td>• Be available and respond to teachers’, student and parent concerns • Liaise with Administration, the welfare team and parents • Assist in the development of teachers classroom management skills • Assist teachers in the implementation of the welfare policy and guidelines • Assist with the development of innovative and engaging Life Choices programs</td>
</tr>
<tr>
<td>Role</td>
<td>Responsibilities</td>
<td></td>
</tr>
<tr>
<td>------</td>
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</tbody>
</table>
| **The GUIDANCE OFFICER** is available for interviews daily and is able to assist with personal, educational and career concerns. The GO is a vital part of the Welfare Team. | - Be available and respond to student needs  
- Apply strategies designed to develop student self-management skills  
- Advocate for students  
- Liaise with parents  
- Liaise with staff  
- Provide study and career advice  
- Liaise with other members of the welfare team  
- Liaise with outside agencies  
- Conduct cognitive assessment when required  
- Work with students who are referred by teachers  
- Liaise with parents  
- Gather and disseminate pertinent information  
- Consult with outside agencies  
- Assist teachers in developing classroom management skills  
- Follow up particular school based incidents  
- Conduct classroom behavioural observations |
| **The SCHOOL BASED YOUTH HEALTH NURSE** has a role to provide primary (preventative) health care for students | - Meet and support individual students  
- Present workshops on specific health related topics for individual students or groups  
- Liaise with parents  
- Liaise with other members of the welfare team  
- Work with students referred by teachers  
- Liaise with parents  
- Gather and disseminate pertinent information  
- Liaise with outside agencies  
- Work with teachers to deliver curriculum programs |
| **The SCHOOL BASED POLICE OFFICER** has a role to provide information on law and police detail and conduct invited investigation of offences reported. | - Meet and support individual students  
- Present workshops on specific legal topics for individual students or groups  
- Liaise with parents  
- Liaise with other members of the welfare team  
- Work with students referred by teachers  
- Liaise with parents  
- Gather and disseminate pertinent information  
- Liaise with outside agencies  
- Work with teachers to deliver curriculum programs |
| **The COMMUNITY EDUCATION COUNSELLOR** is available to support ATSI students as well as staff. They can assist teachers with student background, learning styles and cultural identity. | - Identify and address needs  
- Provide personal support  
- Liaise with staff  
- Liaise with parents  
- Assist students in the development of skills that will promote improved educational outcomes  
- Liaise with other members of the welfare team  
- Advising on various aspects of culture which may affect classroom management  
- Helping teachers to develop strategies based on different cultures  
- Advising on appropriate resources  
- Liaising with parents  
- Liaising with students |
| **The SCHOOL CHAPLAIN** works with students and staff to cater for their spiritual, social and emotional development. | - Provide quality spiritual and social development programs  
- Counsel students  
- Work in consultation with Year Coordinators.  
- Offer in-class support  
- Coordinate individual and small group programs  
- Liaise with parents |
| **YOUTH SUPPORT COORDINATOR** works with teachers and students to assist at-risk students ensuring they are retained until year 12 | - Identify students in need of personal and educational support  
- Arrange support from school and external agencies depending on the individuals needs  
- Liaise with teachers and Welfare Team to advocate for and meet individual needs  
- Work with individual students and their families  
- Maintain contact with parents  
- Inform teachers of issues individuals may be experiencing that are barriers to education |
| **The CLASSROOM TEACHER** contributes to the academic, social and emotional development of students by structuring learning experiences to suit the needs of individual students. | - Making early contact with parents regarding issues of concern re attendance, academic achievement and behaviour  
- Differentiating curriculum to suit the needs of students  
- Provide personal support  
- Refer students to the appropriate member of the welfare team  
- Mediate in potential conflict situations  
- Actively listen to students  
- Engage in green and/or amber case management  
- Collaborative team planning, teaching, assessing and moderating with their designated HOD  
- Support network  
- Consistently applying welfare policy guidelines, school expectations and procedures  
- Participating in the buddy system |
The **TEACHER AIDES** provide and maintain resources for staff and students. They contribute to effective communication networks.

- Work collaboratively with teachers to support student learning in and out of the classroom
- Mentor students
- Preparation of resources
- Provide clear communication
- In class support

The **LIFE CHOICES TEACHER** provides a first point of contact for students to discuss issues that relate to their schooling.

- Teach Life Choices program and weekly behaviour expectations
- Provide personal support
- Assist in mediating, students/student, student/teacher
- Advocate for students
- Assist in mediating, students/student, student/teacher

The **BUDDY TEACHER** provides a safe and supportive environment for students.

- Provide a time out space
- Provide personal support
- Assist with homework
- Liaise with teachers
- Meet with teacher and work together to reach best outcomes for student

**PARENTS** work with students and staff to create an educational partnership.

- Provide personal support
- Provide resources for curriculum development
- Provide counselling
- Housing support
- Financial assistance
- Family counselling
- Courses / programs to assist with personal development
- Medical / health services
- Meet with teacher and work together to reach best outcomes for student
- Guest speakers

**Various OUTSIDE AGENCIES** exist that can help meet the needs of students. Students are referred to these agencies by a member of admin or welfare team.

- Provide counselling
- Housing support
- Financial assistance
- Family counselling
- Courses / programs to assist with personal development
- Medical / health services
- Provide resources for curriculum development
- Guest speakers

---

**8.0 Consideration of individual circumstances**

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

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time;
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation; and
  - receive adjustments appropriate to their learning and/or impairment needs.

**Natural Justice**

All students have the right to natural justice. This includes being advised why an action is being taken and being given the opportunity to present their view of the matter prior to any decision being made. The opportunity for the student to put their case forward must be given in relation to all the relevant adverse evidence.
Investigation procedure
To decide on the most appropriate consequence for alleged inappropriate behaviour:

1. **Thoroughly investigate the incident, interviewing the main people involved – both students and staff.**
   When doing this make diary notes of your own as well as obtaining signed statements from the people you interview. This is particularly important for serious incidents where conflicting information is provided by people that you interview. If necessary, interview other potential witnesses. Record in OneSchool.

2. **Consider the following:**
   - Are there any extenuating circumstances?
   - Have there been previous incidents involving the same people?
   - Has someone been working specifically with this student in relation to similar circumstances?
   - Has there been positive progress even though the desired outcome has not yet been obtained?
   - Will the consequence undo some progress that has been made?
   - Will the student be physically abused at home as the result of a consequence?
   - What are possible consequences?
   - Mediation, parent interview, community service, in-school suspension, suspension, etc.

In general, a suspension should only be proposed once a variety of other consequences have been tried. Not all instances of inappropriate behaviour need to be dealt with punitively. Of course, in some circumstances, suspension is necessary.
9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
- Weapons Act 1990
- Education (Strengthening Discipline in State Schools) Amendment Bill 2013

10. Related policies and procedures

- Code of School Behaviour
- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff
- Accidents, Incidents and Incident Investigations
- Code of Conduct for the Queensland Public Service
- Department of Education, Training and Employment Standard of Practice
- Health, Safety and Wellbeing Policy Statement
- Managing Risks in School Curriculum Activities
- Work Experience Placements for School Students

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub
12. Appendices (1 to 6)
Appendix 1: Traffic Light Behaviour Management

At Charters Towers State High School

I am LEARNER

RE-ENTRY
TRY AGAIN

Deputy Principal of Principal
Case manage student
Suspension
Cancellation
Exclusion

I am A LEARNER

HOD and Teacher
Case manage student
for non-compliance with
YLC/teacher case
management

I am RESPECTFUL

YLC
Case manage
playground incidents
with students
and PGD teacher

NEW BEGINNING

Teacher
Manage classroom
disengagement or
send to Buddy Class
and then case manage

I am SAFE

Student
Prepared and on time
to engage in the
learning process

Teacher
1. Engaging curriculum
2. Proactive and preventative processes and strategies
(refer to RBPS)
TRAFFIC LIGHT BEHAVIOUR MANAGEMENT POLICY

CASE MANAGEMENT BOOKLET

STUDENT:............................................................................................................

TEACHER:............................................................................................................

NOTE: This document is to be scanned and attached to OneSchool entries as physical evidence of support provided to the student.
**STAGE 1 – GREEN ZONE**

At **Stage 1 - Green Zone** you are **not** complying with our school’s expectations
- I am safe
- I am respectful
- I am a learner

in the behaviour category of:
- bully/harassment
- disruptive
- IT misconduct
- lying/cheating
- non-compliant with routine
- possess prohibited item/s
- third minor referral
- truant/skip class
- refusal to participate in program of instruction
- substance misconduct involving tobacco and other illegal substances
- other conduct prejudicial to the good order and management of school

Your teacher has managed your failure to comply with these expectations by:
- alternative program
- behaviour monitoring card
- class/subject change
- contact with home – phone
- follow CTSHS Assessment Policy
- implement seating plan
- inform/seek assistance from YLC
- mediation between parties
- natural consequence
- obtain verbal/written witness statements
- reminder of appropriate behaviour
- request meeting with parent/carer
- separation of students
- student contract
- attendance monitoring card
- buddy class referral
- contact with home – letter
- follow CTSHS Attendance Policy
- inform/seek assistance from HOD
- learning enhancement referral
- non-verbal warning
- natural/restorative justice
- offer assistance
- referral to welfare team member
- remove offender/victim from situation
- seating plan
- speak quietly and calmly to student
- warning – verbal / non-verbal

Other incidents relating to your behaviour displayed have been recorded in OneSchool (date/s):
1. 
2. 
3. 

You are now required to engage in the **GREEN ZONE Case Management** questions.
- Questions were answered verbally. *(Note: Student and teacher both must sign document.)*
- Questions were answered in writing.

**NOTE:** Failure to engage in the consequence/s set by your teacher or persistent non-compliance of Stage 1 expectations will see you move to Stage 2 – Amber Zone for Case Management.
# STAGE 1 – GREEN ZONE STUDENT/TEACHER CASE MANAGEMENT

You are now in a situation where your behaviour is preventing good teaching for you and others. You are required to complete this form so your teacher can gauge your commitment to learning.

| Student: | Class: |
| Teacher: | Date: |

Your responses must be written in sentences, in your best handwriting, and with correct spelling and grammar.

## WHAT ARE YOU DOING THAT IS INAPPROPRIATE?

| Student: | Teacher: |

## WHAT SHOULD YOU BE DOING?

| Student: | Teacher: |

## WHAT STEPS WILL YOU TAKE TO CORRECT YOUR INAPPROPRIATE BEHAVIOURS?

| Student: | Teacher: |

## COMMENTS (SITUATION, ISSUES, ACTION TAKEN, PLAN):

I agree that the information supplied on this Correction Plan is accurate and I will take all possible steps to ensure that I will work towards correcting and maintaining an acceptable level of behaviour.

| Student’s Signature: | Teacher’s Signature: |
| Date: | Date: |
STAGE 2 - AMBER ZONE

At Stage 2 - Amber Zone you have done one, or a number of the following things:

☐ continued to refuse to comply with teacher management strategies
☐ continued to refuse to comply with school expectations
  • I am safe
  • I am respectful
  • I am a learner
☐ refused to engage in Stage 1 Green Zone Case Management
☐ refused to comply/complete set consequences given by teacher
☐ failed to follow agreed upon expectations from Stage 1 Green Zone Case Management

Your teacher has done the following things to manage your behaviour:

☐ alternative program
☐ behaviour monitoring card
☐ class/subject change
☐ contact with home – phone
☐ follow CTSHS Assessment Policy
☐ implement seating plan
☐ inform/seek assistance from YLC
☐ mediation between parties
☐ natural consequence
☐ obtain verbal/written witness statements
☐ redirection to set task
☐ reminder of appropriate behaviour
☐ request meeting with parent/carer
☐ separation of students
☐ student contract
☐ attendance monitoring card
☐ buddy class referral
☐ contact with home – letter
☐ follow CTSHS Attendance Policy
☐ follow CTSHS Electronic Device Policy
☐ inform/seek assistance from HOD
☐ learning enhancement referral
☐ non-verbal warning
☐ natural/restorative justice
☐ offer assistance
☐ referral to welfare team member
☐ remove offender/victim from situation
☐ seating plan
☐ speak quietly and calmly to student
☐ warning – verbal / non-verbal

Other incidents relating to your behaviour displayed have been recorded in OneSchool (date/s):
1. 
2. 
3. 

You are now required to engage in the AMBER ZONE Case Management questions.

NOTE: Failure to attend your Stage 2 Amber Zone Case Management, continued persistent non-compliance of Stage 1 Green Zone expectations or serious breaches of school policies and expectations will see you move to Stage 3 – Red Zone for Case Management.
**STAGE 2 – AMBER ZONE STUDENT/TEACHER/HOD/YLC CASE MANAGEMENT**

You are now in a situation where your behaviour is preventing good teaching for you and others. You are asked to complete this form so your teacher can gauge your commitment to learning.

<table>
<thead>
<tr>
<th>Student:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**NOTE:** Your responses must be written in sentences, in your best handwriting, and with your best spelling and grammar.

**ENGAGEMENT AND INVOLVEMENT**

You are now in a situation where your behaviour is preventing good teaching and learning for you and others. Please write your first thoughts here, so your teacher can gauge your commitment to learning and good behaviour.

---

**WHAT ARE YOU CURRENTLY DOING?**

What specific behaviours have you been doing lately that has got you into trouble?

---

What behaviour should you be displaying?

---

**WHAT ARE THE CIRCUMSTANCES?**

What has been happening at school in class or in the playground that may have contributed to your behaviour?

---

State what help you have been given (or suggested) for in the class/playground to help with your behaviour?

---

What are your class results? How do they compare with your career aspirations or your abilities?

---

What % of your time do you spend focused on completing class work and listening to your teacher?

---

If this figure is not 100%, what factors are preventing you from completing your class work?
What class or school expectations do you have the most difficulty following?

**HOW WOULD YOU LIKE IT TO BE?**
Describe how do you would like the environment to be between you and your classmates or your teacher?

**WHAT IS WORKING AND WHAT IS NOT?**
What have you done that has worked so far in terms of your behaviour? (Refer to Green Zone agreement.)

How do you know that these things have worked?

What have you done so far that has not worked? (Refer to Green Zone agreement.)

**WHAT IS YOUR PLAN TO MAKE THINGS WORK?**
Identify three (3) things are you prepared to do that have a reasonable chance of preventing this situation occurring in the future?

How will we know if they are working?

What help or support do you need to ensure you are successful with this plan?

I agree that the information supplied on this Correction Plan is accurate and I will take all possible steps to ensure that I will work towards correcting and maintaining an acceptable level of behaviour in class.

<table>
<thead>
<tr>
<th>Student’s Signature:</th>
<th>Date:   /   /</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s Signature:</td>
<td>Date:   /   /</td>
</tr>
<tr>
<td>YLC/HOD’s Signature:</td>
<td>Date:   /   /</td>
</tr>
</tbody>
</table>
STAGE 3 - RED ZONE

At Stage 3 – Red Zone you have been referred to either the Deputy Principal or Principal because you have done one, or a number of the following things:

☐ You have failed to engage in or follow through with commitments you made at Stage 2 Case Management

☐ Conduct prejudicial to the good order and management of the school
  o Verbal harassment of staff, visitors, students (obscene language/gestures)
  o Physical harassment of staff, visitors, students
  o Conflict in school or on way to/from school

☐ Misconduct
  o Vandalism
  o Unacceptable moral behaviour
  o Use, possession, sale or distribution of illicit substances

☐ Disobedience
  o Persistent/wilful disruption
  o Incorrect behaviour
  o Gross insolence
  o Gross truancy
  o Absence from proper place at school
  o Failure/refusal to comply with instructions, rules, policies
  o Unacceptable behaviour in grounds, class or travelling to or from a venue
  o Unwillingness to participate/cooperate in behaviour management strategies/plans
  o Breach of negotiated management plan

Other incidents relating to your behaviour displayed have been recorded in OneSchool (date/s):
1. 
2. 
3. 

NOTE: Failure to comply with the expectations outlined by the Deputy Principal or Principal will place you at of facing disciplinary absence.
STAGE 4 – DISCIPLINARY ACTION

At Stage 4 – Disciplinary Action you are facing one of the following disciplinary absences:
- ☐ Suspension 1 – 10 days
- ☐ Suspension 11 – 20 days
- ☐ Cancellation of enrolment
- ☐ Exclusion

In making my decision for disciplinary absence I have considered the following:
- ☐ your statement;
- ☐ teacher/HOD/DP/P statement/s;
- ☐ witness statements from others;
- ☐ behaviour recorded in Oneschool.

While suspended you will be provided with school work to be completed and produced at re-entry so that you don’t experience gaps in your education. You will engage in re-entry with either a HOD or DP/P.

On return from suspension if you are unable to produce the completed set work you will be detained until it is complete.

Student’s signature: ................................................................. Date: .................

Signature DP/P: ................................................................. Date: .................

Parent/Guardian to be notified by: .................................................................

To be recorded in OneSchool by: .................................................................

STAGE 5 – RE-ENTRY

At Stage 5 – Re-entry the student (and parent/guardian) will engage in an interview to re-enter the school.

For a successful re-entry the following must be completed:
- ☐ re-entry agreement signed by relevant parties.

School administrator is to:
- ☐ scan re-entry agreement and record as Behaviour Support and Intervention into OneSchool explicitly stating support provided to the student upon re-entry.

Administrator’s Signature: ......................................................... Date: ....................
Appendix 2: Attendance Policy

**Rationale**
All schools in Queensland are committed to providing safe, supportive and disciplined learning environments for all students which address their educational needs.

In order for a student to have successful outcomes **Every Day Counts**, therefore regular attendance is mandatory for **Every Student Succeeding**. A great learning environment is one where everyone is engaged in the teaching and learning process.

**School community beliefs about the importance of attending school**
It is important that students, staff and parents/guardians have a shared understanding of the importance of attending school. Charters Towers State High School:
- is committed to promoting the key messages of Every Day Counts;
- believes all children should be enrolled at school and attend school all day, every school day;
- monitors, communicates and implements strategies to improve regular school attendance;
- believes truanting can place a student in unsafe situations and impact on their future employability and life choices; and
- believes attendance at school is the responsibility of everyone in the community.

**Responsibilities**
School responsibilities:
- create a safe and supportive learning environment;
- create an intellectually challenging learning environment for all students; and
- closely monitor student attendance and act to maximise it.

Student responsibilities:
- attend school ready and willing to learn all day, every day;
- arrive prepared for all classes on time; and
- submit to roll class teacher notes from parents/guardians explaining absences in a timely manner / or ensure parent/guardian contacts school by phone / letter / email.

Parent/Guardian responsibilities:
- actively ensure that son/daughter attends school all day, every day;
- provide daily advice to the school when son/daughter is absent for a legitimate reason or there are factors which are impacting upon son/daughter’s ability to attend school; and
- assist the school in dealing with absentee issues.

**Responses to absences**
At Charters Towers State High School we are committed to achieving the following targets in improving attendance:
- reduce unexplained absences to 0; and
- average daily attendance of 95%.

Some strategies we employ at Charters Towers State High School to proactively encourage high levels of attendance are:
- ensuring that educational programs are engaging and differentiated;
- the important is interesting; and
- conditions for learning are optimal.
At Charters Towers State High School we monitor and respond to issues of non or late attendance.

- Parents will receive a daily SMS identifying any absent students.
- An exemption request form, for prolonged absences due to exceptional circumstances, is available from the office.

**UNPLANNED ABSENCE**

Ring the 24 Hour Absentee Line on 4754 6560 before 9.00am on the first morning of the absence. If the absence is likely to extend beyond one day please contact the Absentee Line again to confirm the expected length of the absence or send a note with your child on their return to school.
Appendix 3: School Dress Code

Charters Towers State High School is a uniform school. The Parents and Citizens' Association has endorsed a mandatory school dress code in the belief that the correct wearing of a school uniform not only promotes the objectives of the Education (General Provisions) Act 2006 (Qld) sections 360-363, section 283, but in particular it:

- promotes a safe environment by enabling ready identification of students and non-students of the school;
- assists students to identify with their school thus building a sense of belonging and team spirit;
- develops mutual respect among students by minimising visible evidence of economic or social differences;
- encourages good, positive attitudes which filter into the classroom learning area;
- maximises student safety by limiting and defining accessories that may be worn;
- promotes the good image and reputation of the school within the local community;
- reflects our school community standards and are consistent with occupational health and safety, anti-discrimination legislation and the Sun Safety Strategy.

Student Dress Code

<table>
<thead>
<tr>
<th>DAY UNIFORM*</th>
<th>TOP</th>
<th>BOTTOM</th>
<th>SHOES/SOCKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worn by all students, Years 7 to 12</td>
<td>Maroon cool weave polo</td>
<td>Black shorts with CTSHS on right leg</td>
<td>Safety boots for practical classes Joggers/sandshoes White socks – ankle or short</td>
</tr>
<tr>
<td>WINTER UNIFORM</td>
<td>School tracksuit Maroon/black jumper or sweatshirt</td>
<td>School tracksuit Black trackpants Black slacks</td>
<td>As above</td>
</tr>
<tr>
<td>FORMAL UNIFORM</td>
<td>GIRLS: White blouse and school tie  BOYS: White shirt and school tie</td>
<td>GIRLS: Maroon skirt (not shorts)  BOYS: Long grey pants</td>
<td>Black polished shoes White socks – ankle or short</td>
</tr>
<tr>
<td>HATS</td>
<td>Students are required to wear hats for all outside activities including lunch time play on the oval, excursions and camps. The student hat is available for purchase from W Titley &amp; Co. The wearing of sunscreen is highly recommended. As a common courtesy, hats must be removed when inside a building. Hats with inappropriate images (e.g. marijuana, alcohol, etc.) are not to be worn. At no time are beanies, hoodies or other inappropriate headwear (e.g. animal themed, novelty hats, etc.) to be worn.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **JEWELLERY** | The wearing of jewellery is strongly discouraged, however the following is permitted:  
- small plain sleepers or stud (one set)  
- watches  
- one plain flat ring  
- one religious necklace  
- medical bracelets  
Due to health and safety issues, facial piercings are not to be worn at any time (both metal and plastic). Stretchers with points are not permitted. |
| **SUNGLASSES** | Students are permitted to wear sunglasses when they are out in the sun however are not permitted to wear them in the classroom (unless medical prescription) nor are they permitted to wear non-prescription or novelty contact lenses. |
| **PERSONAL PRESENTATION** | Students are encouraged to present themselves in a neat and tidy manner.  
Students’ hair must be groomed with hair bands in school colours (maroon/white/black) to keep hair in place. Extreme hairstyles or brightly coloured hair with an unnatural appearance is unacceptable.  
Foundation with an SPF (sun protection factor) is acceptable, however, lipstick, eyeliner and mascara are not part of the uniform code.  
At no times are students to draw on themselves with pens/markers. |

*Students enrolled in courses at the DTTC (Dalrymple Trade Training Centre) or school practical subjects are NOT to wear their PPE clothing (shirts, jeans/trousers, boots) to school. Students are to get changed at the DTTC or before class at school, then change back at the end of class.*

The school dress code is expected to be adhered to when students are:  
- attending or representing their school;  
- travelling to and from school; and/or  
- engaging in school activities out of school hours.

Your cooperation in ensuring students attend school correctly dressed and well groomed is appreciated. If for any reason, your student is unable to attend in full correct uniform on any day, a signed note is to be presented to a member of staff who will then issue your student with a ‘Uniform Pass’.

**Non-compliance with the Student Dress Code**
A number of approaches may be employed by school staff in the event that students are non-compliant with the school’s mandatory Student Dress Code. These approaches will be compliant with the Education (General Provisions) Act 2006.

Approaches may include: **Supportive measures**  
- seeking parental support for Student Dress Code compliance e.g. letter, email, telephone call requesting correct uniform items be brought to the school for the student;  
- assisting students with genuine economic hardship to acquire correct uniform items e.g. uniform loan, approaches to community organisations;
**Punitive measures**

- imposing a penalty such as a detention. This detention may be for a 20 minute period during a break or for 30 minutes after school [Education (General Provisions) Act 2006 section 283 (3), (4) and (5)]; or
- preventing the student from taking part in a school event outside of the school; or
- preventing the student from participating in a school activity that is not part of the essential educational program of the school.

At Charters Towers State High we value neat, tidy, dignified personal presentation, which will prepare students for the workforce and develop pride in being part of a team. It is important to realise that our dress code is a vital facet of the education strategy of the school. Moreover, this uniform contributes significantly to the school’s reputation.
Appendix 4: Electronic Device Policy

At Charters Towers State High School, electronic devices are a banned item and are prohibited from use at school. The school recommends students are not to bring electronic devices to school. Students who bring electronic devices to school are required to sign them into the office before 9.00am, or on arrival if late, and collect them after 3.00pm. All devices will be locked in a secure area. Should a student decide to keep a device in their possession these devices must be turned off and placed in student’s bag upon entry into school grounds. The school accepts no responsibility for any loss or damage to personal property.

Students who breach this policy will have their electronic device confiscated where the device will be handed into the Administration Office and secured until a parent/guardian can collect it. It is the responsibility of the staff member who witnessed the breach to record the behaviour incident in OneSchool and contact the parent/guardian advising of the breach.

Electronic devices include, but are not limited to:
- mobile phones
- ear phones
- MP3/MP4
- iPads
- personal gaming units (Nintendo DS, PSP, etc.)
- cameras/camcorders, etc.

Any emergency where the parent needs to contact the student throughout the day must go through the Administration Office. Non-urgent messages may be left on the student’s phone which the student can check after school or during lunch breaks in the Administration Office.

<table>
<thead>
<tr>
<th>Stages</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-emptive</td>
<td>Remind students that device should be at the office before school or switched off if keeping device in their possession. <strong>Note:</strong> reminder is given as a general reminder to reinforce school expectations, not after device has been seen.</td>
</tr>
<tr>
<td>One</td>
<td>Advise students about the breach of school expectation and direct student to hand device into the Administration Office.</td>
</tr>
<tr>
<td>Two</td>
<td>Students who are continually disobedient in relation to this policy will be referred to the Deputy Principals and a parent/guardian interview requested.</td>
</tr>
</tbody>
</table>
## Appendix 5: Student Referral Sheet

**Charter Towers State High School**

### STUDENT REFERRAL SHEET

<table>
<thead>
<tr>
<th>Student:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td>Location:</td>
</tr>
<tr>
<td>Date:</td>
<td>Year Level: 7, 8, 9, 10, 11, 12</td>
</tr>
<tr>
<td>Session: 1, 2, 3, 4</td>
<td>Time:</td>
</tr>
</tbody>
</table>

Please return student to me at: ...........................................

<table>
<thead>
<tr>
<th>EXPECTATION IMPERSED</th>
<th>I am a learner</th>
<th>I am safe</th>
<th>I am respectful</th>
</tr>
</thead>
</table>

**WORK TO COMPLETE:** ...........................................

| | | |
| | | |

**PLEASE INDICATE, WITH A TICK, THE BEHAVIOUR INCIDENT CATEGORY...**

- [ ] Defiant
- [ ] Disruptive
- [ ] Harassment
- [ ] Misconduct involving object
- [ ] Other (please state)
- [ ] Non-compliant
- [ ] Physical misconduct
- [ ] Threats
- [ ] Verbal misconduct

---

**REFERRED TO:**

- Buddy Class
- HOD
- ADMIN

- [ ] Must be recorded in OneSchool

**Action taken by Buddy Teacher:** ...........................................

**Inappropriate behaviour continued in Buddy Class.**

**Referred to HOD (name):** ...........................................

**Signed:** ...........................................

---

This student is an escort to a Buddy Class.

Student has arrived at Buddy Class...
Appendix 6: Banned Items

The following items are banned from Charters Towers State High School:

- novelty hats
- inappropriate images/slogans on hats and clothing
- non-prescription or novelty contact lenses
- liquid paper
- permanent markers
- chewing gum
- aerosol sprays
- knives
- electronic devices (phones, MP3 players, etc.)
- earphones
- smoking implements (including but not limited to lighters, cigarettes, tobacco, roll your own papers, filters, e-cigarettes, etc.)
Endorsement

____________________________________
Principal

____________________________________
President, Parents and Citizens’ Association

**Effective date:** 1 January 2017 to 31 December 2019

END OF DOCUMENT