GLENMORE STATE HIGH SCHOOL

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

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Glenmore State High School’s Responsible Behaviour Plan reflects this commitment and seeks to provide guidelines for all members of the school community to promote fair, consistent and respectful practices that support learning in its broadest context.

Glenmore SHS has a growing population with the addition of Junior Secondary and Year 7 students from the start of 2013. The school caters for a diverse group of students from a variety of social and economic backgrounds. Many students are highly transient and the school also has a growing number of ESL and Indigenous students.

It is our aim that students leave Glenmore State High School with the effective means of self management. Important aspects of self management include the development in students of:

- self control and self discipline;
- self motivation and persistence in positive activities;
- a respect for and understanding of rules and the law;
- a tolerance of differences in people; and
- the ability to successfully negotiate appropriate results for themselves through positive, non-violent relationships and interactions.

Students who can effectively manage these attributes for themselves develop positive personal values systems which enable them to be functional members of the community and make contributions to society. This aim is more likely to be achieved when there are consistent principles operating in the way adults interact with students.

The Responsible Behaviour Plan for Students supports the School Improvement Agenda by clearly outlining behaviour management processes and procedures. These will support the development of an explicit learning and teaching environment that is conducive to achieving improved outcomes for all students.

2. Consultation and data review

Glenmore SHS developed this plan in collaboration with our school community. Students were consulted and have been explicitly taught any changes and/or additions to the Behaviour Plan for Students.

Staff were involved in developing and implementing changes to the Responsible Behaviour Plan throughout 2011/12 in response to data collected. Year Level Coordinators played a major role in refining processes and procedures. Review of the final document occurred in Term 4 2012. There has been collaboration between the Glenmore Precinct schools to improve consistency of language, policy and procedure between the schools.

Parents were invited to participate and make contribution to the review during Term 4 2012.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in October 2012, and will be reviewed again in 2015 as required in legislation.
3. Learning and behaviour statement

The Glenmore High community believes that learning, both curricula and extra curricula, is the key focus of all school activities and of all interactions that occur between individuals at school. An orderly and safe environment is essential for effective learning.

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

**Responsibility**
- On time and safe
- Prepared
- Tasks completed

**Respect**
- Self, others & environment
- Follow instructions

**Excellence**
- Do your best
- Challenge yourself

We believe that situations of conflict (behaviour infringements) and the processes that run to resolve those conflicts are valuable learning opportunities for all involved. We believe the processes that run to resolve conflict, empower and skill staff, parents and students in a broad range of areas that promote personal growth through awareness of self and others.

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

At Glenmore High School our Positive School Wide Behaviour approach provides the overall framework for our Responsible Behaviour Plan for students.

At Glenmore State High School we explicitly state our culture as one which promotes:

- learning as our core business – with a focus on excellence
- a 'no blame' approach
- a warm, respectful and supportive environment with firm boundaries

To facilitate this culture, teaching staff are supported to:

- develop engaging curriculum with embedded literacy across the curriculum
- utilise a range of quality explicit teaching and learning strategies that acknowledge and meet the needs of adolescent learners
- develop positive, supportive relationships with students and other staff to ensure behaviour infringements are managed effectively to optimise learning
- implement effective and consistent behaviour management strategies in and out of the classroom, developed through coaching and professional development
There are four phases to our Behaviour Plan:

A. **Proactive strategies**: such as engaging curriculum for all and explicit teaching of School Wide Behaviour Expectations (*See Appendix A*).

B. **Reactive Strategies**: which may involve the Responsible Behaviour Centre, if a student is disrupting the learning of others or safety is an issue.

C. **The Crisis Plan**: when immediate support from another adult is required.

D. **Alternative Program/Individual Behaviour Plan**: initiated by Year Level Coordinator (YLC) in consultation with administration and parents.

Reporting behaviour infringements – occurs via One School data base with a referral to a Head of Department, Year Level Coordinator, Deputy Principal or Principal if further action is required. Not all incidents are required to be referred to Administration. Teachers are encouraged to manage and resolve minor incidents at the time they occur. Critical incidents or major behaviour incidents should be reported to a member of Administration in the first instance for immediate follow up.

### Universal behaviour support

Proactive and preventative whole-school processes and strategies include the development of engaging and age-appropriate curriculum for students. Communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. All staff are trained to consistently apply agreed and explicitly taught school wide behaviour expectations.

- School wide behaviour expectations, *Responsibility, Respect and Excellence* are promoted and explicitly taught across curriculum and in every setting.
- *Dragon Cards* are presented to students to acknowledge improvement in individual students’ learning, both academic and social.
- Weekly celebrations and values education on Year Level parades.
- Principal leads the explicit promotion of school culture.
- Staff model and promote the school culture utilising the power of consistent language.
- Whole school celebrations during “Whole School” assemblies held Week 1 and Week 8 each term.
- “Week 8 is Great” recognition of individual student achievement and improvement with contact made to home.
- Every student completes a “What If” procedure at the beginning of each year and/or upon enrolment.

**Teachers:**

- **prepare engaging curriculum** and deliver using explicit teaching model.
- **establish/teach** appropriate routines and procedures, consistent with school expectations including class rules and seating plans (*Appendix A: School Wide Behaviour Expectations*)
- **understand** and meet individual needs with the provision of appropriate educational programs.
- demonstrate respect and friendly approval
- empower students to resolve conflict
- give positive remarks, encouragement and feedback, recognising effort and achievement and genuinely caring for all
- lead and encourage involvement in extra-curricular activities
- take an active and appropriate interest in students in and outside school
- use appropriate humour
- participate in school events eg netball, school musical, Awards Night
- acknowledge appropriate in class behaviour with verbal or non-verbal comments
- explicitly refer to School Wide Behaviour Expectations as published in class rooms and handbooks

**POSITIVE Behaviours – meeting expectations**

<table>
<thead>
<tr>
<th>The following may be reported on ‘One School’ at teacher discretion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student improves in some aspect of their schooling.</td>
</tr>
<tr>
<td>• Students who demonstrate Dragon spirit with the learning or interaction/support of others</td>
</tr>
<tr>
<td>• Student meets school behaviour and attendance expectations..</td>
</tr>
</tbody>
</table>

| • Dragon Cards – teacher awards, parent sights & signs and student returns same for lucky draw. |
| • Monthly draw of $10 tuckshop voucher supported by P&C. Term 4 Draw of major prize. |
| • End of Term participation in Reward Days |

**Targeted behaviour support**

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

**Re-directing low-level and infrequent problem behaviour**

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

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

Within the classroom setting if a student is off task, remains off-task and is disruptive, then corrective strategies are put in place. These strategies may include intervention by the Head of Department/Senior teacher or sending the student to a “Buddy teacher” to complete set work for the duration of the lesson. The classroom teacher will develop these strategies in negotiation with the Head of Department.
The last option in this plan involves using the school’s Responsible Behaviour Centre. This option is only used when other strategies have failed and when the student’s behaviour is significantly impacting on the learning of others. If the teacher does not attempt other strategies and/or fails to follow the RBC Process precisely the teacher reduces the effectiveness of the RBC Process and his/her credibility with students.

**Targeted behaviour support:**
Each year a small number students at Glenmore SHS are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Students targeted for additional behaviour support attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from identified support staff and/or Year Level Coordinators and increased opportunities to receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

The Student Support team is coordinated with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after targeted behaviour support or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**Intensive behaviour support:**
Glenmore SHS is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Student Support team:

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

The Student Support team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff.
Glenmore SHS 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. Intensive support will be offered when a student is identified through referral to the Student Support Team. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff. A Case Manager will be identified to manage the intensive behaviour support. This person in this role:

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

Intensive support may include but is not limited to:

- Individual Education Plans
- Risk Management plans
- Referral to School Guidance Officer
- Referral to Behaviour Management team
- Referral to outside agencies
- Referral to social skill training programs such as “Butterfly/Dragonfly” program, Girls Time Out, “Shine”.
- Referral to counselling services such as Darumbal, Child Youth Mental Health

5. Emergency responses or critical incidents

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

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

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

Basic defusing strategies
Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully,)
avoid humiliating the student, be matter of fact and avoid responding emotionally).

**Approach the student in a non-threatening manner**
(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

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

**Debrief**
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

**Physical Intervention**
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Glenmore 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
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.
Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

6. Consequences for unacceptable behaviour

Glenmore SHS 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. Specific policies and procedures have been developed in relation to bullying (including cyber-bullying), use of mobile phones and electronic devices and the management of knives and other weapons at school.

Minor infringements are managed and resolved by the teacher at the time of the incident. These incidents may be recorded on One School at the discretion of the teacher.

Major and Critical incidents must be recorded on One School and an immediate referral made to the appropriate Year Level Coordinator, Head of Department, member of Administration.

The consequences for unacceptable behaviour may vary according to the individual circumstances surrounding each incident. Consequences for major and/or critical incidents may include suspension, proposal to exclude and/or recommendation to exclude.

Incidents requiring School Disciplinary Absences will be managed as follows;
- Incident investigated
- Parent contacted to advise of incident and consequence (suspension/proposal to exclude, length of suspension etc)
- Student to remain at office or designated space until collected by parent/guardian.
- Student will be provided with an educational program to complete while suspended. This will be checked during the re-entry interview. Work must be completed prior to returning to school/class.
- Student and their parent/guardian will attend a re-entry interview prior to the student returning to school.

The following table outlines examples of minor, major and critical behaviours and the possible consequences for such behaviour infringements.
**MINOR INFRINGEMENTS**
The following infringements **may** be reported on 'One School' at teacher discretion. Consequences are to be implemented by teacher.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Teacher implemented consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Inappropriate touch – friendly.</td>
<td>• Correction of behaviour &amp; rule reminder of What's our rule? Reason for rule?</td>
</tr>
<tr>
<td>• Riding bikes/skateboards/scooters in grounds.</td>
<td>• Acknowledgement of corrected behaviour – 'Thank You'</td>
</tr>
<tr>
<td>• Inappropriate language/teasing (eg minor swearing, coarse language words, name calling)</td>
<td></td>
</tr>
<tr>
<td>• Minor misuse of property (not vandalism)</td>
<td></td>
</tr>
<tr>
<td>• Inappropriate tone with staff.</td>
<td></td>
</tr>
<tr>
<td>• Body graffiti</td>
<td>• Correction of behaviour &amp; rule reminder. What's our rule? Reason for rule?</td>
</tr>
<tr>
<td>• Banned items – eg chewing gum, nikko pens, aerosols including spray deodorants, cameras &amp; recording devices.</td>
<td>• Remove body graffiti.</td>
</tr>
<tr>
<td></td>
<td>• Acknowledgement of corrected behaviour – 'Thank You'</td>
</tr>
<tr>
<td>• No hat/shoes/shirt on Oval at lunch time (Sunsafe Policy)</td>
<td>• Confiscate banned item</td>
</tr>
<tr>
<td>• Sitting/eating on oval</td>
<td>• Parent to collect item</td>
</tr>
<tr>
<td></td>
<td>• Correction of behaviour &amp; rule reminder. What's our rule? Reason for rule?</td>
</tr>
<tr>
<td></td>
<td>• Acknowledgement of corrected behaviour – 'Thank You'</td>
</tr>
<tr>
<td></td>
<td>• Refusal = major</td>
</tr>
<tr>
<td>• Littering</td>
<td>• Correction of behaviour &amp; rule reminder. What's our rule? Reason for rule?</td>
</tr>
<tr>
<td></td>
<td>• Acknowledgement of corrected behaviour – 'Thank You'</td>
</tr>
<tr>
<td></td>
<td>• Direct students to wear missing item and/or move to shaded non-active area.</td>
</tr>
<tr>
<td>Event Description</td>
<td>Consequence</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Late to school without appropriate note, Failure to sign in, Failure to sign out (refer to truancy)</td>
<td>Environmental duty</td>
</tr>
<tr>
<td>Inappropriate hair style/colour, Dress Code breach (shorts, shoes or shirt – with or without note)</td>
<td>Correction of behaviour &amp; rule reminder. What's our rule? Reason for rule? Recorded on ID Attend, Parent contacted, Repeat offences = major</td>
</tr>
<tr>
<td>Late to Class</td>
<td>YLC notified via One School referral, Student to change into uniform at office, Parents contacted, Correction timeframe established</td>
</tr>
<tr>
<td>Electronic Devices (MP3, Ipods, Ipads, etc including earbuds/earphones) – turned off &amp; out of sight during class time and moving between classes. May be used before school &amp; lunch time only.</td>
<td>Confiscation. First time - collection from office at 2.55pm, Confiscation. Second time and subsequent times - parents are to collect from office. (Students may use school phone to notify parents.), Refusal = major</td>
</tr>
<tr>
<td>Mobile phone (including earbuds/earphones) heard or sighted on school grounds.</td>
<td></td>
</tr>
<tr>
<td>Cameras /Recording devices (on or off – irrelevant)</td>
<td></td>
</tr>
<tr>
<td>Non-compliance with staff request (initial only)</td>
<td>Take up time given and acknowledge correct behaviour, Further Refusal = major</td>
</tr>
<tr>
<td>Failure to bring required resources to class.</td>
<td>Parents contacted by teacher</td>
</tr>
</tbody>
</table>

- Repeat Offenders may be issued detentions or interview/contact with parents.
- Continued minor infringements of the same type may become major infringements.
**MAJOR INFRINGEMENTS**

The following infringements must be reported on ‘One School’ and a referral forwarded to the appropriate Year Level Coordinator/HOD/Admin.

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>CONSEQUENCE (School Action)</th>
</tr>
</thead>
</table>
| • Failure to complete detention/RBCs / Environmental Duties.             | • Referral to Head of Department and/or admin member via One School.  
• Defiance to staff.                                                    | • Choices given to student by HOD/admin:  
(a) student discusses situation with staff member and completes detention within given timeframe (mediation support offered to student)  
(b) suspension.  
• Parents contacted re same.                                             |
| • Disruption of the good order and management of the class or school.    | • Referral to Head of Department/Admin member  
• Inciting fights/bullying & by standing during incident                   |
| • Lesson Truant – on or off grounds.                                     | 3 x lunch detentions  
• Truanting off grounds – lunch.                                          |
| • Cigarettes (including lighters/papers/smoking implements/tobacco) -    | • 1st time: warning and parents contacted by YLC  
possession and/or smoking.                                                 | 2nd and subsequent times: suspension  
- student completes ‘Quit’ program booklet.                                |
| • Theft                                                                  | Possible suspension.  
• Major Vandalism.                                                         | SBPO involved.  
• Restorative justice (payment/apology/community service)                  |
| • Verbal, physical and/or electronic harassment of staff/student        | **SCARRP (Student Centred and Respectful Resolution Process - Appendix B)** blame free approach used initially, if appropriate – resolution and mediation sessions Strategies negotiated with “Target”. |
| • Inappropriate Online behaviour such as cyber-bullying,                | Possible suspension.  
threatening/defamatory statements/images re staff/students, bringing the | Parent contacted  
school into disrepute via Facebook, YouTube, email etc)                   | SBPO involved. |
<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Bringing the school into disrepute.</td>
<td>• Possible suspension and/or community service</td>
</tr>
<tr>
<td>• Water fights/bombs.</td>
<td></td>
</tr>
<tr>
<td>• Stink Bombs.</td>
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</tbody>
</table>

**CRITICAL INCIDENTS**

The following infringements must be reported on 'One School' and an immediate referral forwarded to either Principal/Deputy Principal.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Open aggressive defiance to staff.</td>
<td>• Suspension</td>
</tr>
<tr>
<td>• Physical Assault - Endangering safety of self and/or others (inc aerosol use)</td>
<td>• SBPO involved</td>
</tr>
<tr>
<td>• Swearing / offensive remarks, threats or gestures towards staff.</td>
<td>• Possible proposal/recommendation for exclusion</td>
</tr>
<tr>
<td>• Alcohol – use or possession.</td>
<td>• Referral to Guidance Officer /other support staff</td>
</tr>
<tr>
<td>• Illicit/Volatile Substance misuse.</td>
<td>• Mediation/ restorative justice if appropriate.</td>
</tr>
<tr>
<td>• Bringing of weapons (knives, guns) and/or implements intended to be used as weapons to school.</td>
<td></td>
</tr>
<tr>
<td>• Arson</td>
<td></td>
</tr>
<tr>
<td>• Serious interference /intended interference with school electronic network.</td>
<td></td>
</tr>
<tr>
<td>• Sexual misconduct (inc pornography)</td>
<td></td>
</tr>
<tr>
<td>• Ongoing persistent disruption to good order/learning</td>
<td></td>
</tr>
<tr>
<td>• Involvement in violent, unsafe behaviour in a public place while representing Glenmore SHS</td>
<td></td>
</tr>
<tr>
<td>• Repeated verbal, physical and/or electronic harassment (Bullying including cyber-bullying)</td>
<td>• SCARRP (Student Centred and Respectful Resolution Process - Appendix B)</td>
</tr>
<tr>
<td>• Public denigration, (eg Facebook, YouTube)</td>
<td>• Suspension</td>
</tr>
<tr>
<td>• Physical assault of staff.</td>
<td>• Possible proposal/recommendation to exclude</td>
</tr>
<tr>
<td></td>
<td>• SBPO involved</td>
</tr>
</tbody>
</table>
7. Network of student support

At Glenmore State High School the relationship between the class teacher and the student is considered to be critical in the development of support for students who demonstrate inappropriate behaviours. If the student and/or teacher identifies a need for a greater level of support students are able to access the following people within the school by making an appointment or being referred.

- Class teachers
- Heads of Departments
- Parents
- Year Level Coordinators (YLCs)
- Principal
- Deputy Principals
- School Chaplain
- Community Education Counsellor (CEC)
- School Based Youth Health Nurse (SBYHN)
- School Based Police Officer (SBPO)
- Guidance Officer (Behaviour, Career and Personal advice)
- Senior Guidance Officer
- Youth Support Coordinators
- AVT (Advisory Visiting Teachers)
- Positive Learning Centre (LINKS)

Support is also available through the following government and community agencies.

- Youth Pathways
- Smith Family
- Bidgerdii Health Services
- Darumbal
- Child Youth and Mental Health
- Queensland Health
- Queensland Police
- Disability Services Queensland
- Department of Communities (Child safety Services)
- Kids Helpline: 1800551800
- Agencies: eg Anglicare, Darumbal, Centacare, CQID

A Student Support team (consisting of Administration, Learning Support, HOSES, Guidance Officer, class teachers, Yr Level coordinators, Chaplain, SBYHN, CEC and SBPO) meets weekly to monitor the progress of students referred to individuals or the team for targeted behaviour support. This ensures identification and appropriate support for students in a planned and monitored manner.

8. Consideration of individual circumstances

Individual circumstances and actions of the student and the needs and rights of the school community members are considered at all times. Glenmore SHS 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:
  o Express opinions in an appropriate manner and at the appropriate time
  o Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socioeconomic situation, and
  o Receive adjustments appropriate to their learning and/or impairment needs.

Consequences for breaking the rules or breaching the school’s Responsible Behaviour Plan for Students vary according to a number of factors, which may include:
• Age of the child
• Previous behaviour record
• Severity of the incident
• Amount of reliable evidence
• Degree of provocation
• Intent of the action
• Honesty and perceived level of genuine remorse
• Any educational disability

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 1995
• Workplace Health and Safety Regulation 1997
• Right to Information Act 2009
• Information Privacy (IP) Act 2009

10. Related policies

• SMS-PR-021: Safe, Supportive and Disciplined School Environment
• CRP-PR-009: Inclusive Education
• SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
• SMS-PR-022: Student Dress Code
• SMS-PR-012: Student Protection
• SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
• GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
• ICT-PR-004: Using the Department’s Corporate ICT Network
• IFM-PR-010: Managing Electronic Identities and Identity Management
• SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
11. Some related resources

- Appendix A  Glenmore SHS School Wide Behaviour Expectations
- Appendix B  SCARRP (Student Centred and Respectful Resolution Process)
- Appendix C  Glenmore SHS Anti-Bullying Policy
- Appendix D  Behaviour Management Flow Charts
- Appendix E  Glenmore SHS Dress Code
- Appendix F  Mobile Phone and Electronic Device Policy

Endorsement

Janet Young  
Principal

Glentia Mann  
P&C President or Chair, School Council

Regional Executive Director or Executive Director (Schools)

Date effective:

from ...NOVEMBER 2012......... to ...NOVEMBER 2015
## Appendix A: Glenmore SHS - School Wide Behaviour Expectations

<table>
<thead>
<tr>
<th>Time</th>
<th>Responsibility</th>
<th>Respect</th>
<th>Excellence</th>
</tr>
</thead>
</table>
| **All Settings** | • Make safe choices  
• Keep dangerous and banned items out of school  
• Follow staff directions  
• Report incidents which are concerning  
• Maintain appropriate personal space  
• Use equipment and materials correctly and report any damage  
• Be honest  
• Take responsibility for your words and actions – apologise if necessary  
• Follow uniform/dress code | • Say no to bullying/cyber-bullying  
• Follow teacher’s instructions  
• Respect personal space and the privacy of others  
• Show courtesy and respect through your actions  
• Use appropriate language  
• Use the rubbish bins provided  
• Keep the school vandalism and graffiti free  
• Care for school equipment & property  
• Wear full school uniform | • Always have correct equipment  
• Be on time to all activities  
• Actively participate in class  
• Do your best to learn and achieve  
• Attend class and school every day  
• Work towards positive relationships with others  
• Model behaviour that enhances school reputation |
| **Going to and from school** | • Follow road rules and make safe choices  
• Look after your peers and the community  
• Be on time for all arrivals and departures  
• Follow uniform/dress code | • Treat your peers and the public with respect  
• Represent Glenmore SHS positively | • Follow sign in and out procedures  
• Follow school rules  
• Once you have arrived stay inside the grounds  
• Represent yourself proudly as a Glenmore SHS student |
| **School Office** | • Follow safety and First Aid procedures  
• Only report to the office when required or instructed to do so  
• Return permission forms and make payments by due dates | • Be courteous in both speech and manner  
• Respect opening times | • Wait quietly and follow staff instructions  
• Offer to help visitors, staff or students |
| **Around the buildings & moving between/to class and lining up** | • Respect the personal space of others – keep hands and feet to self  
• Move directly to class  
• Arrive at class on time  
• Act safely on veranda and around port racks  
• Keep stairways and pathways clear  
• Use covered walkways in wet weather  
• Move safely between buildings  
• Put rubbish in bins | • Follow staff directions  
• Use respectful language  
• Move calmly & quietly so others can continue learning  
• Wait quietly outside buildings or classrooms  
• Make room for others | • Know where you have to go  
• Encourage others to move to class promptly  
• Have the appropriate equipment ready |
| **Classrooms (including General, Classrooms, Computer Labs, Resource)** | • Orderly entry to room  
• Always have the equipment required for the lesson  
• Take responsibility for your own | • Remove hat/cap before entering classroom  
• Follow staff direction | • Complete the task set to the best of your ability  
• Present your bookwork neatly and thoroughly |
<table>
<thead>
<tr>
<th>Centre and Practical Areas</th>
<th>Recreation areas</th>
<th>Tuckshop</th>
<th>Toilets</th>
<th>Off Campus (eg: Sport, excursions, camps, representing the school individually or in groups)</th>
</tr>
</thead>
<tbody>
<tr>
<td>learning</td>
<td>• Always stay in bounds unless under staff direction</td>
<td>• Always stay in bounds unless under staff direction</td>
<td>• Approach the tuckshop in an orderly and calm manner</td>
<td>• Follow all instructions given by staff, event organisers and guest speakers</td>
</tr>
<tr>
<td>• Mobile phones/electronic devices to be turned off and out of sight</td>
<td>• Always leave your area free of litter – use bins</td>
<td>• Follow the direction of staff</td>
<td>• Wash my hands after using the toilets</td>
<td></td>
</tr>
<tr>
<td>• Bring only water to class (no other food/drink)</td>
<td>• Always act and play safely – no contact games</td>
<td>• Show good sportsmanship</td>
<td>• Keep the toilet facilities clean</td>
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</tr>
<tr>
<td>• Leave the room clean and tidy and report any health/safety risks</td>
<td>• Wear covered footwear at all times</td>
<td>• Follow rules</td>
<td>• Use the toilets before school/during lunch times</td>
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<td></td>
<td>• Be sun safe</td>
<td>• Always treat other students and staff with respect – positive and appropriate language</td>
<td>• Have a pass if going to the toilets during class time.</td>
<td>• Report any safety hazards to the office</td>
</tr>
<tr>
<td></td>
<td>• Always report damaged equipment</td>
<td>• Use manners and respect others</td>
<td>• Politey request the toilet pass if required during class time</td>
<td>• Follow permission forms and payments promptly</td>
</tr>
<tr>
<td></td>
<td>• Return any borrowed equipment</td>
<td>• Wait your turn</td>
<td>• Use the toilets correctly</td>
<td>• Arrive on time</td>
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<tr>
<td></td>
<td>• Move promptly at bell times</td>
<td>• Respect opening times</td>
<td>• Protect the privacy of others</td>
<td>• Organise any items needed before the activity (ie uniform, note paper)</td>
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<tr>
<td></td>
<td></td>
<td>• Appreciate tuckshop workers</td>
<td>• Save water by turning off the tap</td>
<td>• Attempt all activities/tasks given</td>
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<td></td>
<td>• Wear your best school uniform</td>
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<td></td>
<td>• Demonstrate sportsmanship</td>
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<td>• Thank the teacher and/or guest speaker/organiser of the event/activity</td>
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<td>• Ask questions</td>
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<td></td>
<td>• Listen carefully</td>
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<td></td>
<td>• Challenge yourself</td>
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<td></td>
<td>• Encourage others</td>
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<td>• Follow up on any activities you need to complete after the activity/event</td>
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<td>• Be a good role model for GSMS</td>
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<td>• Use lunchtime effectively by having something to eat, drink water, use the toilet, talk to friends, play sport or visit the library</td>
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<td></td>
<td>• Use the oval for active, non-contact sport</td>
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<td></td>
<td>• Encourage others to move to class promptly</td>
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<td></td>
<td>• Choose nutritious and healthy food</td>
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<td>• Choose not to use the toilet during class time</td>
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<td></td>
<td>• Make up the work missed while out of class</td>
</tr>
<tr>
<td><strong>Bus area/bus</strong></td>
<td><strong>Parades</strong></td>
<td><strong>Formal exams</strong></td>
<td><strong>Study Periods</strong></td>
<td><strong>Attendance</strong></td>
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<tr>
<td>• Follow direction of staff on duty</td>
<td>• Arrive on time and sit promptly</td>
<td>• Be on time</td>
<td>• Report to your required area/class</td>
<td>• Stay within the school grounds</td>
</tr>
<tr>
<td>• Wait patiently for the bus</td>
<td>• Enter and exit in an organised manner</td>
<td>• Bring all required items to the exam</td>
<td>• Organise all materials required for study</td>
<td>• Be on time</td>
</tr>
<tr>
<td>• Wait in the designated bus area away from the curb</td>
<td>• Sit in alphabetical order in your roll class line within your year level area</td>
<td>• Leave banned items outside the exam room</td>
<td>• Be on time</td>
<td>• Obtain written permission prior to lesson if working in another area</td>
</tr>
<tr>
<td>• Get on and off the bus in an orderly manner</td>
<td>• Leave everything inside your bag</td>
<td>• Walk calmly in the room</td>
<td>• Sit properly in your chair</td>
<td>• All absences to be explained by parent/carer (phone call, note, SMS)</td>
</tr>
<tr>
<td>• Keep yourself and your belongings inside the bus</td>
<td>• Take off your hat/cap at entry</td>
<td>• Sit properly at your table – face the front</td>
<td>• Sit properly at your table – face the front</td>
<td>• Make attendance every day, in every class, a priority</td>
</tr>
<tr>
<td>• Meet parent pickup away from the bus zone</td>
<td>• Listen carefully to all speakers during parade</td>
<td>• Sit where you are asked</td>
<td>• Respect others by working quietly</td>
<td>• Be on time to class and school</td>
</tr>
<tr>
<td>• Line up and be ready to board when you see the bus approaching</td>
<td>• Act as a mature audience member</td>
<td>• Be silent</td>
<td>• Sit in designated area of classroom</td>
<td>• All absences to be explained by parent/carer (phone call, note, SMS)</td>
</tr>
<tr>
<td>• Allow pedestrians to move freely on the footpath</td>
<td>• Congratulate the achievements of others appropriately</td>
<td>• Listen to instructions</td>
<td>• Make attendance every day, in every class, a priority</td>
<td>• By quite and answer during roll call</td>
</tr>
<tr>
<td>• Speak politely to the bus driver, other passengers and staff on duty</td>
<td>• Stand quietly without speaking to sing the National Anthem</td>
<td>• Allow others to concentrate</td>
<td>• Enjoy the time to complete homework or study</td>
<td>• Every day counts – aim for 100% attendance</td>
</tr>
<tr>
<td>• Use respectful language</td>
<td>• If late, report to roll class teacher and sit at end of line</td>
<td>• Put your hand up and wait silently to ask a question</td>
<td>• Do your best and attempt every question</td>
<td>• Make use of all available time</td>
</tr>
<tr>
<td>• Model the behaviour expected by the school while travelling on the bus</td>
<td>• Follow up if you have been asked to</td>
<td>• Do your best and attempt every question</td>
<td>• Make use of all available time</td>
<td>• Bring the necessary equipment</td>
</tr>
<tr>
<td>• Sit quietly in correct seat</td>
<td>• Think about what has been presented at parade</td>
<td>• Do your best and attempt every question</td>
<td>• Keep your eyes on your own work</td>
<td>• Do the right thing without being asked</td>
</tr>
</tbody>
</table>
Appendix B: SCARRP: ‘blame free’ method of Intervention
(Student Centred and Respectful Resolution Process)

Teacher interviews TARGET

1. Teacher LISTENS, LISTENS, LISTENS, LISTENS and then LISTENS a little more.

2. Teacher obtains other details as if appropriate
   Where, when, how, who and bystanders

3. Teacher confirms bully behaviour is unacceptable at GSRS and won't be tolerated.
   Teacher states confidence in student to be able to solve problem with adult support.

4. Teacher explains approach: “blame free”

5. Teacher asks target for suggestions “How are we going to turn this around?” Teacher gives options:
   PHASE I
   (a) do nothing
   (b) target and bully talk alone (tips offered to target)
   (c) teacher talks to bully
   (d) teacher facilitates a ‘blame free’ conversation between target and bully

6. Teacher gives timelines for target decisions re Phase 1 Option. Open Door Policy adopted.

7. Teacher provides and discusses other strategies – Appendix A given

8. Teacher implements option of target and checks in later re progress.

Conversation (c)
1. You are not in trouble – we just got a bit of a problem we are hoping you might be able to help us solve.
2. Do you know Student X?
3. Are you aware of what has been going on for X?
4. Remember you are not in trouble – we just want to solve a problem here. X says that “is this true?”
5. How do you think X feels about this?
6. What can we do about this? (Usually the student says they can stop)
7. That would be excellent. I know you said you can stop and I believe you but will you?

Conversation (d)
This conversation follows standard mediation/resolution processes with the facilitator taking on a non-judgemental role.

Thanking the students for their participation
GLENMORE STATE HIGH SCHOOL

RESOLUTION OF STUDENT
CONFLICT

(ANTI-BULLYING POLICY)

Why do we have a policy?
Research has indicated that bullying is increasing in Australian schools. It is regarded as a serious issue because it can adversely affect the well being of the target who can suffer from the effects even as an adult. It clearly can impair the target's educational progress. According to Rigby (1995) “A specific anti-bullying policy is needed if a school is to significantly reduce bulling ... This policy will promote positive interpersonal relations between members of the school community and will prevent bullying and harassment at school. The policy must be seen as applying not only between students but as involving school staff as well. Teachers sometimes bully, and may be bullied by students.”

Students, teachers and all other members of the school community at Glenmore High School have the right to:
- Experience positive and respectful relationships
- Learn, teach and work in a happy and safe environment
- Provide guidelines for members of the school community – students, teachers, parents and other members of the school community to deal with incidents of bullying.

Bullying behaviour is not acceptable at Glenmore High School.

What is bullying?

Bullying is when a more powerful person or group of people repeatedly hurts someone by their words or actions.

Its nature may be
- verbal – name-calling, put-downs, threatening
- physical – hitting, tripping, poking, punching, kicking, throwing objects, stealing, spitting
- social – ignoring, hiding, ostracising
- psychological – stalking, dirty looks, spreading rumours, gossip, hiding, and / or damaging possessions
- electronic – using phones or internet

Anti-Bullying Strategies at Glenmore High School

- Transition to High School program for Year 6&7 students in our local Primary Schools
- Positive School Wide Behaviour (PSWB) expectations for whole school which includes anti-bullying sessions
- Curriculum focus on bullying issues in HPS and Senior Health
- Student Support Team and Year Level Coordinators provide one on one student conflict counselling with strategies which raise awareness of the nature and consequences of bullying.
- Staff trained to interview bullies and victims (perpetrators/targets) in the SCARRP (Student Centred and Respectful Resolution Process) method, a “blame free” approach which empowers the target to solve the problem.
- Strict mobile phone policy
All reports of bullying are taken seriously and handled in a sensitive manner.

What to do if you are being bullied?

If you are being bullied you should:

1. Consider the strategies suggested in your JTP/STP classes. Talk to your friends and family about what is happening.

   Bullying stops. No further action is needed.

If bullying continues:

2. Tell someone at school – this could be your:
   - Class Teacher
   - School Counsellor
   - Principal
   - Deputy Principal
   - Guidance Officer
   - Year Level Co-Ordinator
   - Chaplain
   - Nurse

   This person will notify your Year Level Coordinator who will discuss your options with you on how the problem should be handled.

   If you have been seriously physically bullied you should go directly to the Deputy Principal or Principal.

   Bullying stops. No further action is needed

If bullying continues:

3. Your Year Level Coordinator will then refer the bullying to the Deputy Principal. Parents may be involved in the resolution of the problem. This is negotiated with you.

Parents - what to do if your child is being bullied?

Encourage your child to discuss bullying as much as possible. Listen to his/her story.

1. Teach and model assertive behaviour; do not suggest fighting back or to ‘just ignore it’. Assertive body language and talk such as ‘Leave me alone’ or ‘It’s not OK to treat me like that’ are more powerful strategies.

2. Teach empathy and helping behaviours to enable your child to support other targeted students. When students stop being bystanders to bullying that they witness and stand up to the bully on behalf of the peers the bullying rate drops.

3. Encourage them to follow the school’s reporting procedures.

4. Contact the school if your child’s efforts to deal with the bullying do not appear to be working. Discussing this action with your child is recommended.
What teachers do if they are aware of bullying?

Bullying reported to teacher, or noticed by teacher

Use SCARRP method of discussion with the target, suggest and implement strategies.

- OK
  - No further action.

- Not OK
  - Bullying persists

One School Database entry and refer to Deputy Principal or Principal

Further action – according to School Behaviour Plan. School Based Police Officer follow up

What students can do if they witness bullying?

1. Don't laugh, join in or tolerate bullying.
2. If you feel able, tell the bully to stop

If you see the bullying continue:

3. Report to someone at school – this could be your:
   - Roll Class Teacher
   - Teacher
   - Deputy Principal
   - Playground Duty Teacher
   - Year Level Coordinator
   - Guidance Officer
   - School Based Police Officer
   - Chaplain or Nurse

This person will notify their Year Level Coordinator who will organise for the bullies and victims to be interviewed.

If they have been seriously physically bullied you should take them directly to the Deputy Principal or Principal.
Accessories

Accessories worn by a student must comply with the important consideration of safety. Accessories are not to be obvious and draw undue attention to the wearer. Students are expected to present themselves in a well-groomed appearance, which is suited to an educational institution.

A student may wear:

- Wrist watch
- One flat ring
- Stud earrings / sleepers (worn only in ear lobes).
- Studs should not be larger than 3mm in diameter and sleepers no larger than 12mm in diameter.
- Facial Piercing must be a clear bar or plug
- Neck chain worn under the shirt
- Hair clips / band (to hold hair in place)

Note. Accessory items not listed above must be removed. An exception to the items above must be negotiated with the Year Level Coordinator, for example, a wrist bangle for medical purposes.

Hairstyle

Hair will be neat, clean and not draw undue attention. Sculptured haircuts with designs, coloured / streaked hair in bright colours or mohawk cuts are not acceptable. Bandannas and beanies are not to be worn.

Excursions

Full School Uniform unless otherwise advised.

Senior School and Students
Representing the School

Formal shirts (with an embroidered crest), are available for day wear when students commence their senior phase of learning (Year 10). This should be worn with tailored black trousers, dress shorts or skirt and black leather shoes with white socks.

Students who represent the school (all year levels), may wear the formal uniform for this purpose. Ties, badges and blazers may be added on an event basis.

Representative Sports

Individual sports may require particular clothing for game play, (eg. rugby league guernsey). Specific requirements need to be obtained from the Health and Hospitality Department.

House Colours

Gunyanni (tree) – yellow
Lucrapana (canoe) – red
Errabunga (fish) – green
Narrawa (spring water) – blue

Note: Polo Shirts in House colours may be worn for school sport events only. No singlets or strapless tops are permitted to be worn for Sun Safety reasons.

Special Free Dress Days

These may occur each year, (eg. Jeans for Genes Day). These days will follow a set procedure of prior notification and commitment. Students must wear appropriate clothing to meet Sun Safety requirements and dress modestly as is appropriate to a workplace. Students who do not participate in free dress are expected to be in full school uniform.

P &C Committee

All uniform requirements (excluding shoes and socks) are available from the Uniform Shop Monday, Wednesday and Friday from 8.00am to 10.00am during term time. Enquiries can always be made at the office during office hours.
UNIFORM NEWS FROM THE P & C COMMITTEE

Glenmore High has a dress code developed in consultation with students and the community over recent years. The P & C Committee is continuing to develop the clothing standards to ensure that our students have access to low cost, quality products that are stylish.

Our Aim:

Our aim is to provide quality products at affordable prices so that we can assist parents to support our dress code and build a positive public image of the school. We have a low cost, good quality product that students find comfortable and easy to wear. Students look smart and impressive when dressed in line with this code. This is the acceptable standard for appearance and presentation on this work site. Students through Student Council are part of this consultation on our dress requirements.

All students are expected to have the school polo shirt, school shorts, covered footwear and white socks. Senior students (Years 10,11,12) may wear the formal uniform. Students not in uniform are required to report to the office before class. Open footwear is a Workplace, Health and Safety issue and is NOT permitted at any time.

The Glenmore High Dress Code is a colour coordinated corporate uniform.

The P&C has actively promoted this development. The students supported this development to enhance the image of the school in the community. Student input to regularly update designs and the annual production of the Senior Jersey for Year 12 students is an integral part of the dress code. We now have a range of colour coordinated items available in the uniform. These include:

Current Uniform: Limited Items
(Reduced Prices)

- The white polo shirt ($30.00). Sizes available—Medium to XXXL
- The 'dragon' polo shirt in black, white, orange ($25.00)
- Black shorts (plain – $15.00)
- A winter jersey ($50.00) in sizes xlarge and xxlarge
- The Glenmore embroidered spray jacket ($45) xlarge only
- Black and white spray jackets ($30.00)
- Plain black polar fleece jumpers ($25.00)
- Bucket hats ($15.00)/Wide brim Surf Hat ($15.00)
- White senior/formal boys and girls shirts ($30.00)
  - for years 10, 11 and 12.
- Ties for formal shirts boys ($15.00) and girls ($7.00)
- Some sizes in coloured house polo shirts ($5.00)
  - (good for sports day)
- Black Track Pants $30 (limited sizes available)

New Uniform:
(Prices to be advised)

- Polo Shirt
- Sport Shorts
- Dress Shorts
- Formal Shirt (boys and girls)
- Trousers
- Skirt
- Hooded Jacket
- Pullover
- Bucket hat ( $15)
- Wide brim surf hat ( $15)
- Ties

The new uniform will be phased in over the next 2 years from 2013 to 2015.
Appendix F: Electronic Devices (Mobile Phones and Ipods)

Whilst mobile phones are a modern convenience widely used in general society, they bring with them potential problems such as cyber bullying, lesson disruption and cheating which are unacceptable in a school setting. For these reasons the following guidelines have been developed.

Students who bring a mobile phone or other electronic devices into the school do so at their own risk. Glenmore State High School cannot, and will not, guarantee the safety or security of mobile phones or other electronic devices at school. Furthermore, bringing mobile phones to school is not a practice supported by the school due to potential disruption to school routines.

If a student must have these items at school it is recommended that they be handed to Student Services upon entering the school and collected at the end of the school day.

Expectations

1. Phones must be switched off and placed out of sight during school time. (8.55am to 2:55pm)

2. The owner of the phone is ultimately responsible for the usage of the phone and any incidents.

3. If mobile phones are used to bully or intimidate other students, the owner of the phone will face consequences outlined in the Responsible Behaviour Plan for Students.

4. Phone use is allowed before entering the school grounds and upon leaving after school. However, students must adhere to the guidelines above and ensure phone use does not impact on the rights of others.

5. Mobile phones are not to be used for the purpose of playing music in any situation.

6. Under no circumstances is a mobile phone to be brought into an exam situation.

Consequences of Breach

1. The teacher or other staff member will confiscate the mobile phone.

2. The phone will be given to Student Services.

3. In the first instance, the phone is able to be collected by the student at the end of the school day. In following instances, a parent/guardian will be required to collect the phone.

4. For significant or ongoing breaches, the student may be suspended for noncompliance. This includes refusal to hand phone to teacher confiscating it.

5. If a mobile phone is brought into an exam situation, it will be assumed that this is for the purpose of cheating. The holder of the phone will be treated accordingly.