



Marsden State High School

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*



Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Marsden State High School is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation; where school practices are proactive rather than reactive and where appropriate and non discriminatory language and behaviours are defined, modelled and reinforced.

The Responsible Behaviour Plan for Students is the means by which we ensure that this supportive school environment is established and maintained. As a community, we are committed to building success for all learners through a vision of - *Empowering individuals, Expanding horizons, Creating futures.*

The principles that drive and influence all our decisions are:

- Respect
- justice
- participation
- safety

Marsden State High School aims to assist each student to develop as a whole person. We seek to produce creative individuals who show cooperation, tolerance and courtesy to others. We believe in:

- fostering the development of self-discipline and responsibility
- creating an environment which maximises learning time and learning opportunities
- building relationships based on mutual respect
- developing an appreciation of the unique worth of individuals
- nurturing a life-long love of learning
- facilitating participative decision making
- creating a safe and harmonious community.

The principles and beliefs are embedded in the curriculum and expressed through our learning outcomes. It is expected that all members of our school community will consistently display our principles and beliefs in all actions. These principles and beliefs are the foundation of our Responsible Behaviour Plan for Students.

School beliefs about behaviour and learning

At Marsden State High School, we aim to maintain, enhance and continue to develop a supportive school environment for all members of the school community. Our Responsible Behaviour Plan is based on the *Code of School Behaviour* and the shared beliefs of the school community. We believe social, vocational, sporting and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and school organisation. All members of the school community are expected to maintain the highest standards of personal behaviour and show respect for others, for all property and for the environment. The following elements outline our continuing aspiration to best teaching practice and the beliefs essential to the operation of the school.

MARSDEN STATE HIGH SCHOOL PEDAGOGICAL STATEMENT

INTELLECTUAL QUALITY

At Marsden we believe we engage in:

- **Higher order thinking** when we engage in questioning, conceptualising, inquiring and investigating in order to generalise, synthesize and hypothesize
- **Deep knowledge** when we create relatively complex connections to central concepts
- **Deep understanding** when we provide opportunities to construct relatively complex information to integrate and expand ideas
- **Substantive conversation** when we facilitate in a collaborative way to empower students by encouraging learning partnerships
- **Knowledge as being problematic** when we provide learning experiences that allow students to construct meaning through activities which reinforce learning
- **Metalanguage** when we identify and model to provide understanding and awareness of appropriate language.

CONNECTEDNESS

At Marsden we believe we engage in:

- **Knowledge integration** when we give students a wide variety of cross-curricular experiences

SUPPORTIVE CLASSROOM ENVIRONMENT

At Marsden we believe we engage in:

- **Social support** when we show genuine concern for student progress
- **Academic engagement** when we provide opportunities and encourage all students to engage in activities with a view to achieving their potential
- **Academic reengagement** when we provide alternative schooling options in response to student needs
- **Explicit quality performance criteria** when we identify and explain frequently and in detail the expectations of tasks and assessment in language that both staff and students understand
- **Self-regulation** when we create an awareness of responsibility and self management.

RECOGNITION OF DIFFERENCE

At Marsden we believe we engage in:

- **Cultural knowledge** when we expose and value aspects of diverse cultures

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- **Background knowledge** when we brainstorm, use personal experience and adopt an investigative approach to explore the topic
- **Connectedness to the world** when we are able to relate material to the larger social context of the student's world
- **Problem based curriculum** when we provide opportunities to solve real or hypothetical problems over a period of time.
- **Inclusivity** when we encourage students to participate in all available learning experiences and cultural activities
- **Narrative** when we use anecdotes to reinforce and contextualise theory
- **Group identity** when we create learning communities in which difference and group identities are positively recognised and developed within a collaborative and supportive environment
- **Active citizenship** when we create an environment that ensures the individual's right to learn.

Philosophy and Structure

The major philosophy underlying the Responsible Behaviour Plan for Students of Marsden State High School is Edward E. Ford's 'Discipline for Home and School'.

This philosophy teaches individuals to respect the rights of others through responsible thinking based on Perceptual Control Theory. We believe that everyone is responsible for his/her own behaviour and makes choices about appropriate behaviour. Hence, our school's behaviour plan is based on a positive approach to behaviour and proactive programs including "Smart Choice". Structurally, the behaviour plan in the school is centred on Year Coordinator system. Each Year Level has a welfare committee consisting of:

- 1 Administrator
- 2 Heads of Department
- 1 Year Level Coordinator
- 16 Form teachers

Each Year Level committee will meet weekly to discuss behaviour issues within the year as well as particular students. The committee will access the network of student support to assist with responses to unacceptable behaviour and act as moderators of standards of positive behaviour. At the core of our plan is also a focus upon the individual student and their responsibilities in the learning/behaviour relationship. We believe that each individual:

1. makes choices about how they act and treat each other.
2. is responsible for their behaviour and the choices they make.
3. should accept the consequences of their actions and understand the importance of making amends.
4. can choose to change their behaviour.

Student Actions

Students must exit formal education with the knowledge and skills defined by syllabuses and also with skills to promote career opportunities and lifelong learning. Students at Marsden State High School are expected to strive for excellence in order to achieve their full potential.

To achieve this, students will be expected to attain their highest levels of self-discipline and motivation. The school will assist each student to achieve their maximum potential by modelling and promoting a **climate of high expectations – learning, behaviour and presentation.**

We value:

- Acquiring skills in literacy, language and communication
- Understanding mathematical structures and their relevance to the real world
- Developing problem-solving techniques
- Understanding the various, legal, civic and political responsibilities and rights in our society
- Developing technical and technological skills
- Learning the benefit of physical fitness, hygiene and health
- Developing and appreciating a range of creative and artistic styles
- Developing skills for quality life long living including:
 - respect for diversity and difference
 - accepting personal responsibility for our actions
 - developing an inquiring mind with the ability to critically question and argue rationally
 - perseverance and work ethic
- Respecting natural and built environments

Students will assist in maintaining a safe, supportive environment by adhering to the following:

- Report damaged property to the Facilities Officer or to a teacher.
- No eating or drinking in classrooms, the sport centre, the oval, court areas or on buses. Only students playing sport are to be on the oval.
- Students are only to be in buildings under direct teacher supervision.



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- Items prohibited at school - These items will be confiscated and depending on the nature of the item, kept till the last day of term or appropriately disposed of:
 - chewing gum and bubble gum
 - matches, lighters, cigarettes
 - dangerous or offensive materials/clothing alcohol or drugs
 - valuable items such as large sums of money
 - pornographic material
 - electrical goods (i.e. mobile phones, mp3 players etc)
 - jewellery, cards and permanent markers
 - Students who bring prohibited/illegal substances to school face suspension/exclusion/legal action.
 - For safety reasons, students are not to climb on roofs or buildings. The Facilities Officer must be contacted to solve problems.
 - Fighting, stealing, swearing and running in classrooms or toilets are not acceptable behaviours.
 - No objects are to be thrown except under teacher supervision. Play handball only in designated areas.
 - Protect trees and plants. Don not use grassed areas as walkways.
 - Computer hacking is a criminal offence and will be dealt with accordingly. Please refer to the Information Technology & Computer Services guidelines for further details.
 - Physical intimidation and challenges to teachers' authority such as back chatting or disobeying a teacher's instructions are serious offences.
- The School or staff will not be held responsible for the loss of or damage of confiscated items.

Bullying

Marsden State High School explicitly prohibits bullying, harassment or intimidation of others in the school community. Students involved in such incidents will be dealt with on a case by case basis. The Student Liaison Officer is involved (by appointment) in conflict resolution procedures and senior students receive special training in peer mediation. Students and parents need to seek help from: Guidance Officers, Form Teachers, Year Level Coordinators, Deputy Principals, Principal or the Student Liaison Officer.

Student Movement

- Students are to travel straight to school and avoid loitering around boundary fences, parks or local shopping centres. Complete school uniform is to be worn to and from school. Students are under the school's jurisdiction from the time they leave home in the morning until they arrive home in the afternoon.
- Students may only leave the grounds or communicate with outsiders with administrative permission. Students arriving late or leaving early must register in the office. No lunch passes will be granted.
- If a student becomes ill, or is injured, they are to come or be escorted to the office. Students require a note or teacher escort.
- The out of bounds areas are:
 - bike racks at all times unless parking or collecting your bike
 - car parks
 - the house in the grounds
 - around building perimeters and behind all buildings
 - around the athletics and maintenance sheds
 - around R Block, behind Art, and around Performing Arts blocks
 - the fence line of the school
 - the Chambers Flat Road ends of B, J, K, F and O blocks
 - loitering in the park or shopping centre opposite the school
- Students who are licensed drivers and registered by administration may park outside the grounds only. No passengers are to be carried, cars are not to leave during the day and there is no access to cars during the day. Parents may permit siblings of a driver to travel by car.
- By law bike helmets are to be worn.

Dress Standards

Marsden State High School is a "uniform" school. The uniform is to be worn in its complete form at school and when travelling to and from school. Each student is an ambassador for the school. The school has a detailed policy on its "Code of Dress" (linked to SC-09: Student Dress Code) and this document should be consulted for further information.

At Marsden SHS we impose sanctions on a once only basis per episode of non-compliance. Our sanctions are reflective of the severity and recency of the non-compliance and are limited to one of the following:

- Imposing a detention for a student during lunch or after school (if after school, inform parents before detention occurs);
- Preventing student from attending, or participating in, any activity for which student is representing school; or
- Preventing student from attending or participating in any school activity that is not an essential school educational program.

In resolving matters of student dress codes, the school considers:

- Mobile families requiring sufficient time to purchase items of dress;
- Economic hardship requiring special arrangements, or an extended period of time, to purchase new items of dress;



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- Students with physical impairments requiring greater flexibility in interpretation of dress codes; and

We provide our Student Dress Code policy to parents at the time of enrolment as part of the Enrolment Package. The Yeronga SHS community is very proud of its uniform and we encourage parents/caregivers to support the school by upholding our fair and reasonable dress standards.

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

The Student Support Services Team is responsible for directing and reviewing standards of positive behaviour and responding to unacceptable behaviour. The processes and standards are promoted to staff, students and community to produce a productive and safe environment for learning and teaching.

At Marsden State High School, recognition is given to a range of support for appropriate behaviours in all students. Typically, *whole school behaviour support* procedures apply to all students and staff across all settings. However, for a variety of reasons, some students may not respond to these early efforts and may require more *targeted behaviour support* and/or *intensive behaviour support* to assist them to continue their learning as well as develop more acceptable behaviours. At the heart of this positive climate is the preservation of everyone's fundamental rights. Essential to effective learning at Marsden SHS is a safe, supportive and disciplined environment that respects the following RIGHTS:

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

All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Whole-school behaviour support

Our whole school approach supports and reinforces the provision of a safe and supportive learning environment through:

- shared school values and a positive and inclusive culture that recognises the contribution of all members of the school community
- establishment of agreed programs and procedures that address harassment, bullying, violence and child protection and are known and understood by all members of the school community
- professional development or training on appropriate prevention and response strategies for addressing harassment, bullying, violence and child protection
- management of incidents via clear and well-understood processes, community engagement and strong relationships with relevant support specialists
- provision of support for students and staff
- working closely with parents/guardians.

The school's processes and procedures to uphold the values within the Code of School Behaviour include a wide variety of proactive strategies with contingencies in place to deal with critical incidents and persistent non-compliance of the Code. The emphasis is on encouraging and rewarding positive behaviours, while at the same time realigning students who exhibit inappropriate behaviours. Processes and procedures will be reviewed periodically to evaluate their effectiveness in meeting our goals. Comprehensive collection and evaluation of behaviour data will form the basis upon which any change and modification to processes and procedures will take place. The following are examples of processes that may be used to promote appropriate behaviours across the whole school setting.

Social Skilling

At Marsden State High School, a systematic, detailed and developmentally appropriate program including a strong focus on positive relationships, relationship building, relationship restoration, bullying, harassment, violence and child protection are implemented. Positive behaviours are actively taught through a pastoral care program delivered in form class daily. Teachers are skilled in the content and appropriate pedagogy at the start of the school year, with ongoing Professional Development provided throughout the year.

Leadership Program

A number of leadership programs are offered, where skills in communication and positive relationship building are promoted and taught. Year 10 students may be a part of the peer support network and provide academic assistance to Year 8 students. Year 11 students are selected for *Peer Power*, an emotional skills acquisition program aimed at increasing an awareness of teamwork, conflict management and leadership. On entering Year 12, students become Peer Mentors for Year 8 students and assist in managing conflict situations.

Engaging Curriculum and Effective Teaching

Classroom teachers have a duty of care to monitor and promote standards of behaviour of students in their classes. Engaging curriculum, inclusive practices and effective teaching are the starting point of our behaviour support strategies. Classroom teachers are supported in these endeavours through:

- access to relevant professional development
- mentoring from the Head of Department, Coordinators and senior teachers



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- programs and in-class support from Learning Support staff.

Positive Reinforcement

Positive reinforcement is a well documented means of promoting and maintaining acceptable and appropriate behaviours. At Marsden State High School, energy is directed by classroom teachers, administration and support staff into reinforcing positive behaviours through actions such as:

- praise and encouragement
- privileges and giving students responsibility
- creating a sense of belonging
- appointment as year 12 leaders
- appointment as house leaders.

Active Student Involvement

Active student participation is taught through school celebrations that foster student success. Students who excel in academia, sport and performing arts are recognised through a range of ceremonies and awards evenings. Students who embody the "Marsden Spirit" because they are polite, courteous, and show respect for fellow students and staff are awarded a Mako Marvel Award. Departments too may independently acknowledge students periodically for demonstrating exemplary performance.

Targeted behaviour support

Targeted behaviour support occurs around a specific setting, issue, student or group of students. Development and implementation of targeted support is team based and develops strategies that prevent or minimise the occurrence. Where targeted or individual support occurs in the classroom setting this support is in alignment with our whole school positive behaviour support approach and procedures.

The Smart Choice Program

The Planning Room is used if a student is consistently disruptive during a lesson, to the detriment of other students' learning. The Planning Room is not a punitive measure, rather an opportunity for students to reflect and develop a plan that will assist them to return to their classroom. It encourages students to take responsibility for their behaviour. Teachers are unable to refer students to the Planning Room until they have undergone appropriate training in the philosophy and procedures of the Smart Choice Program. The negotiation process involves collaboration between student, teacher and parents/caregivers.

The Planning Room:

- involves parents/caregivers in the negotiation process through a collaborative plan of action for student's returning to class
- is used only when teaching strategies and classroom management techniques have been fully utilised
- is monitored by HODs to ensure students negotiate plans within a reasonable timeframe (5 days)
- is overseen by respective HODs (e.g. Middle School and Senior School) for intensive behaviour support for students referred repeatedly, or exceeding 5 days.

Student Daily Reports

Students identified as requiring targeted support may require a *Student Daily Report* or a *Self-Assessment Report*. A case manager is appointed and negotiates acceptable standards of behaviour with the student. The Daily Report addresses punctuality, homework, attitude/industry, co-operation/behaviour and that the uniform is worn to an acceptable standard. The student presents the Daily Report to each teacher and subsequently takes the sheet home to have it signed by a parent/guardian at the end of the day. The Daily Report is returned to the Case Manager the next day who then discusses the previous days report and issues a new one. If the student continues to display inappropriate behaviours, the Case Manager may refer the student for Intensive Behaviour Support.

Intensive behaviour support

Students identified as needing intensive behaviour support are those who have had targeted support through the above strategies and are still at risk of significant educational underachievement due to their inappropriate behaviours. The HOD Teaching and Learning assists in the Co-ordination of a Case Management team involving specialist services – *the correlation committee*. Assessment, focusing on identifying significant, student-specific social, affective, cognitive and/or environmental factors associated with the occurrence of specific behaviours is conducted through collaborative consultation at fortnightly Correlation Meetings. Interagency groups are used to co-ordinate services to meet the needs of students identified with persistent or extreme problem behaviours (Refer to *network of student support*). Case management in response to behavioural assessment and interagency input, may take a variety of forms, including:

- work with the Behaviour Advisory Teachers
- work with the Student Liaison Officer (anger management program, conflict resolution program)
- counselling with the school Guidance Officer
- modified timetable or attendance
- Teacher Aide support through school funding
- recommendation to parents to access outside agencies such as Child & Youth Mental Health Service or Youth and Family Services
- referral to Department of Child Safety or Child & Youth Mental Health
- referral to Career Keys (alternative pathways).



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Parent involvement via input and monitoring of intensive behavioural support plans is a key part of the overall program for students requiring the highest level of behavioural support.

Students of Marsden State High also have access to the following programs:

Club Excel (External Provider)

Students in Year 8 who continually display inappropriate behaviours may be referred to the Club Excel program. Club Excel is a program offered by an external provider Youth Excel. The aim of the program is to encourage young people how to value themselves, relate to authority, use negotiation skills and access support networks to manage their own behaviour. Students are referred through the Correlation Committee to attend the program for a duration of 8 weeks. The program runs in term 2, 3 and 4. Follow-up support is provided by the Behaviour Advisory Teacher.

Marsden House

Students for whom targeted behaviour support has not been successful within the school environment can be referred to Marsden Adolescent Behaviour Unit (Marsden House) where intensive behaviour management skills and self esteem building take place for a set period of time. The Behaviour Advisory Teacher provides ongoing support with students either in class or individually.

Place (External Provider)

In cases where school and Marsden House based intervention has not been successful, students requiring intensive behaviour support and an individual learning program can be referred to Place (Positive Learning Centre, Woodridge State High School). Students attend Place for up to a period of two years. The aim of the Positive Learning Centre is to reintegrate the student back into the school or into more appropriate learning or vocational pathways. Other options may include short courses through *TAFE Queensland*, *the Eagleby Learning Centre* and *The Shed* (YMCA Logan City Youth Services), or access to youth programs such as *The Spot Community Services*.

Consequences for unacceptable behaviour

In 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. In dealing with behaviour management the Year Coordinator system will ensure that students who behave well will receive positive reinforcement. It is envisioned that good practice within Year Levels will result in a whole school development of best practice.

Behaviours and related consequences are as outlined:

Level	Behaviour	Possible Consequences
Level 1 (Class Teachers)	At this level, all students are on task and no disciplinary action is required.	Positive reinforcement of appropriate behaviours and positive achievements could include: <ul style="list-style-type: none"> verbal reinforcement formal acknowledgement through awards, certificates, parades phone calls/letters/emails to parents for good behaviours/achievements.
Level 2 (Class Teachers)	Inappropriate student behaviours to be dealt with at this level include: <ul style="list-style-type: none"> minor incidents ignoring instruction lateness to class littering inappropriate language use of mobile phones uniform/hair/makeup/jewellery transgressions eating/drinking in classrooms disruption to the teaching and learning process during lessons. 	Teacher initiated actions could include: <ul style="list-style-type: none"> verbal negotiation reminder of classroom expectations in-class separation or isolation removal from classroom for one-on-one resolution send student to buddy class assign student to accompany you on yard duty assign student a lunchtime detention (max 20mins) contact with parents use of the "Smart Choice" program <p>If repeated applications of the above actions produce no improvement in a student's behaviour, then the student should be referred to the appropriate staff member for action at Level 3.</p>
Level 3 (Year Level Coord & Heads of Dept.)	Inappropriate student behaviours to be dealt with at this level include: <p>Year Coordinators:</p> <ul style="list-style-type: none"> continued level two behaviours for example: <ul style="list-style-type: none"> uniform / hair / makeup / jewellery transgressions lateness smoking <p>HOD:</p> <ul style="list-style-type: none"> continued level two behaviours 	Year Level Coordinators and Heads of Department will initiate actions which could include: <ul style="list-style-type: none"> monitoring program resolution meeting as required between coordinator, aggrieved party and student peer mediation or restorative conference referral for assessment and specialist support – Support Teacher - Learning Difficulties, Advisory Visiting Teacher, Guidance Officer individual Behaviour Support Plan recess or after school detention (max 3 detentions)



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Level	Behaviour	Possible Consequences
	<ul style="list-style-type: none"> ▪ vandalism of blocks ▪ persistent failure to be prepared for class ▪ work place health and safety ▪ repeated defiance/ non-compliance of teacher instructions ▪ bullying ▪ swearing in a classroom ▪ out of bounds 	<ul style="list-style-type: none"> ▪ D1, D2 for WH&S breaches ▪ restitution ▪ parent contact ▪ interagency referral ▪ referral to Deputy Principal <p>NB: record all incidents and actions into Student Management System (SMS).</p>
<p>Level 4 (HODs, HOSES & Deputy Principal)</p>	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <p>HODs & HOSES:</p> <ul style="list-style-type: none"> ▪ continued level three behaviours for example: <ul style="list-style-type: none"> ○ truancy ○ smoking ▪ referrals from Year Coordinators and HODs for incomplete detentions and monitoring sheets ▪ issues relating to the Smart Choice program and Road to Success ▪ Cheating/Plagiarism <p>DP:</p> <ul style="list-style-type: none"> ▪ continued level three behaviours for example: <ul style="list-style-type: none"> ○ truancy ○ smoking ○ bullying ▪ stealing ▪ abuse - physical and racial ▪ swearing at and intimidation of staff ▪ self harm ▪ sexual harassment/ misconduct. ▪ Failing to attend detention ▪ Misuse of the internet (eg hacking) ▪ plagiarism, gaining unfair advantage, cheating, false pretences, fraud 	<p>This list is not exhaustive and 1 or more responses may be applied depending on the situation. HODs, HOSES and Deputy Principals initiate actions in response to inappropriate student behaviour which may include:</p> <ul style="list-style-type: none"> ▪ referral to Correlation Committee to review Individual Behaviour Support Plan ▪ parent/carer interview ▪ detentions ▪ referral to outside agency (e.g. DOCS) ▪ referral to/consultation with the principal ▪ recommend suspension to principal ▪ restorative conference on return from suspension ▪ police notification ▪ Isolation within the classroom. ▪ Removal from the room to another teacher's supervision. ▪ Detention in student's own time. ▪ Meeting with parents/guardians. ▪ Verbal/written apologies ▪ Restitution ▪ Involvement of support personnel ▪ Building/grounds improvement. ▪ Consequences as per Level System. ▪ Internal suspension. ▪ Withdrawal from class/activity. ▪ Loss of privileges <p>NB: record all incidents and actions into Student Management System (SMS).</p>
<p>Level 5 (Deputy Principal & Principal)</p>	<p>Inappropriate student behaviour to be dealt with at this level may include but is not limited to:</p> <ul style="list-style-type: none"> ▪ extreme or repeated incidence of level three & four behaviour ▪ Inappropriate use of electronic media (eg. posting images/content/text on the web, through emails, recording without consent) which breaches personal privacy, causes disruption and distress and/or is prejudicial to the good order and management of the school - this includes abuse of teachers. ▪ harassment/ bullying/intimidation/threats ▪ vandalism/graffiti ▪ pornography ▪ abusive, racist, sexist language or behaviour, discrimination ▪ possessing, taking/under the influence, selling or supplying drugs/implements illegal substances ▪ possession/consumption of 	<p>Principal in consultation with Deputy Principal determines the most appropriate course of action which may include any of the following – reference is made to: Education (General Provisions) Act 2006 and SMS - PR - 21: Safe, Supportive and Disciplined School Environment. This list is not exhaustive and 1 or more responses may be applied depending on the situation:</p> <ul style="list-style-type: none"> ▪ Parents/Guardians notified. ▪ Administration interview. ▪ Alternative program. ▪ Loss of privileges ▪ Counselling (internal/external agencies) ▪ Police notified ▪ Behaviour Monitoring Program ▪ Individual Behaviour Plan ▪ Restitution ▪ Verbal/written apology ▪ Cancellation of Enrolment ▪ 6-20 Day Suspension ▪ Recommendation for Exclusion <p>NB: Illegal Substance Statement–see attachment.</p>



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Level	Behaviour	Possible Consequences
	alcohol <ul style="list-style-type: none"> ▪ repeated smoking/possession of smoke implements (eg. lighter) ▪ possession/use of weapons – objects of harm ▪ violent assault/physical assault/sexual assault/fighting – staff, students, parents, public ▪ dangerous/careless actions at school or while travelling to and from school – danger/risk to self/others ▪ unacceptable moral behaviour, inappropriate intimacy, sexual misconduct ▪ persistent refusal to participate in the program of instruction ▪ repeated truancy ▪ continual refusal to comply with the school's Behaviour Plan 	

It is the responsibility of the Year Coordinators and in particular the Administrators to ensure consistency is achieved. At all times students and staff are to be given the chance to outline issues.

Our school uses a range of strategies and consequences that are authorised by Education Queensland which include:

- detentions > time out > suspensions > exclusions > cancellations of enrolment > behaviour improvement conditions

At Marsden SHS most situations can be dealt with at the classroom level through a range of strategies including warnings, isolation, contact with parents and detentions:

Be Proactive

- Identify the causes of misbehavior and develop classroom routines and experiences that reduce these occurrences.
- Utilize proximity to monitor student involvement and behavior.
- Model appropriate behaviors.
- Communicate and reinforce class rules and procedures.
- Implement your class rules to maintain peaceable behaviors.
- Use verbal and non-verbal cues to redirect inappropriate behaviours.

Be Consistent

- Follow through with all infractions by assigning a consequence
- Communicate both positive and negative behaviors with parents and students.
- Use appropriate consequences.
- Immediately correct behaviors.
- Help students to recognize inappropriate behaviors and related consequences.
- Use neutral language when correcting behaviours.

Throughout their daily activities, teachers are advised to be proactive in contacting parents in relation to continued or major inappropriate behaviours in the classroom soon after the event. Teachers and HODs also record the details of incidents (on the school's central database) where significant consequences or regular intervention is necessary and the actions or consequences applied.

Some situations will involve more immediate and severe consequences (eg. suspension and/or exclusion) and will be referred directly to a member of the administration team. These situations may include, but are not limited to:

- Fighting/Violence/Assault
- Inappropriate/offensive/abusive language
- Extreme or persistent bullying and harassment, including sexual
- Persistent/wilful disobedience
- Fraud/deception/extortion/security breaches
- Serious vandalism, arson graffiti or theft
- Dangerous behaviour
- Inappropriate material
- Possession/use of weapons
- Alcohol and/or other drug-related offences/implements



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As a community we are aiming to create a safe, supportive and disciplined learning environment that is:

- **Violence Free** – hands off other people and their property
- **Harassment Free** - address and target bullying behaviours in a constructive manner
- **Smoke, Alcohol & Drug Free** – keep drugs, alcohol & smoking out of the school environment

Electronic Media/Device Statement

We understand that many of our students use public transport to get to and from our school and a mobile phone provides added security. Although mobile phones are permitted at school, **they must be switched off at all times**. Mobile phones* with built in digital cameras are NOT to be used under any circumstances due to PRIVACY concerns – students who breach this rule and then post material onto the web or other public access sites will be dealt with through Level 5 consequences depending upon the severity of the breach and the impact upon the individual or school community.

Students who fail to comply with these expectations will have their mobile phone/portable device confiscated and held at the school office until the end of the school day. For repeated breaches of this policy, a parent/caregiver will be asked to attend the school to collect the phone and meet with a Deputy Principal.

* or other electronic devices which capture images/text/recordings

Prohibited Items Statement

Students must not bring the following items to school:

- | | |
|--------------------------------------------|----------------------------------------------|
| • Aerosol cans | • Alcohol/Drugs |
| • Chewing gum/bubble gum | • Cigarettes/lighters/matches/tobacco |
| • Cutters/Stanley knives/pen knives etc... | • Permanent marking pens |
| • Laser pointers | • Playing cards/Trading cards |
| • Steel rulers | • Walkmans/MP3*/DVD/CD/ IPOD* Players etc... |
| • Yo Yos | • Weapons (Objects of harm) or replicas |

* Portable devices such as MP3 players, iPods and CD players are not permitted at school UNLESS they are used as storage devices for school related work ONLY they are permitted at school – they are not to be used at school for listening to music etc...

Searches of bags and lockers by the school's administration are permissible only when there are reasonable grounds or a well-founded suspicion that a search will uncover particular items, such as items which are missing or not permitted at school, e.g. cigarettes or offensive material, or illegal items, e.g. drugs or weapons.

Students may be asked to open their lockers, bags or desks for inspection, or to turn out their pockets. Confiscation of items which students are not permitted to have at school or for the purposes of classroom management is acceptable. If the item constitutes a danger to the student, the parents may be contacted to arrange return of the property.

If illegal items, such as drugs or weapons, are found the Queensland Police Service must be notified.

Use of Timeout & Detentions

At Marsden SHS we:

- impose detention as punishment for disobedience, misconduct, willful 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 program inform parent/carer of proposed period of after school detention before detention is imposed. If students fail to complete their detentions within the given time (except in the case of illness or other acceptable reason) they will be suspended.
- use Time Out:
 - as strategy for students to manage their own behaviour
 - in order to assist a student in calming down process
 - as a strategy to reduce the frequency of a particular behaviour

Use Student Disciplinary Absences (Suspension/Exclusions)

There are **two types of suspensions**: one to five days and six to 20 days. If a student is suspended:

- for up to five days we take reasonable steps to ensure the student is given school work to allow them to continue with their education
- for more than five school days, the deputy/principal must coordinate arrangements for placing the student in an alternative education program that allows them to continue with their education.

Principals may suspend students for a period of up to 20 days for:

- disobedience;
- misconduct; or
- other conduct that is prejudicial to the good order and management of the school.

Misconduct of a student of a State school includes misconduct happening while the student is:

- Attending or representing school; or

- Travelling to or from the school.

Grounds for Suspension with a 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. Before applying suspension with recommendation to exclude, principal may consider using Behaviour Improvement Condition. A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:

- reasonably appropriate to the challenging behaviour
- conducted by an appropriately qualified person
- designed to help the student not to re-engage in the challenging behaviour.

Additionally, a student may be suspended with a recommendation to exclude for the student's contravention of a Behaviour Improvement Condition.

Grounds for Cancellation of Enrolment

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

Students of Marsden SHS involved in possessing, taking, selling or supplying drugs, violent assaults or possession of and use of weapons could expect to be recommended for exclusion. If illegal items are found by the school the Queensland Police Service must be notified.

Off Campus Learning Activities:

Students are at risk of being withdrawn from off-campus activities if they have a history of major/ significant inappropriate behaviours and present a significant risk to the success, safety and/or well being of themselves and/or others. Where an off-campus activity (eg. excursion) is an essential part of the learning program, the HOD will organise for an alternative learning task to be undertaken back at school.

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

The network of student support

Students will be supported in their learning through the following school network:

- | | |
|-----------------------------|----------------------------------------|
| • Parents | • School Based Police Officer* |
| • Teachers | • School Based Youth Health Nurse* |
| • Head of Department | • Youth Support Coordinator (YFS)* |
| • Head of Special Education | • Career and Transition Support Staff* |
| • Teacher Librarian | • Advisory Visiting Teachers* |
| • Administration Staff | • Youth Pathways Advisor* |
| • Guidance Officer | • Student Engagement Officer* |
| • School Chaplain* | • Student Support Services Staff* |
| • Student Liaison Officer* | • Community Education Counsellor* |

When a student is identified as being at educational risk ("at risk") programs will be negotiated involving these people for support and guidance.

Marsden State High School is also able to access support to students through the following external networks:

- | | |
|---------------------------|-------------------------------|
| • Disability Services Qld | • Child & Youth Mental Health |
| • Qld Health | • Department of Child Safety |
| • Relationships Australia | • Boystown |
| • Police | • The Spot |
| • Local Council | • Career Keys |

These government and community agencies work closely with the parents/caregivers, teacher/s and the support personnel from within the school.

Referrals

For all issues relating to the five levels indicated in the consequences for unacceptable behaviour, a Marsden State High School *student referral form* may be used to convey details of any incident to the appropriate staff member. To access the network of student support (i.e. staff members marked with an asterisk above) a referral must be made to the Correlation Committee via the Chairperson. All other personnel such as Heads of Department, Guidance Officers, Administrators, etc. can be accessed by appointment.



The Code of School Behaviour

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The Code of School Behaviour

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Definition of Educational Risk

Marsden State High School defines students at educational risk as those students not achieving their major learning outcomes or in danger of not completing schooling. They are also students whose performance or rate of progress has changed dramatically, those who are underachieving and those not participating in schooling. These are the children who will be considered by the Correlation Committee.

Signs that a child is "at risk" include:

- significant changes in behaviour and performance
- an ongoing anxious or unhappy appearance or suspected self-harm
- truancy or not actively participating in school
- not getting along with teachers and friends, and
- noticeable changes in achievement level or rate of progress, or marked difference from peers.

Consideration of individual circumstances

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

- promoting a teaching/learning 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, cultural background and their emotional state
- utilising a coordinated, systemic approach to addressing the learning and behaviour needs of individuals via a case management approach to supporting "at risk" students
- recognising the rights of all students to:
 - express their opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation and impairment.

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 will be considered at all times.

Related legislation

- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Section 21 of the 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
- Freedom of Information Act 1992
- Transport Operations (Passenger Transport) Regulation 2005

Related policies

- "Attendance" - Marsden State High School
- "Excursions" - Marsden State High School
- "The Smart Choice Process" - Marsden State High School
- "Illegal Substances" - Marsden State High School
- "Information Technology & Computer Services" - Marsden State High School
- "Code of Dress" - Marsden State High School
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
<<http://www.qed.qld.gov.au/strategic/eppr/students/smspr021/>>
- CRP-PR-009: Inclusive Education
<<http://www.qed.qld.gov.au/strategic/eppr/curriculum/crp009/>>
- SMS-PR-022: Student Dress Code
<<http://www.qed.qld.gov.au/strategic/eppr/students/smspr022/>>
- SMS-PR-012: Student Protection
<<http://www.qed.qld.gov.au/strategic/eppr/students/smspr012/>>
- SMS-PR-018: Information Sharing under Child Protection Act 1999
<<http://www.qed.qld.gov.au/strategic/eppr/students/smspr018/>>
- SMS-PR-008: Family Law Matters Affecting State Educational Institutions
<<http://www.qed.qld.gov.au/strategic/eppr/students/smspr008/>>
- SMS-PR-019: Mature Age Students
<<http://education.qld.gov.au/strategic/eppr/students/smspr019/>>
- SMS-PR-017: Enforcement of Compulsory Education Provisions
<<http://www.qed.qld.gov.au/strategic/eppr/students/smspr017/>>
- SMS-PR-031: Flexible Arrangements
<<http://www.qed.qld.gov.au/strategic/eppr/students/smspr031/>>
- SCM-PR-005: School Security
<<http://www.qed.qld.gov.au/strategic/eppr/schools/scmpr005/>>
- SCM-PR-006: Hostile People on School Premises, Willful Disturbance and Trespass
<<http://www.qed.qld.gov.au/strategic/eppr/schools/scmpr006/>>
- HLS-PR-012: Curriculum Activity Risk Management
<<http://www.qed.qld.gov.au/strategic/eppr/health/hlspr012/>>
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
<<http://www.qed.qld.gov.au/strategic/eppr/government/gvrpr001/>>
- CRP-PR-005: Drug Education and Intervention in Schools
<<http://www.qed.qld.gov.au/strategic/eppr/curriculum/crp005/>>
- HLS-PR-009: Administration of Routine and Emergency Medication and Management of Health Conditions
<<http://www.qed.qld.gov.au/strategic/eppr/health/hlspr009/>>
- CMR-PR-001: Complaints Management
<<http://www.qed.qld.gov.au/strategic/eppr/community/cmpr001/>>
- LGS-PR-002: Freedom of Information
<<http://www.qed.qld.gov.au/strategic/eppr/legal/lgspr002/>>



- SMS-PR-001: Publishing Student and Staff Information on School Web Sites <<http://www.qed.qld.gov.au/strategic/eppr/students/smspr001/>>
- IFM-PR-004: Managing Electronic Identities <<http://www.qed.qld.gov.au/strategic/eppr/information/ifmpr004/>>
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students <<http://www.qed.qld.gov.au/strategic/eppr/schools/scmpr003/>>
- SMS-PR-024: Internet - Student Usage <<http://www.qed.qld.gov.au/strategic/eppr/students/smspr024/>>
- SDV-PR-001: Employee Professional Development <<http://www.qed.qld.gov.au/strategic/eppr/staff/sdvr001/>>
- The Code of Conduct <<http://education.qld.gov.au/corporate/codeofconduct/index.html>>

Some related resources

- Education policy and procedures register (education.qld.gov.au/strategic/eppr/)
- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)
- Code of Conduct for School Students Travelling on Buses <http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>

Principal

P&C President

Regional Executive Director or
Executive Director (Schools)

Date:

The Code of
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Marsden State High School Illegal Substances Policy



Definition of Illegal Substance

Marsden State High School Defines an illegal substance as any substance which is used to bring about an altered state of consciousness or awareness. This would include:

- Alcohol
- Spray paint cans
- Marijuana
- Amphetamines
- Opiates
- Prescribed medications when abused or shared
- Other unspecified substances

Use of Illegal Substance

Students who are possessing/using illegal substances while on the school grounds, in school uniform and/or representing the school* will face a 20 Day



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suspension in the first instance and be recommended for exclusion on the second incident.

Consequences

Students who supply/“deal” and/or sell an illegal substance to other students on the school grounds, in school uniform and/or representing the school* will be recommended for exclusion on the first incident.

Students who truant school and indulge in illegal substance abuse will face the same consequences as outlined above.

All incidents of substance abuse will be referred to the police.

***Misconduct** of a student of a State school includes misconduct happening while the student is:

- Attending or representing school; or
- Travelling to or from the school.