



Charleville State High School

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

1. Purpose

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

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

2. Consultation and data review

Charleville State High School developed this plan in collaboration with our school community.

As required in legislation, the Responsible Behaviour Plan for Students will be reviewed every three years.

The Plan was endorsed by the Principal and the President of the P&C/Chair of the School Council in November 2014.

3. Learning and behaviour statement

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

Our school-wide framework for managing behaviour is School Wide Positive Behaviour Support (SWPBS). SWPBS is a compilation of practices, interventions and change strategies that are effective and efficient in achieving important social and learning outcomes.

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

Charleville State High School has identified the following school rules and values to teach and promote our high standards of responsible behaviour:

School Rules	School Values
• Be a learner	• Organisation
• Be safe	• Cooperation
• Be responsible	• Resilience
• Be respectful	• Integrity

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in the Department of Education and Training (DETE) Code of School Behaviour.

The Code of
**School
Behaviour**
Better Behaviour
Better Learning

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

Universal Behaviour Support

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

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

	Organisation	Co-operation	Resilience	Integrity
Be Safe	<ul style="list-style-type: none"> • Leave inappropriate items at home. • Organise lunch and personal needs before school. • Always check and follow safety precautions. • Keep hydrated throughout the day. • Organise appropriate transportation to and from school and travel with care. 	<ul style="list-style-type: none"> • Use equipment correctly. • Follow the 'hands off' policy. • Move appropriately to class. • Follow lines at the tuckshop. 	<ul style="list-style-type: none"> • Speak up and report dangerous behaviour. • Respond appropriately to the actions of others. • Make your own decisions. 	<ul style="list-style-type: none"> • Be in your timetabled location. • Respect the boundaries of the school. • Convey behaviours you expect of others. • Do not harm self or others • Wear uniforms and personal protective equipment as required.
Be Respectful	<ul style="list-style-type: none"> • Maintain a graffiti free environment. • Follow all classroom procedures and instructions. • Follow the mobile phone policy and instructions. 	<ul style="list-style-type: none"> • Hands up to contribute to group discussions. • Allow others to speak. • Be an active listener. • Respect the values and equipment of others. 	<ul style="list-style-type: none"> • Use appropriate language and tone. • Be inclusive of the differences of others. 	<ul style="list-style-type: none"> • Be proud of the school and education. • Represent the school with pride. • Be honest and tactful. • Speak of others positively.
Be Responsible	<ul style="list-style-type: none"> • Take ownership of your learning. • Complete homework tasks and assessment tasks on time. • Catch up on missed work. • Move to class on the first bell and be prepared to begin the lesson by the second bell. • Assemble quietly. 	<ul style="list-style-type: none"> • Follow all directions. • Accept the consequences of your actions. 	<ul style="list-style-type: none"> • Find support • Ask for help. • Be in class and learn every day. 	<ul style="list-style-type: none"> • Keep the school tidy and look after school property. • Follow the school rules. • Follow the assessment policy.
Be An Active Learner	<ul style="list-style-type: none"> • Use your school diary in each lesson. • Start tasks early and seek timely help. • Be prepared for class. • Bring correct equipment (including homework) to class. • Follow the bookwork policy. 	<ul style="list-style-type: none"> • Be an active team member when working in a group. • Participate and have a go. • Assist teachers and students in learning. 	<ul style="list-style-type: none"> • Look for options to overcome challenges. • Learn from your mistakes. • Display a positive attitude. • Have confidence in your ability. • Use constructive feedback in a positive way. 	<ul style="list-style-type: none"> • Take pride in your school equipment and tasks submitted. • Acknowledge and accept success. • Cite sources. • Hand in your own work.

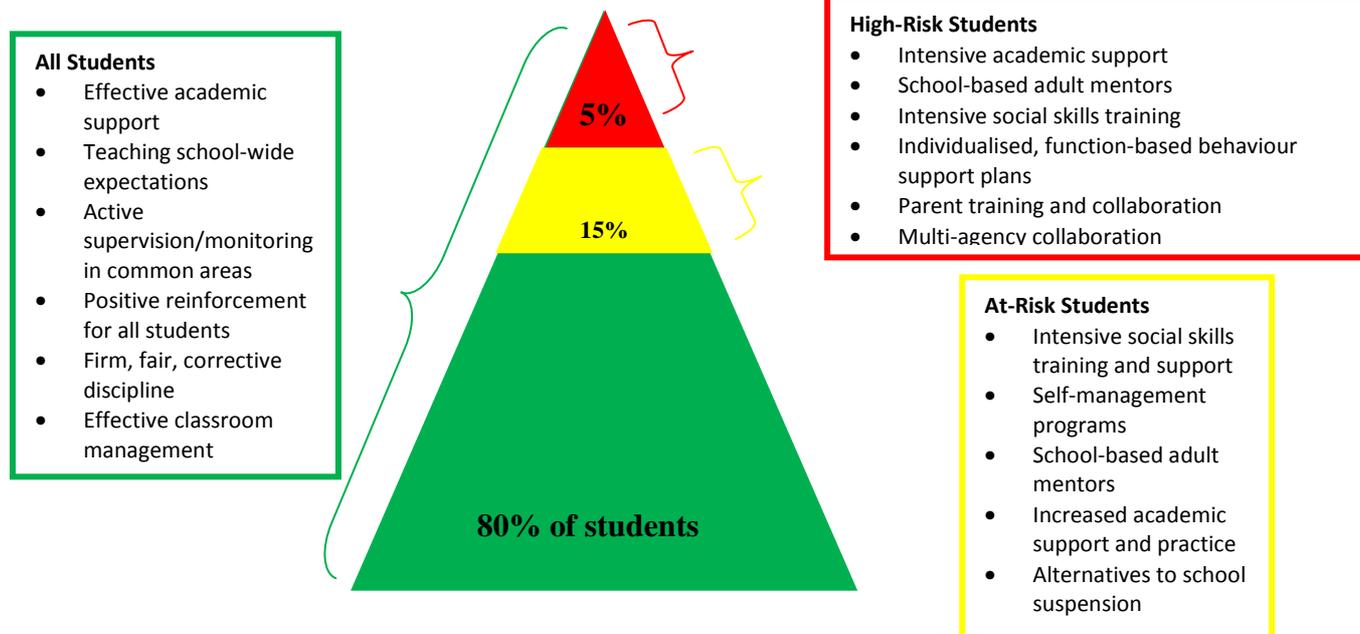
These expectations are communicated to students via a number of strategies, including:

- Teaching expectations during class including in Pastoral Care (PC) lessons.
- Publication in the student diary and school website
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Reinforcement during extra-curricular activities

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

- Positive behaviour is acknowledged and reinforced
- Students have behaviour expectations explained during student enrolment/induction to the school and at the beginning of each school year.
- We promote to our students positive attitudes and perceptions as we believe they will engage more and learn more easily
- Behaviour expectations are communicated frequently and are highly visible in the school community. Behaviour expectations are displayed in all classrooms and referred to as required during classes.
- Clearly defined procedures and policies are published for the school community
- We teach challenging and relevant curriculum programs
- Our Junior Secondary students are mentored by our Senior Secondary students.
- Our Junior Secondary students participate in an extensive transition program
- Year level coordinators work closely with the Heads of Department and Deputy Principals to assist in the communication and enforcement of expected behaviour.
- Individual plans, for example, discipline improvement plans or behaviour support plans are developed with students, parents/caregivers and relevant external agencies (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour. These plans provide a personal framework of positive behaviour expectations and action and enable staff to provide consistent strategies or adjustments across all learning environments.
- Students are encouraged to participate in a variety of extracurricular activities

Three Tiered Model of Prevention in SWPBS:



Specific policies have been developed to address:

- Code of School Behaviour (Appendix 1)
- Senior Secondary Accountability Program (Appendix 2)
- Behaviour Management Process (Appendix 3)
- Behaviour and Related Consequences (Appendix 4)

- Student support committee referral (Appendix 5)
- Alternative to suspension process (Appendix 6)
- Behaviour support documents (Appendix 7)
- The Use of Personal Technology Devices at School (Appendix 8);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 9)
- Appropriate Use of Social Media (Appendix.10); and
- Working together to keep Charleville State High School Safe (Appendix 11)
- Charleville State High School Student Driver Policy (Appendix 12)

Targeted behaviour support

Each year a small number of students at Charleville State High School are identified through our data as needing 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.

These students are supported by the Year Level Coordinators, Heads of Department and the Student Support Committee. A range of strategies are employed to assist these students to acknowledge their behaviour and to develop skills that allow these students to be successful learners at school.

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

Intensive behaviour support

At Charleville State High School, we recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Student Support Committee in consultation with the Year Level Coordinators, Heads of Department and Deputy Principals work to:*

- develop appropriate behaviour support expectations and strategies with other staff members
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student.

The *Student Support Committee* has a referral system in place (Appendix 5). Following a 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 and a member of the schools executive leadership team.

At Charleville State High School we endeavour to support students with highly complex and challenging behaviours through the development of:

Behaviour Support Plan (Appendix 7):

The behaviour support plan (BSP) is used to ascertain triggers of unacceptable behaviour and support strategies to correct unwanted behaviours of a student. The BSP also allows for short and long term goals to be determined to ensure that the student is successful in their educational pathway. The BSP is developed in consultation with the student and their parents and outlines:

- Noted triggers of behaviour (physical environment, human etc.)
- Suggested strategies to correct behaviour and support eh student to learn appropriate behaviours
- Short and long term goals
- Support people and structures at the school
- Risk assessment

When the BSP is agreed to by the principal it is recorded in OneSchool.

Discipline improvement Plan (Appendix 7)

Discipline improvement plans (DIP) can be used as a disciplinary support option for students whose behaviour is considered inappropriate. The principal determines when a DIP should be included as a support measure for a student.

The conditions of the DIP are established in collaboration with the student and their parent/s including:

- behaviours expected of the student
- consequences for not meeting the expected behaviours
- participation in relevant programs to address inappropriate behaviour (where appropriate)
- support to be provided by school (e.g. particular programs, support person) and
- the duration of the plan.

When the DIP is agree to by the principal it is recorded in OneSchool.

Flexible Arrangement (Appendix 7)

A Flexible Arrangement allows for all or part of a student's educational program to be delivered by another education provider. The other education provider could be a community organisation that offers special programs for children and young people, or another school (state or non-state).

For example, a flexible arrangement may be appropriate for:

- A secondary student who wants to study a subject that is not offered at their school and whose principal agrees for them to study the subject at another school or through distance education;
- A student participating in a behaviour management program at an alternative education centre for two days a week, and who attends their usual school for the rest of the week; or
- A student who is acting in a movie for two weeks and will participate in an educational program delivered by a tutor while on the set of the movie.

During the flexible arrangement the student remains enrolled at their usual school and the principal retains authority and responsibility for the student's educational program. The program should be equivalent to the student's full-time participation at school. A flexible arrangement can occur on or off the school site.

Negotiated Education Plan (Appendix 7)

A Negotiated Education Plan (NEP) is used to support students who require support in their educational program due to a medically diagnosed illness. The NEP is developed by the school Guidance Officer, the student and their parents/s. The NEP outlines the conditions of attendance, engagement and support for the student to participate in their educational program. The NEP can be used in conjunction with a BSP, Flexible Arrangement or DIP.

5. Consequences for unacceptable behaviour

Charleville State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, it is important that our students receive predictable and consistent consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to Heads of Departments and Deputy Principals..

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- conduct that adversely affects or is likely to adversely affect other students or the good order and management of the school or poses a risk to the safety or wellbeing of other students or staff.

Major behaviours result in an immediate referral to either year Level Coordinators, Heads of Department or Deputy Principals because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then involves the appropriate next level of support (YLC for playground incidents, Head of Department for classroom incidents and Deputy Principals for higher level major incidents). A report of the student's behaviour is to be recorded on OneSchool.

Major problem behaviours may result in the following consequences:

- Behaviour monitoring processes eg card
- Detention including outside normal school hours
- Time out
- Removal from class and/or activity (Class Exit Process)
- Community service interventions (alternative to suspension)
- Restitution
- Removal of invitation to school events eg reward days, sporting events, trips, camps, formal etc.
- Warning regarding future consequence for repeated and persistent inappropriate behaviour
- Suspension from school (1 – 10 and 11 – 20 days)
- Cancellation of enrolment
- Exclusion from school

In each situation, the following actions will be taken, as appropriate:

- Parent/Caregiver Contact
- Behaviour Monitoring Processes
- Referral to Student Support Team
- Referral to Guidance Officer
- Referral to specialist external agencies

Definition of Consequences

Detention	<p>Detention maybe used as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during a school break and/or up to 120 minutes after school (parents/caregivers will be contacted before an out of school</p>
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	hours detention is imposed). Detention may also be issued on non-school days (parents will be informed of location and duration of the detention and their obligation to provide transport)
Time Out	Keep the student in any time out area under supervision at all times.
Community service interventions (Alternative to suspension)	Requires students to perform tasks outside of normal school hours/days that are beneficial to the community. Parents/caregivers will be notified of location and duration of this community service intervention and their obligation to provide transport.
Temporary Removal of Property	The Principal or appropriate staff members has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff .
Suspension	The Principal or Principal's delegate may suspend a student from school under the following circumstance: <ul style="list-style-type: none"> • Disobedience by the student • Misbehaviour • Persistent low level misbehaviour • Conduct that adversely affects, or is likely to adversely affect, other student enrolled at the school, before during and after school hours • Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school • The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school • The student is charged with a serious offence as defined by the <i>Education (General Provisions) Act 2006</i> • The student is charged with an offence, other than a serious offence, and the Principal is satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending.
Exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be excluded for the following reasons: <ul style="list-style-type: none"> • Persistent disobedience • Misbehaviour • Conduct that adversely affects, or is likely to adversely affect, other student enrolled at the school • Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school • The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school • The student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interest of other student or staff for the student to be enrolled at the school.
Cancellation of Enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amount to a refusal to participate in the educational program provided at the school.

Please see Appendix 4 for a full list of potential behaviours and possible consequences. This list is not exhaustive and at all times consequences will be at the discretion of the Principal and/or Deputy Principals, unless otherwise determined by DETE policy or direction.

Ensuring consistent responses to problem behaviour

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

Student disciplinary absences (suspension and exclusion) may be considered:

- In the event of a serious, on-off behaviour incident; or

- After consideration has been given to all other responses.

6. Emergency or critical incident responses

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

Immediate 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.

Reinforcement and Correction Strategies

- 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).

Follow Up Strategies:

- Restore normal school operations as soon as possible
- Provide post incident opportunities as soon as possible that may include:
 - Assisting any distressed student/s to access appropriate support eg Guidance Officer
 - Assisting the individual 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; or
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented on both OneSchool and MyHR WHS. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

7. Network of student support

Students at Charleville State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents/Caregivers
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Year Level Coordinators
- Community Education Counsellor
- Adopt an Elder
- Adopt a Cop
- School Chaplain/Student welfare worker
- School Based Youth Health Nurse
- Youth Support Coordinator.

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

8. Consideration of individual circumstances

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

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent

- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

- *Disability Discrimination Act 1992*
- *Disability Standards for Education 2005*
- *Education (General Provisions) Act 2006 (QLD)*
- *Education (General Provisions) Regulation 2006 (QLD)*
- *Criminal Code Act 1899 (QLD)*
- *Anti-Discrimination Act 1991(QLD)*
- *Judicial Review Act 1991 (QLD)*
- *Work Health and Safety Act 2011 (QLD)*
- *Work Health and Safety Regulation 2011 (QLD)*
- *Right to Information Act 2009 (QLD)*
- *Information Privacy (IP) Act 2009 (QLD)*

10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Marcus Jones
Principal

Julie Frousheger
P&C President

Effective Date: 1 January 2015– 31 December 2017

The Code of School Behaviour

Better Behaviour Better Learning

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

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

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

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

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

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

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

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

The *Education (General Provisions) Act 2006* provides that - principals must give an enrolment agreement to the student's parents or adult or independent student, before enrolling a student. Parents or students will be asked to sign the agreement. This agreement sets out the rights and obligations of students, parents and staff at the school and will require all parties to abide by *The Code of School Behaviour* and other endorsed conditions stipulated by the school.

Standards

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

All members of school communities are expected to:

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

Students are expected to:

- participate actively in the school's education program
- take responsibility for their own behaviour and learning

- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- cooperate with staff and others in authority.

Parents are expected to:

- show an active interest in their child's schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child.

Schools are expected to:

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

Principals are expected to:

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

Regional Directors or delegate are expected to:

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

Senior Officers of DETE are expected to:

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

Consequences for Unacceptable Student Behaviour

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

Consequences are to be applied to:

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

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

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

- suspensions
- exclusions
- cancellations of enrolment.
- Non-school day suspension
- Community service intervention
- Discipline improvement plans

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

Values and principles

The Code of School Behaviour is based on the following values and principles.

Values

The Department's Strategic Plan defines the following values.

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

Principles

The Code is underpinned by the following principles.

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



Charleville State High School

Attendance and Engagement Agreement

“Everyday Counts”

At Charleville State High School we believe each and every student can be successful when students, parents and the school work together to increase students' school attendance.

This agreement outlines the responsibilities of students, parents and the staff at this school in setting students up for successful learning.

At Charleville State High School we have the following rules and values which we expect our students to follow:

Rules

- 1) Be Respectful
- 2) Be a Learner
- 3) Be Responsible
- 4) Be Safe

Values

- 1) Resilience
- 2) Organisation
- 3) Co-operation
- 4) Integrity

By signing this agreement, students, parents and the school are making a commitment to each other that they will fulfil their roles and responsibilities for achieving the best possible learning outcomes for students.

Student's Agreement

I want to learn new things every day and do my best at school.

In signing this agreement, I agree to:

- Arrive at school on time
- Arrive at my classes on time
- Be ready to learn
- Have a positive attitude
- Always do my best
- Ask for help when I need it
- Establish a good study routine so that I can complete schoolwork on time
- Do my homework
- Follow the school rules and values
- Work with my teachers and parents to achieve my goals.

I have thoroughly read and understood the information contained in this agreement and will abide by it.

Student's name: _____

Form Class: _____

Student's signature: _____ Date: _____

Parent's Agreement

I want to help my child to learn each and every day and to achieve success.

In signing this agreement, I agree to:

- Send my child to school every day, unless he/she is unwell
- Make sure my child arrives at school on time (school starts at 8.45 am)
- Encourage and support my child's learning at home
- Help my child to establish a good study routine so that he/she can complete schoolwork on time
- Talk with teachers about any problems that may affect my child's learning
- Be open and responsive to communication from my child's teachers or other school staff
- Encourage my child to do his/her homework and to ask for help at school if needed
- Reinforce the importance of education and that school is a place for learning.

I have thoroughly read and understood the information contained in this agreement and will abide by it.

Parent's/Guardian's name(s): _____

Parents/Guardians signature(s): _____ Date: _____

_____ Date: _____

School Agreement

The staff at Charleville State High School want to help each student to learn each and every day and to achieve the very best results that she/he can.

In signing this agreement, I agree that the staff at this school will:

- Provide quality teaching that is based on principles of effective learning and teaching
- Prioritise resources in the most effective way to advance each student's achievement
- Provide learning experiences and expectations that match each student's needs
- Implement fair and supportive behaviour management strategies in line with school policy
- Inform parents about their child's progress and behaviour
- Be available to talk with parents and be open and receptive to their issues and ideas
- Communicate both positive and negative feedback to parents about their child
- Constantly reflect on our practices and ensure we are doing all we can to meet the needs of each individual student.

I have thoroughly read and understood the information contained in this agreement and will abide by it.

Deputy Principal's name: _____

Deputy Principal's signature: _____ Date: _____

**Charleville State High School
Senior Student Accountability Program (SSAP)**

At Charleville State High School our aim is to ensure that students are able to attain their educational goals by the end of Year 12. Each student needs assistance, help, encouragement and above all needs to be challenged in order to fulfil their potential during the senior years of education. Our aim is that all students will graduate from their senior years with at least a minimum of Vocational Certificate, Queensland Certificate of Education or Queensland Certificate of Individual Achievement. Senior Students are the leaders of our school and are looked up to by students in the younger year levels. A condition of enrolment is that our senior students continue to strive to achieve within a safe, caring and positive learning environment.

Commitment to Key Principles

Students must at all times show through their actions and behaviours a commitment to the core rules and values of our school:

School Rules	School Values
• Be a learner	• Organisation
• Be safe	• Cooperation
• Be responsible	• Resilience
• Be respectful	• Integrity

Students enrolling at Charleville State High School:

- Will be provided with a copy of the Senior Students' Accountability Program
- Are required to read and sign the Senior Students' Accountability Agreement
- Will conduct themselves in a manner that reflects the values, traditions and reputation of Charleville State High School in the community.

What is the senior Studies Accountability Program?

The SSAP program is aimed at supporting senior students to achieve their personal goals within education in a safe and supportive learning environment. The program enables students to monitor their own behaviour, attendance and completion of required assessment during their post compulsory studies.

How Does SSAP Work?

Each student will start with 0 points at the beginning of each year of Year 11 & 12. Students will gain:

- 2 points for each late arrival (not accompanied by an acceptable reason)
- 4 points for each absence that is not explained within five (5) school days
- 15 points for each piece of assessment that is not submitted or unable to be marked against criteria prior to the assessment due date.

What may Happen?

- Year 12 students may lose entitlements to their Senior Badge once they reach 20 points
- Year 11 Students who have accrued 30 or more points at the end of Yr 11 will have to demonstrate through a meeting with the Senior Secondary Head of Department why they should be entitled to hold a Senior Badge as a Year 12 student the following year.
- When a student reaches 45 points their enrolment may be cancelled as per the Responsible Behaviour Plan for Students.

How will the SSAP points be tracked?

- It is important for students to keep track of their points that they accrue through the year. This can be checked with the Deputy Principal of Senior Schooling.
- Parents will be notified by form of a letter whenever their child reaches 20 points
- When a student reaches 30 points the school will issue the 'Advice of Non-Compliance letter'. This letter initiates the beginning of the Cancellation of Enrolment process. A meeting will be

required with the student and his/her parents/caregivers and the Deputy Principal Senior Schooling. This meeting will determine the requirements that the student needs to meet to continue their schooling at Charleville State High School.

- When a student reaches 45 points they may be issued with the Cancellation of enrolment letter.

Cancellation of enrolment- the Education Act (General Provisions) 2006

Based on the *Education (General Provisions) Act 2006*, Chapter 12, Part 2, Division 8- Cancellation of Enrolment of students above compulsory school age (A student is no longer of compulsory school age if they have completed Year 10 or have turned 16 years of age). The principal has the authority to cancel the enrolment of post compulsory students when the student's behaviour amounts to a refusal to participate in the program of instruction.

Examples of this may include:

- Poor attendance (<90%)
- Failure to attend lessons with the requirements required for learning
- Failure to complete assessment requirements across subjects
- Failure to actively participate in teacher guided activities
- Failure to follow Charleville State High School's Responsible Behaviour Plan for Students

Procedures for Cancellation of Enrolment

Step 1: Parent/Caregivers will receive a letter when student reaches 20 points and the student and parent/caregiver will be offered an interview with the Deputy Principal Senior Schooling to discuss what needs to occur for the student to continue to be enrolled at Charleville State High School.

Step 2: When the student's points total 30, Parents/Caregivers and the student will receive the 'Advice of Non-Compliance' letter advising of the school's concerns about the student's enrolment at the school. A meeting will occur between the Senior Secondary Deputy Principal, the student and the parent/caregiver to determine the requirements of the student's continued enrolment.

Step 3: When student's points total 45 the student's enrolment may be cancelled and they will be notified in writing as will their parents/caregivers if appropriate.

Appeal of Cancellation of enrolment:

A parent/caregiver or student whose enrolment has been cancelled may make a submission against their cancellation to the Regional Director.

How can a student avoid gaining points?

Students, who comply with the Responsible Behaviour Plan for Students, attend school regularly and submit assessment on or before the due date and can be marked against criteria, will not incur points.

Absences

We understand that sometimes absence is unavoidable due to illness or other circumstances beyond a student's control. The student will need to explain these absences either by a parental note, medical certificate (if the absence is greater than three days and illness related) or a phone call to the school during business hours. This information must be presented within five days of returning from their unexplained absence. If reasons are presented after the five days, points will not be restored.

In order for students to reach their educational potential, students need to attend school regularly. Regular attendance will ensure that they are able to keep up to date with their studies. Unexplained absences are unauthorised by both parents/caregivers and the school. Absences to attend work cannot be authorised unless they are organised through the Careers advisor or Senior School Deputy Principal as Work Experience/Placement or School Based Traineeships/Apprenticeships. Undertaking a leisure activity such as shopping, visiting friends, staying home to finish an assignment/study for an exam or fishing will not be considered a reasonable excuse for an absence from school and will be recorded as unauthorised.

Late Arrival

If a student is late for school they must present a note, at the time of signing in, or have their parent/caregiver ring the school prior to their arrival. Notes and phone calls cannot be made retrospectively.

Assessment Submission

It is a Charleville State High School and Queensland Curriculum and Assessment Authority (QCAA) expectation that students will submit assessment items on or before the due date. Even if students submit assessment they may still receive a 'Non-submission of assessment' if the assessment piece is unable to be graded against the syllabus criteria. Students should refer to the assessment policy for further information regarding the processes involved.

Each term (by the end of week 3 at the latest) all students are issued with an Assessment Planner. This document has all assessment for the term outlined and the due date for each piece. Should students require an extension on a piece of assessment they must apply for the extension prior to the due date by completing the following procedure:

- Collect extension form from office
- Speak with class teacher and HOD to determine if extension is support and length of time needed for extension
- Return signed form with supporting documentation to the office

What should students do if they are having difficulties with their studies?

There are a number of approaches that a student or their family can take, they may:

- Speak with the Head of Department responsible for their subject area
- Speak with the Year level coordinator
- Speak with the school Guidance Officer or book an interview time
- Speak with the Career Advisor
- Speak with the Deputy Principal Senior Schooling

Can points be restored?

Points may be restored to a student if they are able to present compelling documented evidence to support such a request. Only the Principal or Deputy Principal Senior Secondary can restore points.

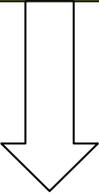
Classroom Behaviour Management Flowchart

A Classroom Behaviour Management plan with numerous management strategies must be used ie timeout, warnings, proximity, differentiated curriculum, engaging lessons, positive reinforcements, seating plan
Incident (persistent) occurs in Classroom or Playground that requires a OneSchool referral

Teacher Responsibility (Initial Level):

- 10min detention, staffed by class teacher
- Class teacher records incident and consequence on OneSchool and phones home

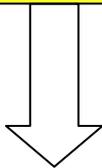
- If class teacher behaviour strategies are exhausted student to be sent to senior classroom by a with work (class teacher to ring senior teacher), after lesson class teacher and student must go to YLC for mediation.
- or student fails to attend detention after 2 reminders



Year Level Coordinator Responsibility (Initial Level):

- Mediation with YLC, class teacher and student to determine why the student is showing these behaviours and a 20 min detention staffed by YLC or number of detentions determined by YLC (must be before next class)
- Informs HOD of outcome/details
- Pink monitoring card if required
- SSC referral if required
- YLC actions OneSchool referral and calls home to discuss student behaviour and the terms of the pink card if required.

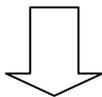
- Student fails to attend Mediation/Detention after 1 reminder from YLC
- or continues inappropriate behaviours after YLC intervention
- or student is on a pink card and their behaviour hasn't improved through this process



Head of Department Responsibility (Middle Level)

- Behaviour Monitoring Card (3 or 5 days) including 20 min detention each day while on card staffed by HOD/YLC or a number of detentions determined by the HOD
- HOD actions OneSchool referral and calls home to requests a meeting with parent and student (teleconference if needed) to discuss the situation and possible outcomes if the student continues to misbehave (referred to DP for possible suspension etc)
- SSC referral if required
- Informs DP of outcomes/details

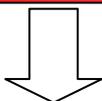
- Student fails to follow consequences given by HOD
- or continues inappropriate behaviours after HOD intervention
- or student receive less than a 7 on a behaviour card



Deputy Principal (Final Level):

- Suspension (1-10 & 11 – 20 days)
- Phones home and records action as follow up/suspension in OneSchool
- Behaviour level negotiated with YLC/HOD
- SSC referral if required

- Student fails to follow consequences given by DP
- or continues behaviours after DP intervention



Principal (Final Level):

- Student Performance, Education & School Based Apprenticeship and Traineeships (SAT's) Review
- Phones home and records action as follow-up suspension in OneSchool
- Suspension (11-20) & Exclusion
- Behaviour Improvement Condition
- Flexible Arrangement Policy

POSITIVE BEHAVIOURS

- Rewards days
- Postcards home
- Year level rewards
- School excursions
- Extracurricular activities
- Camps

Charleville State High School Class Exit Form 2015

The classroom teacher is to complete this form and send it with the student, with class work, to a senior classroom. After the lesson the teacher must organise a mediation with the student and the HOD or YLC before the student re-enters the classroom. The class teacher must ring home after a student has been exited from the room.

Student Name:			
Date:	Time:	Class:	
Referring staff member:			
Location (Please tick):			
<input type="checkbox"/> Playground	<input type="checkbox"/> Specialist lesson	<input type="checkbox"/> Classroom	<input type="checkbox"/> Other
Problem Behaviour			
Major (please tick)			
Defiance/Disrespect Continued refusal to follow directions, talking back and or socially rude interactions			
Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking scratching etc)			
Inappropriate. Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group			
Disruption Repeated behaviour causing an interruption in a class or playground. (Eg Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)			
Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property.			
Harassment/Bullying Repeated teasing, physical and verbal intimidation of a student			
Other			

Indicate which strategies have been used in the classroom (please circle):

- | | |
|---|---|
| <input type="checkbox"/> Clarified expectations | <input type="checkbox"/> Structured seating plan |
| <input type="checkbox"/> Redirections given | <input type="checkbox"/> Three strikes/warnings |
| <input type="checkbox"/> Restated instructions | <input type="checkbox"/> Indicated post-lesson discussion |
| <input type="checkbox"/> Individual close talk | <input type="checkbox"/> Detention |
| <input type="checkbox"/> Moved student in room | <input type="checkbox"/> Timeout |

Identify motivation for the student's behaviour: (please circle)

- | | |
|--|---|
| <input type="checkbox"/> Obtain attention- peer / teacher | <input type="checkbox"/> Obtain activity / event |
| <input type="checkbox"/> Escape/ Avoid attention- Peer / Adult | <input type="checkbox"/> Escape/ Avoid Activity or Event |
| <input type="checkbox"/> Obtain tangible object | <input type="checkbox"/> Obtain sensory stimulation |
| <input type="checkbox"/> Escape/ Avoid Instructional Task | <input type="checkbox"/> Escape / Avoid Sensory Stimulation |

Ensure student is sent with work to complete. Circle where the student is being sent.

		1	2	3	4
Monday	Teacher	Mr Matthews	Mr Kohli	Ms Sellin	Mr Kohli
	Room Number	C4 #835	B3 #825	Library #893	D1 #847
Tuesday	Teacher	Mr Webb	Ms Roser	Ms Martin	Ms Brazier
	Room Number	B11 #827	D3 #846	B11 #827	A4 #871
Wednesday	Teacher	Ms Martin	Ms Martin	Mrs Kohli	Mr Kohli
	Room Number	B11 #827	TTC #8	B11 #827	B3 #825
Thursday	Teacher	Ms Sellin	Mr Kohli	Ms Brazier	Ms Roser
	Room Number	Library #863	E7 #848	A4 #871	D3 #846
Friday	Teacher	Mr Kohli	Mr Matthews	Ms Goult	Ms Martin
	Room Number	D1 #847	C4 #835	D6 -Art #837	B11 #827
Saturday	Teacher	Mr Webb	Mr Webb	Mr Kohli	Ms Sellin
	Room Number	TTC #882	B11 #827	E7 #848	Library #863

Thursday	Teacher	Mr Kohli	Mr Kohli	Ms Goult	Mrs Kohli
	Room Number	B3 #825	D1 #847	D6 -Art #837	B11 #827
Friday	Teacher	Ms Roser	Ms Brazier	Mr Kohli	Ms Brazier
	Room Number	D3 #846	A4 #871	E7 #848	A4 #871
Friday	Teacher	Mr Kohli	Mrs Kohli	Ms Martin	Mr Matthews
	Room Number	D1 #847	B11 #827	B11 #827	C4 #835
Friday	Teacher	Ms Brazier	Ms Brazier	Ms Sellin	Mr Webb
	Room Number	A4 #871	A4 #871	Library #863	B11 #827

YLC/HOD process to be used during mediation:

Date: _____

Please describe the initial behaviour/event that led to the student having to leave the classroom.

Teacher: _____

Student: _____

Please describe the actions or behaviour of the student following the initial behaviour/event.

Teacher: _____

Student: _____

Questions to the student:

- What are the rules or expectations about this kind of behaviour?

- What are the processes in place to warn students about their inappropriate behaviour?

- What does the appropriate behaviour look or sound like for this classroom?

- Do you understand what is expected of you in this subject?

- Do you agree to follow the rules and expectations of the classroom?

Questions to the teacher:

Are you satisfied with the responses, and is the student able to return to the classroom?

Mediation completed? Yes No If No, date for further mediation/processes: _____

Charleville SHS Monitoring Card

Name: _____

Week: _____

Start Date: ____/____/____

Year Level: _____



The sky's the limit
Day 5

	Day 1					Day 2					Day 3					Day 4					Day 5				
Form or Assembly	Arrived on time: <u>Y/N</u>					Arrived on time: <u>Y/N</u>					Arrived on time: <u>Y/N</u>					Arrived on time: <u>Y/N</u>					Arrived on time: <u>Y/N</u>				
Period 1		A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
	Followed directions					Followed directions					Followed directions					Followed directions					Followed directions				
	Attempted work					Attempted work					Attempted work					Attempted work					Attempted work				
	Task completion					Task completion					Task completion					Task completion					Task completion				
	Polite to other					Polite to other					Polite to other					Polite to other					Polite to other				
Teacher initial:																									
1 st Break																									
Period 2		A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
	Followed directions					Followed directions					Followed directions					Followed directions					Followed directions				
	Attempted work					Attempted work					Attempted work					Attempted work					Attempted work				
	Task completion					Task completion					Task completion					Task completion					Task completion				
	Polite to other					Polite to other					Polite to other					Polite to other					Polite to other				
Teacher initial:					Teacher initial:					Teacher initial:					Teacher initial:					Teacher initial:					
2 nd Break																									
Period 3		A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
	Followed directions					Followed directions					Followed directions					Followed directions					Followed directions				
	Attempted work					Attempted work					Attempted work					Attempted work					Attempted work				
	Task completion					Task completion					Task completion					Task completion					Task completion				
	Polite to other					Polite to other					Polite to other					Polite to other					Polite to other				
Teacher initial:					Teacher initial:					Teacher initial:					Teacher initial:					Teacher initial:					
3 rd Break																									
Period 4		A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
	Followed directions					Followed directions					Followed directions					Followed directions					Followed directions				
	Attempted work					Attempted work					Attempted work					Attempted work					Attempted work				
	Task completion					Task completion					Task completion					Task completion					Task completion				
	Polite to other					Polite to other					Polite to other					Polite to other					Polite to other				
Teacher initial:					Teacher initial:					Teacher initial:					Teacher initial:					Teacher Initial:					
Parent Signature:					Parent Signature:					Parent Signature:					Parent Signature:					Parent Signature:					

Criteria:

- A- The student has completed the criteria without any faults
- B- The student has completed the criteria with minor redirections/issues
- C- Student has not improved their actions/behaviour
- D- The student's actions/behaviour was unacceptable.

Process

- When a student is on the monitoring card they are to hand the card to their teacher at the beginning of each lesson.
- Students are to report back to their HOD or YLC at the end of each lesson. If students have obtained the majority of A & B's then they are not required to complete a detention. If the student's results are mainly C & D's then they are required to complete a detention at that lunch break.
- Students need to show their monitoring card to their YLC or HOD at the end of each day so that a photocopy can be made to take home for parent signature.
- If student behaviour is not improving and they have continued to stay in the C & D category for 3 or more lessons they will be placed onto a behaviour card.

Charleville SHS Behaviour Monitoring Card

Day: ____/____/____

Name: _____

Date: ____/____/____

Year Level: _____

The above student has failed to follow the school behaviour management policy, and as such is having their behaviour closely monitored. Each classroom teacher will remind the student of the requirement for classroom behaviour.

Teacher: Complete the card by rating the student's behaviour satisfactory or unsatisfactory:

Criteria:

Satisfactory- Student has met or exceeded classroom behaviour expectations

Unsatisfactory- Teacher has had to re-direct student numerous times during the lesson, student has not participated in the program of instruction or teacher has had to exit student from the room (No improvement in behaviour).

IMPORTANT: Ratings of unsatisfactory will result in a consequence from the HOD or Deputy Principal which may include alternative to suspension or suspension.

Student: Return this card to the issuing Head of Department at second break during your detention, and the following morning.

Parents: Please read the comments for the day and sign the card. If you have any queries about your student's behaviour, please contact the relevant Year Level Coordinator or Head of Department.

Period	Comment	Satisfactory	Unsatisfactory	Tch init	HOD init
1					
2					
Detention (20 mins)					
3					
4					

Appendix 4: Behaviours and Related Consequences

Positive Behaviours	
"You are making the right choices- keep it up!"	
<p>At this level all students are on task and no disciplinary action is required.</p> <ul style="list-style-type: none"> ○ Successful learning ○ Clean, well maintained environment ○ Enjoyment of school ○ Self-esteem (Feeling good about yourself and others) ○ Opportunities- leadership, sporting, school presentations ○ Active participation in great learning activities and school experiences ○ Pride in self and pride in school 	
Possible Actions	Possible Strategies
<ul style="list-style-type: none"> ○ Formal acknowledgement ○ Verbal reinforcement ○ Visual record through stickers & stamps in books ○ Achievement recorded on one school ○ Rewards Day Activities ○ Gold Star Award 	<ul style="list-style-type: none"> ○ Individual student acknowledgement ○ Target setting which is realistic and individualised ○ Phone calls/Letters/Emails/Postcards to parents for good behaviour/achievements ○ Positioning in classroom, optimising conditions for best behaviour ○ Rewards structures which promote motivation and congratulate effort ○ Training of expected behaviour through PC lessons

The following behaviours are considered inappropriate or unacceptable at Charleville State High School. Every case will have the particular circumstances considered before consequences are applied. Staff will then apply appropriate consequences from the range of consequences listed (not necessarily in the order they are written). Where there is a choice of consequences and/or extenuating circumstances, the Principal reserves the right to make the final determination.

Minor Misdemeanours/inappropriate behaviours and possible responses			
"You need to check your choices- time to think"			
Teachers manage the expectations of behaviours in the first instance. Where the inappropriate behaviour persists or students fail to follow consequences outlined by their teacher, the matter becomes a serious misdemeanour and will be dealt with by the YLC/HOD/DP as a case of persistent and wilful disobedience			
Area	Behaviour	Possible Strategies/Consequences	
Be a Learner	Classroom	<p>Inappropriate classroom behaviours:</p> <ul style="list-style-type: none"> ○ Uncooperative behaviour ○ Disobeying a reasonable request ○ Class disruption ○ Failure to bring necessary materials ○ Silly behaviour that may cause an accident ○ Lack of courtesy and respect to fellow students 	<p>Teacher will employ a range of strategies to re-engage the student in learning. Where the student does not respond to these strategies, the teacher will take steps to ensure that the learning of others is not disrupted and the student receives the support they need to choose to re-engage. This support may include:</p> <ul style="list-style-type: none"> ○ Learning support ○ Detention ○ Making up time ○ Daily monitoring ○ Class exit program ○ Contacting parent/guardian ○ Referral to YLC/HOD if persistent through one school ○ Suspension 1-10 days, 11-20 days
		<p>Arriving late to class</p>	<ul style="list-style-type: none"> ○ Teachers will discuss the absence with the student and the student will make up the lost time ○ Contact parent/Guardian if student is continually late to class ○ Students to be referred to YLC/HOD if persistent
		<p>Not completing classwork or homework, not bringing requirements for learning</p>	<ul style="list-style-type: none"> ○ Teachers will set new timelines for work completion, supervise the completion of work and contact parent/guardian as appropriate ○ Class exit procedure if persistent and referral to YLC/HOD

	Compliance	Missing Detention	<ul style="list-style-type: none"> Where this was an oversight and the student attempted to communicate with the staff member concerned, the student may complete the original detention An additional detention is usually added to the original Repeated or blatant refusal to attend will be referred to the YLC or HOD
	Attendance	Late to school (arriving after form class)	<ul style="list-style-type: none"> Students marked as late in IDAttend. YLCs to follow up with students to complete detention for being late without a reason. Parent/guardian of persistent offenders will be contacted. A meeting will take place to develop a support strategy to address persistent lateness. Students may face: <ul style="list-style-type: none"> Detentions Withdrawal of privileges Daily monitoring
		Truancy	<ul style="list-style-type: none"> Parent/Guardian to be notified by the YLC/HOD or DP If first offence and schools reputation has not come into disrupt student will face a detention to catch up the time and work that was missed due to truanting.
Be Respectful	Use of Electronic Devices	Inappropriate use of mobile phones or electronic devices in the classroom	<ul style="list-style-type: none"> Students who misuse mobile phones or any electronic devices in the classroom will be sent, at an appropriate time, to the office. They will exchange the device for a ticket and on return to the class show this ticket to the teacher. Students may exchange the ticket for the phone from the office at the end of the day. Where a student repeatedly misuses a mobile phone in or outside the classroom the matter will be treated as wilful disobedience or harassment.
		Inappropriate email use, eg offensive language	<ul style="list-style-type: none"> Removed from internet access for a time determined by YLC and IT manager.
	Environment and Property	Litter Whether dropped by an individual or surrounding a group of students	<ul style="list-style-type: none"> Student/s will be requested to pick up litter Staff will attempt to 'work it out' with student/s. If this fails, the student will be placed on detention or given a lunch time environmental related duty Refusal to comply with request will be regarded as disobedience.
	Treatment of others	Bullying/Threats- Verbal, physical, sexual, racial and bullying including cyber-bullying	<ul style="list-style-type: none"> Students will be made aware of school policy Students will be stepped through a process to change this behaviour Mediation, detention, preparations can be expected Parent Guardian to be informed
Be Responsible	Personal Conduct	Inappropriate Language	<ul style="list-style-type: none"> Attention will be drawn to the language used and the student asked to recognise the inappropriateness of it The student will apologise to the offended party Student may be asked to move away, do community service or detention
		Failure to wear school uniform	<ul style="list-style-type: none"> Students will be issued with a uniform pass by the YLC Students without explanation for their out of uniform will be given a detention by the YLC Parent/guardian will be notified and arrangements made to address the concern
Be Safe	Safety	Unsafe behaviour	<ul style="list-style-type: none"> Students will be required to make the situation safe Detention may be issued Persistent unsafe behaviour to be referred to YLC/HOD
		Water or Food Throwing/fights	<ul style="list-style-type: none"> Students will clean up the mess made including any to their clothing. The space must be left safe. Detentions to be issued Referral to YLC/HOD if required.

	School Community	<p>Parking vehicles in school grounds All students who drive vehicles to school must register all appropriate details with the school as per the Driver Contract</p> <ul style="list-style-type: none"> ○ Students may not park their motor vehicles in school grounds. Students who park their vehicles in school grounds will be asked to move it. If students continue to park their vehicles in school grounds the matter will be referred to parent/guardian and/or police
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<p>Serious misdemeanours/inappropriate behaviours and possible responses “You need to give serious thought to your actions and behaviours; they are not acceptable in this school”</p> <p>A HOD, DP or the Principal manage serious misdemeanours/inappropriate behaviours. Parent contact will be made in all but exceptional circumstances. Individual circumstances are considered in each case.</p>
--

Area	Behaviour	Possible Strategies/Consequences	
Be a learner	Classroom	<p>Inappropriate classroom behaviours:</p> <ul style="list-style-type: none"> ○ Uncooperative behaviour ○ Disobeying a reasonable request ○ Class disruption ○ Failure to bring necessary materials ○ Silly behaviour that may cause an accident ○ Lack of courtesy and respect to fellow students 	<ul style="list-style-type: none"> ○ HOD places student on Yellow Behaviour card with consultation with parents ○ Detention outside of school hours ○ Alternative to suspension program or Suspension 1-10 days, 11-20 Days, Exclusion ○ May be placed on a Flexible arrangement
		<p>Not completing course requirements</p>	<ul style="list-style-type: none"> ○ Teachers will supervise the completion of work ○ Heads of Department will supervise the completion of work ○ Credit for the subject may be withdrawn ○ Invitations to school events may be withdrawn ○ Invitations to formal and/or graduation may be withdrawn (see senior student accountability program) ○ Enrolment may be cancelled.
	Compliance	<p>Wilful Disobedience</p>	<ul style="list-style-type: none"> ○ Continued failure to comply with a reasonable request or instruction will result in: <ul style="list-style-type: none"> ○ Detention outside of school hours ○ 1-10 day suspension ○ Alternative to suspension program ○ 11-20 day suspension or Exclusion
	Attendance	<p>Truancy</p>	<ul style="list-style-type: none"> ○ Detention outside of school hours ○ Alternate to suspension program ○ Suspension 1-10 days, 11-20 days ○ Cancellation of enrolment may occur for post compulsory aged students ○ May be placed on a flexible arrangement
Be Respectful	Use of Electronic Devices	<p>Inappropriate use of mobile phones or electronic devices in the classroom/playground</p>	<ul style="list-style-type: none"> ○ Where a student misuses a mobile phone in or outside of the classroom (as per mobile phone policy) the matter will be treated as wilful disobedience or harassment ○ Detention outside of school hours ○ Alternative to suspension program ○ Suspension 1-10 days, 11-20 days
		<p>Uploading, sending or filming fights or pictures to the internet/social media/other persons</p>	<ul style="list-style-type: none"> ○ Suspension 1-10 days, 11-20 days
		<p>Incorrect or inappropriate email use, eg offensive language</p> <p>Visits to inappropriate internet sites or downloading of inappropriate material eg. Pornography</p>	<ul style="list-style-type: none"> ○ Removal of internet access, limitations placed on network access and take-home privileges revoked ○ Parent Guardian Notified ○ Detention outside of school hours ○ Alternate to suspension program ○ Suspension 1-10 days, 11-20 days
		<p>Attempts to gain unauthorised access to any part of the Network systems, eg. Via hacking, spyware or other backdoor methods or the use of the teacher or network manager logins or copying and/or misuse of school data or damaging the network</p>	<ul style="list-style-type: none"> ○ Removal of network rights for a minimum of one term and possible withdrawal from the subject. ○ Suspension 1-10 days, 11-20 days ○ Students who cause serious damage to the network or to student learning as a result of interfering with the network/computers can expect

	Environment and Property	Stealing (or intent to steal) Or Interfering with the property of others or the school	to be excluded from Charleville State High School <ul style="list-style-type: none"> o Parent/guardian to be notified o The student will be required to restore property or make restitution to the owner o Suspension (1-10 days, 11-20 days), exclusion o Police will be contacted if necessary
		Graffiti/damaging/destroying property (or intent to damage or destroy)	<ul style="list-style-type: none"> o Parent/guardian to be notified o Student will repair/rectify damage in own time and at own or parent's/guardians expense o Alternative to suspension program or 1-10 day suspension o Major damage may result in 11-20 day suspension, exclusion o Referral to the police.
	Treatment of others	Bullying/Threats- Verbal, physical, sexual, racial and bullying including cyber-bullying	<ul style="list-style-type: none"> o Students to undertake an anti-bullying education program o Students may be withdrawn from classes or breaks for a specified number of days o Detention outside of school hours o Alternative to suspension program o Suspension 1-10 days o Major bullying/threats may: <ul style="list-style-type: none"> o 11-20 day suspension or exclusion o Possible referral to the police
		Violence/fighting <i>Similar consequences will occur if students are fighting at a school activity, in school uniform or easily identified as a student of Charleville State high school</i>	<ul style="list-style-type: none"> o Suspension 1-10 Days o Suspension 11-20 Days o Exclusion
Be Safe	Safety	Unsafe behaviour	<ul style="list-style-type: none"> o Ongoing or major incidents of unsafe behaviour may result in: <ul style="list-style-type: none"> o Detention outside of school hours o Alternate to suspension program o 1-10 day suspension o 11-20 day suspension or Exclusion
		Water or Food Throwing/fights	
		Possessing or using weapons (See Appendix 6)	<ul style="list-style-type: none"> o Items that are considered unsafe may be confiscated o Students may be suspended for 1-10 days or 11-20 days or recommended for exclusion for possession of a weapon or if acting in a way that endangers themselves or others, or has the potential to do so.
	School Community	Publishing inappropriate or abusive material about staff, students or school in any public or school domain including the internet	<ul style="list-style-type: none"> o Students will be instructed to remove the material from public view or the internet o Suspension 1-10 days or alternate to suspension program o Major breaches 11-20 day suspension , exclusion
Contacting media outlets without the authorisation of the Principal		<ul style="list-style-type: none"> o Students who contact or supply information to media outlets or facilitate this and this results in harm to students, staff or negative publicity for the school can expect to be excluded. 	
Be Responsible	Personal Conduct	Persistent Inappropriate language	<ul style="list-style-type: none"> o Detention outside of school hours o Alternative to suspension program o Suspension 1-10 days, 11-20 days
		Failure to wear school uniform	<ul style="list-style-type: none"> o Failure to wear the correct uniform will lead to an interview between families and the Deputy Principal to develop a suitable plan for adhering to school policy o Failure to comply with uniform requirements may be treated as disobedience. o Detention outside of school hours

	Missed out of school detention or alternative to suspension day without an approved explanation	<ul style="list-style-type: none"> ○ Suspension 1-10 days ○ Suspension 11-20 days
	Smoking cigarettes in/around the school grounds <i>Similar consequences will occur if students are smoking at a school activity, in school uniform or easily identified as a student of Charleville State high school</i>	<ul style="list-style-type: none"> ○ If a student is caught smoking, he/she will be suspended for three (3) days or complete the equivalent time in the Alternate to suspension program. ○ If a student is caught for a second time, the suspension will be for 5-10 days ○ If a student continues to smoke, he/she will face a 11-20 day suspension
	Possession of cigarettes in/around the school grounds <i>Similar consequences will occur if students are smoking at a school activity, in school uniform or easily identified as a student of Charleville State high school</i>	<ul style="list-style-type: none"> ○ Three (3) day suspension or equivalent Alternate to suspension program ○ Confiscation of cigarettes and any other smoking apparatus and parent/guardian notified. <p>Persistent offenders will face the same consequences as a student caught smoking cigarettes for a second or third time.</p>
	Supply of Drugs* on/around school grounds; while on a school organised activity; whilst in school uniform or while easily identifiable as a Charleville State High School Student	<ul style="list-style-type: none"> ○ Exclusion ○ Police will be appropriately involved <p>Students in the company of those involved in a drug related incident can expect similar consequences.</p>
	Possession of drugs* or drug implements in/around school grounds or school events	<ul style="list-style-type: none"> ○ Exclusion ○ Police will be appropriately involved <p>Students in the company of those involved in a drug related incident can expect similar consequences.</p>
	Use of drugs* on/around school grounds and school activities	<ul style="list-style-type: none"> ○ Exclusion ○ Police will be appropriately involved <p>Students in the company of those involved in a drug related incident can expect similar consequences.</p>
	Any sexually orientated act	<ul style="list-style-type: none"> ○ Suspension 11-20 Days ○ Exclusion

* Drugs may include prescription drugs, alcohol, inhalants, illicit or prohibited substances and substances purported to be a drug.

Loss of Privileges:

At Charleville State High School it is a privilege to represent the school at non-curriculum essential events such as reward days, sporting events/trials, school trips/camps, senior formal etc. Students, whose behaviour does not reflect the School's Responsible Behaviour Plan for Students, will lose their privilege to represent Charleville State High School for a specified period of time from the completion date of their consequence:

Pink Monitoring Card: Students who are placed on a pink monitoring card will not be able to represent the school at any non-curriculum essential events for three days from the date they come off the card.

Yellow Behaviour Card: Students who are placed on a yellow monitoring card will not be able to represent the school at any non-curriculum essential events for one week from the date they come off the card.

1-10 Day Suspensions: students who receive a 1- 10 day suspension will not be able to represent the school in all non-essential curriculum activities for a period of 2 weeks from their date of return after suspension

11-20 Day suspensions: Students who receive an 11-20 Day suspension will be able to represent the school in all non-essential curriculum activities for a period of 3 weeks from their date of return after suspension.

**Charleville State High School
Student Support Committee
Referral Form**

Student Name: _____

Year Level: 8 9 10 11 12 Referring Teacher: _____

Educational Support ILP Educational Enrichment Behavioural Personal /Welfare Speech Language

(Please Circle the Reason for Referral)

Identify the reason for referral: _____

Strategies in place & effectiveness: _____

- ✓ Please provide work samples if for *educational difficulties, enrichment or ILP.*
- ✓ Please attach One School record and behaviour checklist if for *behavioural.*
- ✓ Please attach supporting evidence/ specialist reports relating to other categories if available.

NO REFERRAL WILL BE ACCEPTED WITHOUT SUPPORTING EVIDENCE

Referring Teacher:	Year Level Coordinator:	HOD:
Name: _____	Name: _____	Name: _____
Signature: _____	Signature: _____	Signature: _____
Date: _____	Date: _____	Date: _____

SSC Liaison recommendation for this referral is:

Office Use Only

Meeting Date & Time: _____

Follow-up notes: _____

Rationale

Program synopsis

This program intends to provide an alternative to suspension for students engaged in behaviour for which a substantial consequence is required, and for which it is appropriate for the student not to be removed immediately from the school context. Through the development of a partnership with South West Natural Resource Management Pty Ltd (SWNRM), the program will provide a community service option for students to engage with on consecutive Saturday mornings; providing supervised community service restitution, and maximising the amount of curriculum time available to students to pursue learning outcomes.

Program goals

This program aims to:

- Ensure that students receive a suitable consequence for failing to comply with school behaviour expectations;
- Ensure that this consequence is seen as a true deterrent and not simply a 'day off school';
- Meet community expectations under the Community Partnership Agreement (2013) for the school to be investigating viable alternatives to suspension;
- Provide students with community service opportunities as responsible and civic-minded community members.

Program underpinnings

This program is supported by Department of Education and Training (DETE) policies and procedures:

- Safe Supportive Disciplined School Environment (Community Service Intervention)
- Work Experience Placements for School Students

Students involved

Identifying students

Students who breach the Charleville SHS Responsible Behaviour Plan for Students through breaches that are classified as 'Serious misdemeanours/inappropriate behaviours' in the areas of 'Respect for school and self' or 'Responsibility' (refer pp 17-18 of the CSHS Responsible Behaviour Plan for Students) may be offered participation in this program as an alternative to suspension as one of the many possible consequences available to the Deputy Principal/Principal making decisions around the behaviour investigation.

The implementation of this program as a possible consequence will be made in negotiation with parents and school staff, determined by the nature of the behaviour and outcomes of appropriate investigations.

Program structure

Timing

South West NRM have agreed to implement this program on any given Saturday as part of their ongoing volunteer community action commitments. Following appropriate investigation and negotiation with parents/carers, the school will then negotiate with South West NRM to determine appropriate dates for the consequence to be carried out. Notice must be given by the school to South West NRM prior to Wednesday of any given week (ie if misdemeanour is committed on a Thursday, the earliest date for the consequence would be the following Saturday, 9 days after the

offence). This will allow time for the school and SWNRM to ensure appropriate paperwork is signed, and to ensure that appropriate induction and checks and balances are in place (eg blue card checks).

Staffing

As a supervised work experience/placement, student participation will be supervised by South West NRM under the responsibility of Craig Alison (Programme Manager). Craig will arrange for appropriate mentors to directly supervise the students, notifying the school of the names of these mentors and providing appropriate Blue Card information to the school prior to the first Saturday of the consequence.

Process flow

- 1) **Student** breaches Charleville SHS Responsible Behaviour Plan for Students
- 2) **Appropriate staff** complete investigation and substantiate breach
- 3) Decision made to offer Community Service Intervention as consequence, and negotiated with parents
- 4) **School** notifies South West NRM of student name and nature of breach prior to Wednesday of any given week and negotiates date for community service to be carried out
- 5) Prior to commencement on first Saturday: **school** completes Work Experience Agreement and arranges for appropriate signatures by Student, Parent/Caregiver, South West NRM (as Provider) and Principal
- 6) Prior to commencement on first Saturday: **South West NRM** provides school with:
 - a. Safe Work Method Statement
 - b. Site Risk Assessment Template
 - c. Names and Blue Card accreditation of supervising mentors
 - d. Induction plan for students
- 7) Prior to commencement on first Saturday: **school** completes Curriculum Activity Risk Assessment procedure in OneSchool, using information provided by SWNRM.
- 8) Prior to commencement on first Saturday: **school** formally advises parent/carer through modified OneSchool Community Service Intervention letter of dates, times and obligations under the arrangement. School also provides student with reflection and attendance recording sheets to be completed
- 9) If **student** is unable to attend any given Saturday for legitimate reasons (eg illness), student is to negotiate between school and South West NRM an alternate date
- 10) On Saturday morning: **Student** presents attendance sheet to Craig Alison for completion at the appointed site, undertakes induction and follows appropriate directions/processes as determined by South West NRM.
- 11) During the morning: **Student** discusses misdemeanour with mentor and identifies alternate/more appropriate behavioural pathways
- 12) Upon completion: **Student** completes reflection sheet and returns it – along with signed attendance log – to Deputy Principal as part of re-entry.

Resources

Templates and forms

(G:\Coredata\Admin\Reports & Plans\Community Service Intervention - Alternative to Suspension Program)

- Community Service Intervention Consent Form
- Community Service Intervention Attendance and Completion Form
- Behaviour Reflection Sheet
- Work Experience Agreement

South West NRM example paperwork

- EXAMPLE: Safe Work Method Statement
- EXAMPLE: Site Risk Assessment

Appendix 7 Behaviour Support Documents

Discipline improvement plan for _____

Student behaviour/incident

- You have behaviour incidents involving _____
- You have had _____ suspensions during the last 12 months, as well other major and minor incidents
- Your most recent suspension was a _____ Day suspension commencing on the _____, 2015 following an incident _____

School support

- Support Plan
- Behaviour Support Plan
- Access to the School Based Nurse
- Les Penrose School Chaplin
- Discipline Improvement Plan
- Access to the Guidance Officer
- Access to the Stymie website www.stymie.com.au
- Risk assessments developed with key stakeholders

Expected behaviour

- You will attend and participate in scheduled weekly appointments with the Guidance Officer from _____
- You will report to _____ any bullying situations that you have been faced with or use Stymie to report bullying situations occurring to yourself or others.
- You will ensure you have all of the equipment you need for the day and that you have had your daily monitoring sheet signed by relevant staff and your parents.
- You will follow Charleville State High School's Responsible Behaviour Plan for Students.
- You are to report any altercations/conflicts to your Year Level Coordinator _____, HOD _____ or Deputy Principal so that appropriate intervention can occur in line with the Charleville State High School's Responsible Behaviour Plan for Students.

Consequences for non-compliance

- Your consequences will be consistent with Charleville State High School's Responsible Behaviour Plan for Students and may include monitoring card, behaviour card, staff & administration follow up, detentions, suspension and/or exclusion.

People who can support you

- | | |
|--|---|
| • Stephanie King (Guidance Officer) | • Kristyanna Sellin (Year Level Coordinator) |
| • Narelle Webb (Behaviour AVT) | • Sebastian Kohli (Head of Department Senior Schooling) |
| • Spring Thacker (School Based Health Nurse) | • Carley McCormack (Deputy Principal Senior Schooling) |
| • Les Penrose (School Chaplin) | • Sue McDonald (Careers officer) |

Agreement

I/We agree to _____ plan outlined above and understand that this plan will begin on _____ 2014 and be reviewed on _____.

Signatures:

Student
Date:

Parent/Carer
Date:

Parent/ Carer
Date:

Deputy Principal
Date:

Principal
Date:

Review date:



Charleville State High School

Behaviour Support Plan

This form is CONFIDENTIAL and should be restricted to teachers and other persons with a professional interest in helping this child. It relates to the condition and needs of the child as determined at this point of referral

Student		Class		Date	
EQID				Review Date	
Teachers	•			Case Manager	
				Phone	4656 8888

CRITICAL INFORMATION:

STUDENT SUPPORT NEEDS

<input type="checkbox"/> SWD(IEP)	<input type="checkbox"/> Behaviour	<input type="checkbox"/> Risk Assess	<input type="checkbox"/> ESP	<input type="checkbox"/> Speech	<input type="checkbox"/> GO	<input type="checkbox"/> CYMHS	<input type="checkbox"/> EVOLVE
<input type="checkbox"/> NEP	<input type="checkbox"/> Transition	<input type="checkbox"/> STL	<input type="checkbox"/> BST	<input type="checkbox"/> OT/Physio	<input type="checkbox"/> YLC	<input type="checkbox"/> PLC	<input type="checkbox"/> External Agency

STUDENT HISTORY	TIMES OF GREATEST RISK	LOCATIONS FOR BEHAVIOUR	ADULTS BEHAVIOUR IS EXHIBITED	PEERS BEHAVIOUR IS EXHIBITED
•				

TYPES OF BEHAVIOURS EXHIBITED	MOTIVATION FOR BEHAVIOUR
	•

Noted Triggers	De-escalation
•	•

Short Term Goal (s)

•

Long Term Goal (s)

•

Desired Replacement Behaviours - Short term Goals (Observable, Measurable)

•

STRATEGIES

Supportive Environment:

- Clear and consistent expectations from teachers regarding the monitoring and management of reported/observed incidents
- Seating plan
- All incidents to be recorded on One school
- Arrange buddy class – (teacher to organise)
- STYMIE online reporting system

Curriculum:

- Scaffold work/ assessment
- Clear directions
- Regular check for understanding
- Differentiation to reflect literacy and numeracy skills

Student Support:

- Weekly check in with Guidance Officer/ Deputy
- School Based Youth Health Nurse (if requested).
- Careers Advisor.
- Chaplain.
- Support teacher for Literacy and Numeracy

Observed Behaviour	Result/Outcome	Worst Case Scenario	Risk Control (preventative)	Behaviour Incident Procedures (reactive)
		•		•

Persons consulted in formulation of this Plan

Person	Position	Signature	Date
	Student		
	Mother		
	Father		
	Guidance Officer		

	Deputy Principal		
	Principal		

Risk Assessment Term , 2015

Student:		Venue: Charleville SHS			Teacher: All		Date:	
Type of Behaviour	Description of Behaviour in worst case scenario	Assessment Analysis of Risk Identified			Preventative Strategies	Action to be taken (crisis steps)	Person/s Responsible	
		Likelihood	Consequence	Risk Rating				

Persons consulted in formulation of this Plan

Person	Position	Signature	Date
	Student		
	Mother		
	Father		
	Guidance Officer		
	Deputy Principal		
	Principal		

Flexible Arrangements: (Consult DETE webpage for interactive version)
Flexible Arrangement: Principal's Decision

To be completed by the principal	
Principal's Name	
School	
Student's Name	
<p>Please check as appropriate: For students of compulsory school age <input type="checkbox"/> The parent has given written agreement to the flexible arrangement. <input type="checkbox"/> The flexible arrangement has been discussed with the student.</p> <p>For student in the compulsory participation phase: <input type="checkbox"/> The student has given written agreement to the flexible arrangement. <input type="checkbox"/> The flexible arrangement has been discussed with the parent.</p> <p>For the alternative education provider: <input type="checkbox"/> The alternative education provider has given written agreement to the flexible arrangement.</p>	
Please answer these questions:	
Is the flexible arrangement the equivalent of full-time participation?	<input type="checkbox"/> Yes <input type="checkbox"/> No. If not, why?
What are the plans for monitoring and recording the student's participation in the flexible arrangement?	
What are the plans for evaluating the educational outcomes of the flexible arrangement?	
What are the plans for monitoring involvement of the educational provider?	
Attachments/s: List documentary evidence attached that supports decision	
<p>Additional Comments: <input type="checkbox"/> I approve the flexible arrangement as outlined. <input type="checkbox"/> I do not approve the flexible arrangement as outlined for the following reason/s:</p> 	
Principal's signature	Date

Negotiated Education Plan (Guidance Officer)

School details

School:	Date of Negotiated Education Plan:
Principal:	Proposed Review date:

Student Details

Student's last name:	Date of birth:
Student's first name:	Chronological age:
EQ ID number:	Gender:
School Year level:	

Summary of mental health difficulties and current education implications	
Presenting Difficulty	Education Implications
Academic achievement	Engagement with the curriculum
Behaviour	Disruptive
Social functioning	Getting along with peers and adults
Risks	
Clinical / medical considerations	Risk of harm to self or others
	Medical

Names of the people involved in completing this Negotiated Education Plan

Position	Name	Signature
Case Manager		
Class teacher/s		
Guidance Officer		
Clinical Care Provider		
Parent/Carer		
Student		
Other (eg external Agencies such as CYMHS)		

Principal Signature:	Date:
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Completed form to be faxed to Regional Office.

A copy of the NEP is to remain in the student's guidance file

Student Strengths
Academic
Behavioural
Social
Health

Student's goals
Academic achievement
Behaviour
Social functioning
Risks
Clinical / medical considerations

Education Adjustments

Education Adjustments	Goal	How	Who	When By	Goal achieved (Y/N)
Curriculum					Yes No
					Yes No
					Yes No
Social Participation/Emotional Wellbeing					Yes No
					Yes No
					Yes No

Education Adjustments	Goal	How	Who	When By	Goal achieved (Y/N)
Health and Safety					Yes No
					Yes No
					Yes No
Clinical/medical considerations					Yes No
					Yes No
					Yes No

* Further information about developing a risk management plan can be found at <http://education.qld.gov.au/health/safety/managing/risk.html>.

The student's personal information included on this form has been collected, used and distributed for the purpose of ascertaining and establishing referral and support options for the student's suspected mental health difficulty, with the informed consent of the student/parent/carer, pursuant to s.426(3)(b) of the *Education (General Provisions) Act 2006*.

Appendix 8: Personal technology devices at school

Mobile Phone and Electronic Devices Policy

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices) whether or not integrated with a mobile phone or MP3 player, mobile telephones, iPods® and devices of a similar nature.

Students are allowed to carry a mobile telephone and other personal technology devices based on the conditions of use below. In case of an emergency, if a parent needs to contact their child during school time this must be done through the front office. Should a student need to go home because of an illness or any other reason during school hours, the school will contact parents to coordinate arrangements.

- Mobile telephones must be switched off during lesson time. If they ring during a lesson, are visible or cause any disruption to the lesson by any other use teachers are instructed to direct the student to the office for the phone or device to be handed in. Refusal to attend the office or hand over the phone/device will result in a consequence for wilful disobedience.
- Mobile phones are not to be used to send harassing or threatening text messages or inappropriate images to other individuals. Action will be taken against students who use their mobile as a means to harass other students.
- Mobile phones/devices are not to be used to take photographs or film of other individuals without their consent.

Confiscation

If students' use of mobile phones/devices is in breach of the above rules the following consequences will apply:

	Incorrect Use	Consequence
1	Phone turned on, rings or text messages used, visible in class - 1 st offence	<ul style="list-style-type: none"> • Student directed by the teacher to take the phone to the office and shows receipt of property handed in on return to class. • Student collects phone after 3pm from the office.
2	Phone turned on, rings or text messages used, visible in class - 2 nd offence	<ul style="list-style-type: none"> • Student directed by the teacher to take the phone to the office and shows receipt of property handed in on return to class. • Student has a meeting with the Deputy Principal to discuss use of mobile phones at school and contact is made home to parent. • Student collects phone after 3pm from the office.
3	Phone turned on, rings or text messages used, visible in class - 3 rd offence	<ul style="list-style-type: none"> • Student directed by the teacher to take the phone to the office and shows receipt of property handed in on return to class. • Student has a meeting with the Deputy Principal to discuss use of mobile phones at school and contact is made home to parent. • Parent to collect the mobile phone from the office
4	Phone turned on, rings or text messages used, visible in class - 4 th offence	<ul style="list-style-type: none"> • Student directed by the teacher to take the phone to the office and shows receipt of property handed in on return to class. • Student has a meeting with the Deputy Principal to discuss use of mobile phones at school and contact is made home to parent. • Parent to collect the mobile phone from the office • Alternative to suspension program, Suspension (1- 10 days, 11-20 days)
5	Harassing, threatening text messages/inappropriate images/ harassing calls	<ul style="list-style-type: none"> • Phone lodged at office and parent/guardian contacted. • Alternative to suspension program, Suspension (1- 10 days, 11-20 days)
6	Taking photos, filming or circulating photos or video without consent	<ul style="list-style-type: none"> • Phone lodged at office and parent/guardian contacted. • Alternative to suspension program, Suspension (1- 10 days, 11-20 days)
7	Use of another person's phone without consent	<ul style="list-style-type: none"> • Parent/guardian contacted. • Alternative to suspension program, Suspension (1- 10 days, 11-20 days)

8	Use of phone in an exam room	<ul style="list-style-type: none"> • Phone lodged at office and parent/guardian contacted. • Possible cancellation of exam paper
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Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Certain personal technology devices banned from school

Students must not bring valuable personal technology devices like, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Loss or Theft

Mobile phones and other electronic devices are brought to school entirely at the owner's risk. Charleville State High School cannot accept any responsibility for theft, loss, damage or health effects resulting from the use of an electronic device. Parents and students are reminded that electronic devices are personal property and are not insured by Charleville State High School or DETE.

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Charleville State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording private conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special circumstances arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Appendix 9: School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose

Charleville State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Charleville State High School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Charleville State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Charleville State High School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Charleville State High School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide behaviour support practices will be maintained at all times.

This will ensure that:

- Our behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the four (4) school rules:
 - Be a learner
 - Be safe
 - Be respectful
 - Be responsible
- Students have taught the expected behaviours attached to each rule in all areas of the school through the school pastoral care program
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The anti-bullying process consist of lessons taught by all teachers during the school's pastoral care program as informed by the four school rules and values under the School Wide Positive Behaviour System. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

Students will be exposed to anti-bullying lessons in the following programs run at Charleville State High School:

- Program Achieve
- Friends Resilience Program
- Beautiful Outstanding Women (BOW)
- Peer Skills
- Who's the man

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Charleville State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Charleville State High School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Reporting:

Charleville State High School understands the importance of students being able to report bullying incidents about themselves or others around them. Students have access to Stymie (www.stymie.com.au) an anonymous reporting website which sends notifications of bullying to relevant staff so the incident can be investigated and dealt with in accordance with the consequences of the Responsible behaviour plan for students.

Appendix 10: Appropriate use of social media

Charleville State High School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Charleville State High School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Charleville State High School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 9**, it is unacceptable for students to bully, harass or victimise another person whether within Charleville State High's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Charleville State High School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Charleville State High School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Charleville State High School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Charleville State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Charleville State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.

- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Charleville State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Charleville State High School expects its students to engage in positive online behaviours.

Appendix 11: Working together to keep Charleville State High School Safe:

We can work together to keep weapons out of school. At Charleville State High School, every student has the right to feel safe and be safe at school. As a result no weapons are allowed to be brought to school by students. There is no reason for a student to have a weapon at school, and it is against the law for a student to have a weapon at school.

If a student has a weapon at school, they can expect serious consequences, such as fines and possible jail. Longer jail sentences can be given to young people if someone is injured with a weapon during an assault.

What kinds of weapons are banned?

- No weapons of any type are allowed at school, including firearms, grenades, martial art weapons, combat weapons, flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives butter knives, fruit knives or craft knives or any other item that can be used as a weapon.
- Any dangerous apparatus needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstance where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a weapon to school.

- If a student has weapon at school, the Principal can inform the police
- Possessing a weapon at school may result in suspension or exclusion
- Police can search a student and their property at school if they suspect a student has a weapon
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail
- School property such as desks or lockers may be searched if the Principal suspects that a student has a weapon on or in school property
- If the Principal suspects the student has a knife in their bag the bag may be temporarily confiscated until police arrive
- If the student does have a weapon at school, it can be confiscated by the Principal and given to the police

How can parents/guardians help to keep out school safe?

- Make sure your child knows what the laws and rules about weapons are
- Check that your child does not carry a weapons on their person or in their bag
- Contact the Principal if you believe your child is being bullied or threatened at school

Charleville State High School Student Drivers

Throughout Year 11 and 12 students may obtain their Driver's Licence and transport themselves and others to school each day. To ensure student safety there are certain protocols that student drivers must follow as part of Charleville State High Schools Responsible Behaviour Plan for students.

Students who drive to school must return to the office the 'student driver contract' that has been signed by both their parents and themselves. This contract will then be placed on the students file in the front office. Students will also need to supply the school with their car registration details, make and model.

If a student driver is transporting passengers to school, that passenger must return the passenger contract signed by the passenger, the passenger's parents, the student driver and the student driver's parents. The contract must then be returned to the front office where a copy will be placed on both the student drivers file and the passenger file.

Students who drive to school are not allowed to leave school grounds during school time without signing out of the office with parental permission, and then signing back into the office upon their return. Students will not be allowed to sign out of the office just because they have the means to transport themselves and others around town, as they are still the responsibility of Charleville State High School until 3:00pm, each school day. Student Drivers will only be able to sign out of school for appointments or extenuating circumstances as approved by the Deputy Principal or Principal.

Students will not be allowed to sign out and leave school grounds:

- For lunch- home, Fat Freddy's, road house, down town etc
- During spares
- Because they feel like going home

When attending school activities, excursions or functions where the school is transporting the other students, student drivers will need to arrive at school, park their car and travel with the rest of the students as per the school organised travel arrangements. In the cases where it is expected that the students will already be at a venue for a school activity, excursion or function the Student Driver may drive themselves and their approved passengers to that venue.

Should student drivers or their passengers breach their driver or passenger contracts consequences will apply to that student as per Charleville State High Schools Responsible Behaviour Plan for Students.

**Charleville State High School
Student Driver Contract**

Student Driver Conditions:

- Students and parents will complete this Student Driver contract by signing down the bottom, which is acknowledgement of agreement to the conditions set out in this contract. This contract is to be returned to the office once completed.
- Student Drivers will not be able to transport passengers in their car to and from school unless all required parties have signed and returned the Passenger Contract and returned it to the office.
- Student drivers are to park in Partridge Street outside the school entrance. Student drivers will not be permitted to park in school grounds at any time.
- Student drivers or their passengers are not to visit their cars during school times
- Students are not to leave school grounds in a car during the school day unless they have permission from their parents and the Deputy Principal or Principal and have signed out of the office before departing. Students must then sign back in on time at the front office or lateness consequences as set out in the Responsible Behaviour Plan for Students will apply.
- Student drivers are to abide by the road rules and safe driving practices at all times.

I/We agree to Charleville State High School’s Student Driver Policy as outlined above. We are aware of the responsibilities of a Charleville State High School student has and understand that a breach in their responsibilities or the student driver policy will lead to consequences as per Charleville State High Schools Responsible behaviour Plan for students.

Car Details:

Registration Number: _____ Model: _____ Colour: _____

Student

Signature

Date

Parent/Caregiver

Signature

Date

School Representative

Signature

Date

Charleville State High School
Contract for Passengers of a Student Driver

Passenger conditions:

- Student passenger, their parent/career, the student driver and the student driver's parent/career will complete this Passenger of a Student Driver contract by signing down the bottom, which is acknowledgement of agreement to the conditions set out in this contract. This contract is to be returned to the office once completed.
- Passengers of a Student Drivers will only be allowed to travel to/from school with the student drivers that they hold a signed passenger contract with and this has been returned to the office.
- Passengers are not to linger around the parked cars before, during or after school.
- Student drivers or their passengers are not to visit their cars during school times.
- Passengers are not to leave school grounds, in a car, during the school day unless they have permission from their parents and the Deputy Principal or Principal and have signed out of the office before departing. Students must then sign back in on time at the front office or lateness consequences as set out in the Responsible Behaviour Plan for Students will apply.
- Passengers are to abide by the road rules and safe driving practices at all times.

I/We agree to Charleville State High School's Student Passenger Policy as outlined above. We are aware of the responsibilities of a Charleville State High School student has and understand that a breach in their responsibilities or the student driver policy will lead to consequences as per Charleville State High Schools Responsible behaviour Plan for students.

<hr/> <p>Student (passenger)</p>	<hr/> <p>Signature</p>	<hr/> <p>Date</p>
<hr/> <p>Parent/Caregiver (passenger)</p>	<hr/> <p>Signature</p>	<hr/> <p>Date</p>
<hr/> <p>Student (Driver)</p>	<hr/> <p>Signature</p>	<hr/> <p>Date</p>
<hr/> <p>Parent/Caregiver (driver)</p>	<hr/> <p>Signature</p>	<hr/> <p>Date</p>
<hr/> <p>School Representative</p>	<hr/> <p>Signature</p>	<hr/> <p>Date</p>