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Purpose

Cleveland District State High School prepares students to meet the future, by promoting the all-round development of students, through the equitable provision of a wide range of academic, vocational, cultural, sporting and citizenship opportunities. Students have access to flexible pathways and are encouraged to pursue every opportunity available to them, to develop as young people.

The Responsible Behaviour Plan for Students, is designed to facilitate high standards of behaviour, fostering positive learning environments. This document is consistent with the agreed values of our staff, School Council and School Parents and Citizens Association. These values are strongly aligned to our School Philosophy and the Education Queensland Code of School Behaviour.

We believe that responsible behaviour management strategies in schools, are underpinned by good pedagogy. Dimensions of Learning is the pedagogical framework we use, to inform consistency of teaching practices and classroom management, across the school. Extensive professional development ensures, that all staff are familiar, with a range of proactive strategies, which engage students in learning.

Consultation and data review

This document was developed, following a review of important data sets for this school, relating to attendance, unexplained absences, school disciplinary absences and behaviour incidents including bullying and cyber bullying. Recorded incidents of inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices also informed the development process.

The School Philosophy was developed by the School Council in consultation with Parents, Administration, Teachers and Students. The Philosophy reflects Education Queensland priorities, Council of International Schools Philosophy the International Baccalaureate Mission Statement and Learner Profile.

This Plan was endorsed by the Principal, School Council, President of the P&C and staff. It will be reviewed in 2020 in its entirety and also informally annually through established school committees.
Cleveland District State High School

School Philosophy

Preparing Students to Meet the Future

Cleveland District State High School is an established school, with a caring staff devoted to the creation of a safe, supportive environment where all students are valued, individual differences are respected and international students are welcomed. We aim to build positive, meaningful relationships within our school and the wider community.

Our school is committed to the development of active, compassionate, lifelong learners who have the confidence and abilities necessary to face the challenges of our rapidly changing society. Our teaching staff are dedicated to the delivery of an engaging curriculum that ensures intellectual discipline and academic rigour. There is a culture of continuous improvement (Kaizen).

Cleveland District State High School prepares students to meet the future by promoting the all-round development of each student through the equitable provision of a wide range of academic, vocational, cultural, sporting and citizenship opportunities. Students have access to flexible pathways and are encouraged to pursue every opportunity available to them to develop as young people.

The school inspires students to become independent, knowledgeable, reflective thinkers and communicators and fosters:

- International mindedness
- Intercultural understanding and respect for diversity
- Knowledge of and respect for Australia’s heritage
- Honesty, integrity and respect for self, others and the environment
- A love of learning through inquiry, creativity, research and a sense of fun (Neoteny).

Cleveland District State High School encourages students to strive for personal excellence and be “always worthy”, in an inclusive environment where we actively care for the well-being of others (Ubuntu).
Learning and Behaviour Statement

Our school is committed to providing a positive learning environment, in which all students can achieve their best and feel connected to the school community. The aim of the Responsible Behaviour Plan for Students, is to create an optimal learning environment, where each student take responsibility for their learning and the learning of others.

Our Pedagogical Model is linked to the School Philosophy, our Pedagogical Framework and the Australian Professional Standards for Teachers. It identifies how we support students in their pursuit of success. A critical element of this model, is the link to the ICARE classroom philosophy, identifying the key behaviours required in achieving a climate of success, where optimal learning can take place.
Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

Cleveland District State High School has an endorsed School Philosophy and has developed a statement of classroom expectations linked specifically to its intention. Facilitating these standards of behaviour can only be achieved through clear communication of those standards to all students.

Explicit teaching of school standards and expectations is an integral component in students’ demonstrating acceptable behaviours at school. Communicating behaviour expectations is a form of universal behaviour support. The teaching of the ICARE Philosophy (page 6) is enhanced with the use of the **Expectations of Appropriate Behaviour** (p7) in explicitly teaching the students the schools standards.

Appropriate standards of behaviour are facilitated through:

- Clear communication of behaviour expectations for all staff, students and volunteers in the school
- Creation of positive learning environments as articulated in the school’s Philosophy
- Whole school positive preventative strategies
- Recognition of individual circumstances and appropriate support
- Management of incidents through clear and understood processes
- Consideration of the individual circumstances and actions of students in the context of the needs and rights of all school community members and the requirement to maintain the good order and management of the school

**Universal behaviour support**

Cleveland District State High School has many proactive and preventive whole-school processes and strategies that:

- Facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching.
- Promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop.
- Foster mutual respect.
- Encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.
At Cleveland High we
Include and accept others
Create imagine, inspire, innovate
Achieve our personal best
Respect each other and our world
Enjoy learning and find humour
in Safe and supportive environments
### Cleveland District State High School
#### Student Expectations

<table>
<thead>
<tr>
<th><strong>Include</strong> and accept others</th>
<th><strong>Create</strong> Imagine, Inspire and Innovate</th>
<th><strong>Achieve</strong> our personal best</th>
<th><strong>Respect</strong> each other and our world</th>
<th><strong>Enjoy</strong> learning and find humour</th>
<th><strong>in a Safe</strong> supportive environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consider opinions and feelings of others.</td>
<td>• Apply past knowledge to new situations.</td>
<td>• Commit to continuous improvement every single day (Kaizen)</td>
<td>• Define our happiness and wellbeing by the happiness and wellbeing of those around us. (Ubuntu)</td>
<td>• Work hard and have fun (Neoteny)</td>
<td>• Value my own safety and that of others.</td>
</tr>
<tr>
<td>• Value and respect diversity</td>
<td>• Persist and find new ways to achieve my goals.</td>
<td>• Arrive on time to class and be ready to learn.</td>
<td>• Respect your own and others’ right to learn.</td>
<td>• Engage in the learning experiences provided by the teachers with a positive attitude</td>
<td>• Follow staff instructions.</td>
</tr>
<tr>
<td>• Allow all students to learn in an inclusive classroom environment</td>
<td>• Think flexibly- be able to change perspectives, generate alternatives and consider all other options to inspire others</td>
<td>• Ask for help when needed</td>
<td>• Be considerate of other’s personal space and property.</td>
<td>• Work with others to achieve higher standards.</td>
<td>• Stay alert and report unauthorised people on the school property to the teachers or other staff members.</td>
</tr>
<tr>
<td>• Contribute positively to the school learning environment</td>
<td>• Work at learning</td>
<td>• Celebrate the achievements of others</td>
<td>• Take pride in the school, its reputation and our environment.</td>
<td>• Commit to being a lifelong learner.</td>
<td>• Keep the school environment neat and tidy.</td>
</tr>
<tr>
<td></td>
<td>• Be open to engaging in all elements of the school community: Social, Academic, Sporting, Citizenship and Cultural.</td>
<td>• Be a Global Citizen</td>
<td>• Be a Global Citizen</td>
<td>• Be helpful, honest, courteous and polite to members of the school community.</td>
<td>• Enter teaching areas in a quiet and orderly manner.</td>
</tr>
</tbody>
</table>

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Staff Handbook 2017 | Section 3: Responsible Behaviour Plan | Cleveland District State High School
Classroom Expectations

The first step in facilitating standards in the classroom environment, is communicating these standards to the class at regular intervals during the school year. It is imperative that the teacher utilises every opportunity to communicate our expectations through positive interactions.

Strategy: Common Expectations – Schoolwide Junior and Senior Secondary

All classrooms clearly display the school’s ICARE Philosophy. This philosophy for the classroom expectations is explicitly taught by the teacher and consistently applied in all classroom environments in the school. There is a clear through-line between; the school’s classroom expectations, the school’s Philosophy and the Pedagogical Framework. All teachers have the same expectations of students in every classroom and clearly articulate these expectations to the students regularly throughout each term.

Strategy: Consistent Routines – Junior Secondary

Entry Routine
1. Arrive on time
2. Line up in two lines outside the classroom quietly with your equipment for learning
3. Leave your bags outside – Mobile phones are switched off or on silent and are not seen without teachers consent
4. Enter the classroom in an orderly manner sit at your desk and be prepared to learn

Exit Routine
1. Tidy your work area
2. After instruction from the teacher students will stand behind their desk with their chair pushed in
3. Students will leave the class when the teacher dismisses them.

Late to Class Routine
1. Accept the student into the class
2. During the lesson, talk to the student regarding their lateness
3. If appropriate, provide an option for the student to make up the lost time

Pedagogical Response

A range of skills will be employed by teachers to assist students to achieve their best. As a guide, the Essential Skills for Classroom Management may form the approach taken in the classroom. Staff will use a variety of strategies to assist students to achieve the school’s classroom standards for behaviour ranging from the least to most intrusive approach to reinforce the standards. Staff will also recognise appropriate behaviours and respond with differing levels of praise and acknowledgement to reinforce the classroom expectations.

Prior to a formal, corrective response, the teacher and the student will discuss how the behaviours exhibited by the student are affecting their learning and the learning of others. The aim of this conversation is to rebuild the teacher-student relationship and engage the student in a reflective discussion on how they could change their behaviour in alignment with Dimension one, Attitudes and Perceptions in the schools Pedagogical Framework. A guide to non-threatening redirection of low level classroom behaviour can be found on page (9), which staff use at this level of the behaviour management process.

The conversation will ask the student to:

1. Acknowledge the problem behaviour
2. Accept the behaviour was not appropriate
3. Agree to a set of actions in the classroom
Basic defusing strategies
These strategies can be used by staff in the redirection of behaviour at the classroom level. In all conversations with students, staff model appropriate communication methods in diffusing low level classroom incidents. These strategies are consistent with well-researched and documented classroom management strategies which teachers employ in all areas of the school.

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 and speak privately to the student's where possible. Speak calmly and respectfully whilst minimising body language. Keep a reasonable distance, but establish eye level position. Be brief, staying with the agenda, acknowledge any cooperation, however withdraw if the situation escalates.

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

Debrief
Help the student to identify the sequence of events which led to the unacceptable behaviour. Pinpoint decision moments during the sequence of events. Evaluate decisions made and identify acceptable decision options for future situations.
Recognise and Reward

Strategy: Acknowledgment of positive behaviours

Cleveland District State High School values the contribution of all members of its community and supports a wide range of strategies which promote the positive behaviours of students. We encourage all staff to use those strategies which will ensure the recognition and celebration of achievements across the school.

Strategies available to staff include:

1. Verbal/nonverbal praise and encouragement
2. Whole class acknowledgment of success
3. Public acknowledgement of student success and achievements
4. Phone calls, postcards, emails and certificates to parents
5. Recognition in the newsletter, Facebook
6. Annual Sports, Performing Arts and School Presentation evenings
7. OneSchool Positive Acknowledgment records

Strategy Reward – Formal Rewards Program Classroom

Cleveland District State High School acknowledges that students there are a majority of the students’ actively promoting the school standards daily in all aspects of their school life. In order to recognise students across the school, whose efforts and behaviour are exemplary and who demonstrate the key standards as stated in the school's Guiding Statements there exists a rewards program achievable to all students. The rewards system managed through the Year Co-ordinators, takes into account all areas of the school and is judged with reference to the ICARE classroom philosophy for students. (Include, Create, Achieve, Respect, Enjoy in a Safe supportive environment)

The reward system encourages students to raise the expectations of their behaviour to become active and positive contributors to the school community. All students who are identified as demonstrating positive behaviour, consistent with the school philosophy will receive a certificate of recognition and have this recorded in OneSchool.

At the end of every semester students who have been identified through this process, will be eligible to win major rewards as a result of their efforts. These may take the form group recognition through to individual recognition at the discretion of the Year Co-ordinator.

Strategy Recognise

Students who are identified through the reward program will be recognised at year level parades and parents will be notified through the certificate brought home by the student. Staff are encouraged to make email contact with parents to notify them of the student’s award and provide a brief description of why they received the award.

Year Co-ordinators will recognise a number of the students through the monthly Newsletter, drawing attention to the ICARE Philosophy of the school.
Student Behaviour Management Flow Chart

The following flow chart shows the steps that will be followed by teachers when dealing with behaviour which causes disruption in the classroom. All students are responsible for their own behaviour and each step of this procedure supports students who take responsibility for their own actions and make cooperative efforts to create a positive learning environment. A major incident should be referred to a year level deputy immediately. At the start of each semester, students will revert to Step 1.

<table>
<thead>
<tr>
<th>Inappropriate behaviour in the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong></td>
</tr>
<tr>
<td>Proactive strategies implemented (Essential Skills for Classroom Management). Teacher deals with issue.</td>
</tr>
</tbody>
</table>

**Repeated Disruption**

<table>
<thead>
<tr>
<th><strong>Step 2 (Buddy Out 1)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student sent to Buddy Teacher for that lesson. Student completes Positive Behaviour Redirection Plan. Student behaviour is monitored by subject teacher (using agreed goals of behaviour) for the next three lessons. Oneschool behaviour record completed including record of contact with a parent (Email).</td>
</tr>
</tbody>
</table>

**Repeated Disruption**

<table>
<thead>
<tr>
<th><strong>Step 3 (Buddy Out 2)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student sent to Buddy Teacher for that lesson. Student completes Positive Behaviour Redirection Plan. Student behaviour is monitored by subject teacher (using agreed goals of behaviour) for the next three lessons. Oneschool behaviour record completed including record of contact with a parent, preferably by telephone. Use Oneschool to refer this incident to your HOD.</td>
</tr>
</tbody>
</table>

**Repeated Disruption**

<table>
<thead>
<tr>
<th><strong>Step 4 (Buddy Out 3) Negotiated Re-entry.</strong></th>
</tr>
</thead>
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<tr>
<td>Student sent to Buddy Teacher for that lesson. Oneschool behaviour record completed and referred to your HOD. The HOD will contact parents to discuss the student’s behaviour and their Re-Entry conditions. The student will remain out of class with the HOD until parent contact has been made. The HOD emails a copy of the plan to the parent and the teacher. Teacher tracks the students’ behaviour for one (1) week.</td>
</tr>
</tbody>
</table>

**Repeated Disruption**

<table>
<thead>
<tr>
<th><strong>Step 5 (Buddy Out 4) Year Level Deputy.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student sent to Buddy Teacher for that lesson. Record incident in Oneschool and refer to Year Level Deputy. Administration action including: Withdrawal from classes, suspension, tracking etc. Parent/Guardian interview conducted before readmission to all classes.</td>
</tr>
</tbody>
</table>

**Repeated Disruption**

<table>
<thead>
<tr>
<th><strong>Step 6</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student suspended with possible recommendation for exclusion (Years 7, 8, 9 and 10) or Cancellation of Enrolment (Years 11 and 12).</td>
</tr>
</tbody>
</table>

It is envisaged that each person in the chain of steps will endeavour to resolve the problem before referring it on to the next step. Students should not be buddied out for something that happened in the previous lesson. **Students who do not follow the Buddy Out procedure escalate to the next step.**
Targeted behaviour support

Pedagogical Corrective Response – Persistent Minor Behaviour – Teacher and Head of Department

Cleveland District State High School uses a series of intervention strategies aimed at allowing students to own their behaviour and reflect on appropriate strategies to repair the relationship between the teacher, themselves and the class. When the teacher has exhausted all minor redirection strategies, students may be removed from the classroom for one lesson using the Buddy Out process. The Buddy Out process is a reflective process requiring the student to own their behaviour and provide reasonable alternative behaviours when they return to the room. This process is used twice to provide the student an opportunity to own their behaviour, reflect and then correct.

If students are not able to change their behaviour teachers will send the student to the subject Head of Department to discuss a Negotiated Re-Entry to the class following a parent interview. Parents and students through this process discuss the behaviours that the student should be using in class and are made aware of the consequences of not following through with the negotiated re-entry plan.

At all stages of the intervention process parents are informed of the progress of the student and the strategies the school is taking to promote more positive behaviours consistent with the ICARE philosophy. The use of this system is also linked with a behaviour modification conversation between the student and the teacher. This conversation is aimed at repairing the teacher-student relationship, whilst engaging the student back into the learning environment.

This process asks the students to:

- Own their behaviour,
- Accept the behaviour had consequences for learning,
- Work with the teacher on how to move forward.

Administrative Response – Persistent Minor Behaviour – Deputy Principal

The year level deputy will become involved with persistent minor behaviour, when the student is still exhibiting behaviour not consistent with the schools expectations. Teachers will refer students to the deputy principal after following an unsuccessful renegotiated re-entry. The Deputy Principal will review information from OneSchool and seek teacher and Head of Department advice and arrange a meeting with the student, parent, Head of Department and in some instances the Teacher.

The aim of this interview is to provide another opportunity for the student to own their behaviour and work with the subject HOD, teacher and parents to identify the appropriate behaviour required for enrolment at Cleveland District State High School. During the interview a deputy tracking sheet will be discussed and implemented consistent with the ICARE philosophy for a period of time determined by the year level deputy.

Failure to follow this tracking may result in the student moving class, being suspended (various lengths) and in some instances where the behaviour is ongoing and the student has made no attempt to improve recommendation for exclusion may be appropriate.

Administrative Response Major Classroom and general school behaviour

If student behaviour is identified as major inappropriate behaviour, the student will be referred to the year level deputy immediately and a note sent to the office with a responsible student to notify the office of the student’s name who should be attending. This student will be held in the office until the Deputy is able to assess the situation with the teacher who has made the report. The teacher will record in OneSchool the details of the incident.

Behaviours that are classified as major are identified in the Management of Major Disciplinary Matters (p 16).
The consequences for major behaviours are not the same for every incident. The year level Deputy will undertake a full investigation of the event and discuss with the principal. Possible consequences may range from detentions, student tracking, suspension, or referral to support agencies to assist the student in achieving school expectations where the behaviour is of a very serious nature the Principal may consider that a Recommendation for Exclusion is appropriate.

Procedures for Behaviour Management outside the classroom

All students are responsible for their own behaviour and are required to take responsibility for their own actions and make cooperative efforts to create a positive learning environment. The following flow chart shows the steps that will be followed by teachers when dealing with behaviour which causes disturbance in areas other than the classroom.

The school is responsible for providing a Duty of Care to all students during break times. Through a timetabled Playground supervision roster, staff fulfill the requirements of the Education Department by providing a safe, supportive, school environment. Students who do not feel safe during these times should locate the closest teacher on duty, who will deal with the situation or refer the issue to the Administration team.

<table>
<thead>
<tr>
<th>Inappropriate behaviour outside of the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Incident</td>
</tr>
<tr>
<td>Proactive strategies - Teacher deals with behaviour and issues appropriate consequence.</td>
</tr>
<tr>
<td>Major Incident or Repeated disturbance or noncompliance</td>
</tr>
<tr>
<td>Administration action including: lunchtime detention, litter duty, afterschool detention, Monday detention, suspension etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minor Behaviours – Staff Member on Duty</th>
<th>Major Behaviour – Administration Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>• throwing litter on the ground</td>
<td>• physical altercations</td>
</tr>
<tr>
<td>• running in areas other than the school oval/courts</td>
<td>• repeated refusal to follow a reasonable teacher instruction</td>
</tr>
<tr>
<td>• not wearing a hat on the oval</td>
<td>• suspected of possession of prohibited items</td>
</tr>
<tr>
<td>• sitting or playing in an out of bounds areas</td>
<td></td>
</tr>
<tr>
<td>• eating food not consistent with the government’s Healthy Eating Guidelines for Schools</td>
<td>All other behaviours listed in the Management of Major Disciplinary matters matrix page (18)</td>
</tr>
<tr>
<td>• low level disagreements between students</td>
<td></td>
</tr>
</tbody>
</table>
Intensive Behaviour Support

Cleveland District State High School has effective classroom processes, strategies and/or programs which encourage acceptable standards of behaviour and provide educational support or intervention in responding to individual student needs. The school has access to a number of effective intensive intervention, behaviour support processes and/or programs which use targeted approaches to curb unacceptable behaviour and support continued learning engagement.

Educational Support

- Educational Support Plans for students in care
- Seasons for Growth program.
- Good Standing Policy
- Support Provisions for verified students
- Work experience and modified timetable
- OneSchool is used to document and track student behaviour
- Regular Student Support Services Team (SSST) meetings
- Work experience
- Communication with parents
- Individual Support Plans / Individual Curriculum Plans
- Transition to work programs
- Assessment Policy
- Referral to Guidance Officer or other appropriate support staff
- Help Increase the Peace Program (HIPP)

Behaviour Intervention Support

- Behaviour Management Plan flowchart (See appendix 6). Buddy System incorporating the “Positive Behaviour Redirection” and the “Negotiated Re-entry into Class Sheet”
- Harassment, cyber bullying and online defamations are initially responded to with mediation, negotiation and/or education as appropriate. Disciplinary consequences are applied on an individual case by case basis
- Mediation is available to assist in solving differences of opinion or arguments as well as in cases of harassment
- Daily attendance or behaviour tracking cards
- Lunch time, after school, Monday Detention (Year 11, 12) and Saturday morning detentions
- Withdrawal from class or activity
- Individual Behaviour Management Plans
- Student attendance and/or behaviour tracking
- Behaviour Support teacher case managing students with challenging behaviours
- Support from External Agencies such as Child and Youth Mental Health Service, In-Sync, Boystown programs
- School Based Health Nurse
- School Based Police Office
- Guidance Officers
Consequences for unacceptable behaviour

Types of Unacceptable Behaviour and Disciplinary Action

Unacceptable behaviour has been categorised into four (4) areas and the disciplinary response is highlighted in the Behaviour Management Flow Chart as can be seen on page (10). Unacceptable behaviour at Cleveland High can be defined as either minor or major and the staff responsible for addressing this behaviour and the possible response can be seen on pages (15, 16, 17 and 18).

Unacceptable Behaviour
These Scenarios and responses may vary with specific circumstances

1. Continual disobedience which is not disruptive to the class.
2. Continual disobedience which causes disturbance to the class.
3. Unacceptable behaviour of a serious nature
4. Unacceptable behaviour of a very serious nature

Students may receive appropriate disciplinary consequences which may include natural consequences, behavioural education, detentions, tracking, monitoring, parent interviews, withdrawal, suspensions, exclusion or other consequences as appropriate.

Students in the Compulsory Participation Phase (completed Year 10 or over 16 years of age) can have their enrolment cancelled if they fail to participate in the program of instruction.

There is an expectation that each person in the chain of steps will endeavour to resolve the problem before referring it on to the next step.

There are a range of consequences that can be put in place for unacceptable behaviour including detentions, suspensions, behaviour improvement conditions and exclusion. School Disciplinary Absences (SDAs) may be used if the behaviour of students warrants, but must be used after consideration has been given to all other responses. The Education & General Provisions Act 2006 (EGPA) states the following:

Detentions – a principal or teacher can detain a student as a consequence for disobedience, misconduct, wilful neglect to prepare homework or for another breach of school discipline. A period of detention must not be more than 20 minutes during lunch breaks or more than 30 minutes after the school program has finished for the day. If the detention is completed after school or on a Saturday morning, a parent must be informed at least 24 hours prior.

Suspension – the Executive Principal may suspend a student from the school under the following circumstances:

- disobedience by the student
- misconduct by the student
- other conduct that is prejudicial to the good order and management of the following school.
- the students attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff at the school
- the student is charged with an offence other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to be enrolled at the school
**Behaviour Improvement Conditions** – a behaviour improvement condition may be imposed if the Principal is reasonably satisfied that the student has engaged in behaviour that is the basis for a Recommendation for Exclusion from the school or certain State schools, as mentioned below.

**Principal's Power to Exclude** – The Principal of a State school at which a student is enrolled, may exclude the student from the school if the principal is satisfied that grounds for Exclusion exist. The Principal may, at any time before or after the student is excluded from the school, also recommend to the principal’s supervisor that the student be excluded from certain other State Schools.

**Grounds for Exclusion by Principal** - each of the following is a ground for excluding a student from a State school at which the student is enrolled:

- disobedience by the student;
- misconduct of the student;
- other conduct of the student that is prejudicial to the good order and management of the school;
- the disobedience, misconduct or other conduct is so serious that suspension of the student from the school is inadequate to deal with the behaviour.

Students may be excluded from a State school at which they are enrolled, due to the student's contravention of a behaviour improvement condition, for the student's challenging behaviour, that has been imposed or agreed to under the conditions of the Act.
Management of Minor Disciplinary Matters

### Minor Inappropriate Behaviours & Possible Responses Steps 1, 2, 3, 4

Teachers manage the expectations of behaviour in the first instance. If student behaviour continues or escalates the teacher will follow the Behaviour Management process.

<table>
<thead>
<tr>
<th>Possible Minor Behaviours</th>
<th>Possible Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>Response may include, but are not limited to the following:</td>
</tr>
<tr>
<td>- Class disruption</td>
<td>• Immediate resolution</td>
</tr>
<tr>
<td>- Arriving late to class</td>
<td>• Restorative intervention.</td>
</tr>
<tr>
<td>- Use of inappropriate language</td>
<td>• Confiscate items causing either class disruption or a risk to safety.</td>
</tr>
<tr>
<td>- Name calling, ‘put-downs’</td>
<td>• Teacher intervention/logical consequences.</td>
</tr>
<tr>
<td>- Failure to wear appropriate school uniform</td>
<td>• Withdrawal from class or activities.</td>
</tr>
<tr>
<td>- Chewing gum and littering</td>
<td>• Student to make up time with the classroom teacher</td>
</tr>
<tr>
<td>- Public displays of affection.</td>
<td>• Parent contact</td>
</tr>
<tr>
<td><strong>Achieve</strong></td>
<td>• Behaviour Management Process</td>
</tr>
<tr>
<td>- Uncooperative behaviour</td>
<td></td>
</tr>
<tr>
<td>- Refusing a reasonable request</td>
<td></td>
</tr>
<tr>
<td>- Being in an out of bounds area</td>
<td></td>
</tr>
<tr>
<td>- Inappropriate use of a laptop, school computers, computer network and/or printers including mobile phones</td>
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<tr>
<td>- Failure to attend a class detention.</td>
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<tr>
<td>- Being late for school/class.</td>
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<tr>
<td>- Failure to bring the necessary materials</td>
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<tr>
<td>- Incomplete homework and classwork</td>
<td></td>
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<tr>
<td>- Failure to complete assignments and assessments.</td>
<td></td>
</tr>
<tr>
<td>- Bringing the school's good name into disrepute both at and outside of school.</td>
<td></td>
</tr>
<tr>
<td><strong>Safe and Supportive Environment</strong></td>
<td></td>
</tr>
<tr>
<td>- Unsafe behaviour which could cause an accident. (i.e. running around buildings)</td>
<td></td>
</tr>
<tr>
<td>- Failure to follow Workplace Health and Safety guidelines.</td>
<td></td>
</tr>
<tr>
<td><strong>Prohibitive Items that will be confiscated and a consequence given include:</strong></td>
<td></td>
</tr>
<tr>
<td>- Skateboards and scooters</td>
<td></td>
</tr>
<tr>
<td>- Chewing gum or bubble gum</td>
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<tr>
<td>- Aerosol deodorant</td>
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<tr>
<td>- Permanent markers</td>
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</tr>
</tbody>
</table>
Management of Major Disciplinary Matters

<table>
<thead>
<tr>
<th>Major Inappropriate Behaviours &amp; Possible Responses Step 5 and 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Head of Department, Deputy Principal or the Principal manage serious issues of inappropriate behaviour. Parent contact will be made in all but exceptional circumstances. Individual circumstances are considered in each case. Incidents and intervention strategies, both proactive and reactive, must be recorded on OneSchool.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Major Behaviours</th>
<th>Possible Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td></td>
</tr>
<tr>
<td>- Harassment of a member of staff.</td>
<td></td>
</tr>
<tr>
<td>- Harassment/Bullying of a fellow student.</td>
<td></td>
</tr>
<tr>
<td>- Cyber bullying</td>
<td></td>
</tr>
<tr>
<td>- Verbal, sexual and/or physical abuse/fighting</td>
<td></td>
</tr>
<tr>
<td>- Vandalism/graffiti: Damage to either school or personal property.</td>
<td></td>
</tr>
<tr>
<td>- Refusal to surrender IT devices after inappropriate use.</td>
<td></td>
</tr>
<tr>
<td>- Theft – stealing of school or personal property</td>
<td></td>
</tr>
<tr>
<td>- Smoking (Includes possession of cigarettes, papers, lighter etc. Includes the act of smoking or being in the company of others smoking).</td>
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</tr>
<tr>
<td>- Possession, consumption or distribution of alcohol and drugs (Prohibited Items) on school property or during school related activities</td>
<td></td>
</tr>
<tr>
<td>- Physical assault or threats of physical assault</td>
<td></td>
</tr>
<tr>
<td><strong>Achieve</strong></td>
<td></td>
</tr>
<tr>
<td>- Persistent, deliberate classroom disruption</td>
<td></td>
</tr>
<tr>
<td>- Persistent and wilful disobedience</td>
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<tr>
<td>- Persistent failure to assist in the provision of a safe and supportive school environment</td>
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<tr>
<td>- Persistent refusal to comply with reasonable teacher instructions</td>
<td></td>
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<tr>
<td>- Breaching a Discipline Improvement Plan.</td>
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<tr>
<td>- Persistent refusal to attend afterschool detentions,</td>
<td></td>
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<tr>
<td>- Repeated truancy from school grounds.</td>
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<tr>
<td>- Trespass on private property.</td>
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<tr>
<td>- Repeated inappropriate use of IT devices (recording, publishing, distributing inappropriate material and /or as a distraction or disruption to the learning environment)</td>
<td></td>
</tr>
<tr>
<td>- Being charged with an offence.</td>
<td></td>
</tr>
<tr>
<td>- Bringing the school into disrepute.</td>
<td></td>
</tr>
<tr>
<td><strong>Safe Supportive Environment</strong></td>
<td></td>
</tr>
<tr>
<td>- Sexual activity</td>
<td></td>
</tr>
<tr>
<td>- Lighting fires</td>
<td></td>
</tr>
<tr>
<td>- Intimidation through actions or carriage devices including mobile phones computers etc.</td>
<td></td>
</tr>
<tr>
<td>Possession, use and/or supply of illegal/prohibitive items including:</td>
<td></td>
</tr>
<tr>
<td>- Laser Lights</td>
<td></td>
</tr>
<tr>
<td>- Knives/cutters/Stanley knives or any other sharp instrument used to intimidate or likely to cause serious injury</td>
<td></td>
</tr>
<tr>
<td><strong>Response may include, but are not limited to the following :</strong></td>
<td></td>
</tr>
<tr>
<td>- Immediate referral to a Deputy Principal</td>
<td></td>
</tr>
<tr>
<td>- Confiscation and surrender of items to the office.</td>
<td></td>
</tr>
<tr>
<td>- 1-10 day suspension considered, depending on seriousness of offence.</td>
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</tr>
<tr>
<td>- 10-20 day suspension, exclusion or cancellation of enrolment considered for repeated offending or very serious incidents.</td>
<td></td>
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<tr>
<td>- Referral to Student Support Services.</td>
<td></td>
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<tr>
<td>- Referral to external support agencies.</td>
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<tr>
<td>- Referral to police as considered necessary.</td>
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</tr>
<tr>
<td>- Restitution of stolen or damaged goods to be negotiated.</td>
<td></td>
</tr>
<tr>
<td>- Persistent offending may result in exclusion from Cleveland District State High School</td>
<td></td>
</tr>
</tbody>
</table>
Exclusion – Persistent Major Behaviour Issues or the behaviour is of a serious nature where exclusion is warranted

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Possible Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serious disobedience, misconduct or other conduct prejudicial to the good order and management of the school, including but not limited to:</td>
<td></td>
</tr>
<tr>
<td>• Behaviour that poses an unacceptable risk to the safety or wellbeing of students, staff or other members of the school community (including but not limited to bullying, fighting, violence, threats, harassment, sexual harassment, intimidation or facilitation thereof by others, encouraging persons to trespass onto school premises or to interfere with school events/activities, use of internet or electronic media/devices to abuse or denigrate)</td>
<td></td>
</tr>
<tr>
<td>• Assault or behaviour causing injury to any staff member</td>
<td></td>
</tr>
<tr>
<td>• Behaviour that interferes with the property of the school or on school premises or at school events/activities (including but not limited to vandalism, graffiti, wilful damage, theft, etc.)</td>
<td></td>
</tr>
<tr>
<td>• Possession of certain inappropriate items or weapons (including but not limited to knives, sharp objects, knuckle dusters, sling shots, firearms or replicas thereof, fire crackers or other explosives, etc.)</td>
<td></td>
</tr>
<tr>
<td>• Serious cases of inappropriate use, possession, supply of intoxicating substances and/or related implements (including but not limited to illegal drugs or illegal drug implements, alcohol, paint, glue, prescription medication etc.)</td>
<td></td>
</tr>
<tr>
<td>• Misconduct/disobedience or other conduct prejudicial to the good order and management of the school (includes repeated breaches of the school’s Behaviour Plan)</td>
<td></td>
</tr>
<tr>
<td>• Serious behaviour or action in a private capacity that is prejudicial to the good order and management of the school</td>
<td></td>
</tr>
<tr>
<td>• Publication or posting of recorded sound or video of Cleveland District SHS students contrary to the school’s Electronic Devices Policy that brings the school into disrepute</td>
<td></td>
</tr>
<tr>
<td>• Posting comments, photographs or other material which brings the school into disrepute.</td>
<td></td>
</tr>
</tbody>
</table>

Exclusion
While this outcome may not be given in all cases, it is the possible outcome for the behaviours indicated left.
Cancellation (Students 16 years of age or older/completed Year 10 only)

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Possible Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refusal to participate in the education program provided at the school</td>
<td>Cancellation of Enrolment</td>
</tr>
<tr>
<td>The Student has been through the Good Standing process (Phase 1, 2, 3) and the interventions embedded within the process.</td>
<td></td>
</tr>
</tbody>
</table>

*Minor disciplinary matters* means disobedience or misconduct of a less significant nature, which can be dealt with by teachers, Heads of Department, Year Coordinators, Behaviour Management Staff.

*Major disciplinary matters* means disobedience, misconduct or other conduct prejudicial to the good order and management of the school of a more significant nature, which can only be dealt with by Deputy Principals and the Principal.

**Possible outcome** means the likely outcome for an identified misbehaviour. It does not mean that this outcome will result in all cases. Ultimately the severity of disciplinary outcomes is determined by the school Principal based on an assessment of the totality of the alleged misbehaviour, the consequences of the misbehaviour and the student's personal circumstances (including their behavioural history).

Emergency responses to critical incidents

Critical Incident Definition

A critical incident is defined as a traumatic event which does, or is likely to cause, extreme physical and/or emotional distress to staff and/or students and may be regarded as outside the normal range of experience of the people affected. A critical incident may take place at school or outside of school.

Examples of Critical Incidents

Examples of student centred critical incidents can include but are not limited to:

- Any fatality, near fatality or incident likely to affect seriously a number of staff and/or students
- Suicide or attempted suicide
- Traffic accidents involving students
- Severe emotional trauma relating to family or friends
- Sexual assault
- Assault or threats of violence
- Incidents in which sights, sounds, or smells are distressing
- Bomb threat or explosion
- Fire
- Acts of terrorism
- Death or serious injury to teaching staff and students
- Natural disasters (floods, bush fires, cyclones)
Critical Incident Team

Create a clear understanding of the known facts

Before next of kin/family is contacted, the coordinating team will ensure that it establishes the facts so that it has accurate and up to date information about what happened and about the current situation. This may involve seeking out a number of different sources of information such as the hospital, friends of the student, and police but will occur as quickly as possible so that the family is notified early.

What do we aim to do in a Critical Incident?

1. Provide support to address immediate practical tasks and facilitate family, friends and loved ones.
2. Focus should also be on supporting the student population.
3. Establish levels of order and control as appropriate in what others may perceive as chaotic situations.
4. Recognise our own limitations and boundaries.
5. Recognise the limitations and boundaries of other staff with whom we work.
6. Acknowledge that staff providing basic support in a critical incident may have to accept and tolerate high levels of distress in victims, survivors and bystanders.
7. Seek guidance, assistance and make referral to experienced members, or more specialist staff specifically trained in areas of critical incident management.
8. After every major incident staff should be involved in operational reviews, list major learning points and make recommendations for effecting improved services in future.

Coordinating Team

The staff member receiving the news will immediately contact the Team Leader or other member of the team who will ensure the team leader is aware of the incident.

A coordinating team of staff needs to be established. This team will meet regularly throughout the period of response to ensure that all members of the team have up to date information about the situation, understand their respective roles and responsibilities and have the opportunity to debrief and provide each other with support on an ongoing basis.

Critical Incident Team Leader - Paul Bancroft (Principal)

Team Members as appropriate to each incident

- Guidance Officer 3824 9210
- Head of Student Support Services 3824 9283
- Chaplain 3824 9239
- School Based Police Officer 3824 9229
- School Based Nurse 3824 9253

Relevant Year Level Deputy Principals

- Grant Mitchell Year 7 38249268
- Tracey Hopper Year 8 38249205
- Shane Mason Year 9 38249275
- Sam Porteous Year 10 38249206
- Karen Abraham Year 11 38249245
- Robyn Przewloka Year 12 38249207

For incidents involving international students

- Jan Laing (ISP Coordinator) 38249273
- Grant Mitchell (Deputy Principal) 38249268
Critical Incident Flowchart

(Adapted from “Critical Incidents in Schools” – Department of Education 1996)

Critical Incident affecting School

Principal
- Contacts Emergency Services immediately, if required.
- Activates School Management Plan for Critical Incidents
- Contacts the office of RED.
- In consultation with the RED, determines whether the school has the appropriate resources to manage effectively the incident and aftermath.

If incident is beyond school’s resources

If incident is within school’s resources

Regional Office
- RED or Regional Office representative contacts member of Regional Critical Incident Management Team.
- RED contacts Principal to determine the nature and level of support required.
- Contact Corporate Communications & Marketing.

Note: Regional Office to ensure DDG has been briefed on incident.

School
- Continues to implement Management Plan for Critical Incidents.

Regional Office
- Provide advice/consultation
- Organise allocation of appropriate support personnel to school, (eg. Guidance Officers, Psychologist, Employee Advisor, additional staff).
- Provide initial counselling/defusing support.
- Organise Facilities and HR solutions.
- If required, organise involvement of external agencies.
- Ensure support is provided also for School Management Team and other support personnel.

School Management Team
- Continues monitoring and support throughout management of incident and in the days/weeks/months following to ensure needs of those affected by the incident are being met and school returns to normal routine as soon as possible.
Severe Problem Behaviour Definition

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.

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

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

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member.
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Cleveland District State High School’s Duty of Care to protect students and staff from foreseeable risks of injury is met.

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

It is important that all staff understand:

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

Physical intervention is not to be used (except as may be considered corrective touching) as a response to:

- Property destruction
- School disruption
- Refusal to comply
- Verbal threats
- Leaving a classroom or the school, unless student safety is clearly threatened

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention should be formally documented through OneSchool and brought to the attention of the Principal.
Network of student support

A team approach for the support of students includes the involvement of school administrators, staff, students, parents, members of the wider community and personnel from other agencies. They will work together in the best interests of the students to reengage them in learning and help them to understand the appropriate behaviour required to be an enrolled member of the Cleveland District State High School community. The level of intensive support provided by the school and other agencies can only succeed, with the assistance of the parents/guardians and most importantly the student.

School and District Based Support

- The administration team consists of Principal and six Deputy Principals who oversee each of the year levels 7 – 12
- Heads of Department
- Guidance Officers
- Head of Special Education Services
- Behaviour Support staff
- Literacy and Numeracy Support Teachers (STLaNs)
- Special Education Teachers and Student Learning Advocates/Teacher Aides
- Indigenous Student Learning Advocates/Teacher Aides
- School Nurse
- School Based Police Officer
- Harassment Referral Officers
- Advisory Visiting Teachers
- Senior Guidance Officers
- Speech and occupational therapists
- Physiotherapists etc.

Community Based Support

- Child and Youth Mental Health Service
- Department of Child Safety
- Child Protection and Investigation Unit
- Disability Employment Services
- Horizons
- Boys’ Town
- In-Sync
- Broncos Indigenous Girls’ Academy
- Health professionals e.g. Psychologists and counsellors etc.
- Indigenous support services such as Yulu Burri Ba, Kummara, Cooee Elders, Trackers, Gallang Place
Consideration of Individual Circumstances

Responses to inappropriate behaviour consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members. Each situation is considered individually. Collaborative decision making is employed as a matter of course.

In alignment with The Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of the school community are considered at all times. Ultimately the Executive Principal has the right and discretion to determine actions and consequences that best deal with the individual circumstances of an incident.

School Policy

- Anti-Harassment Policy
- Appropriate use of Mobile phones and other Electronic Equipment by Students
- Computer Code of Conduct
- Communications Policy
- Senior School Education Agreement
- Junior School Education Agreement
- Assessment Policy Senior and Junior
- Good Standing Policy Senior School
- School Dress Code

Related Legislation

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

Related policies

- 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

Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub
Cleveland District State High School

Anti-Harassment Policy

Cleveland District State High School is committed to providing a safe, supportive environment where cultural understanding is fostered and individual differences are respected. The school strives to work with students, teachers and the community to raise awareness, encourage reporting, and prevent bullying and harassment and to promote the values of acceptance and respect as well as the valuing of difference and diversity. All people entering our school have a right to feel safe and freely express themselves without fear of harassment or bullying.

**Bullying** – repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

**Cyber Bullying** – refers to bullying that is carried out through information and communication technologies. Examples of cyber bullying behaviour are: teasing and being made fun of; spreading rumours online; sending unwanted messages; and defamation.

**Harassment** – is behaviour that targets an individual or group due to their: Identity, race, culture or ethnic origin, religion, physical characteristics, gender, sexual orientation, marital, parenting or economic status, age, ability and/or disability. It offends, humiliates, intimidates or creates a hostile environment.

**Student Responsibilities**

Show respect for all members of the school community.
- Speak out against bullying and harassment and report it when they see it. Report if you are bullied or harassed.
- Support students who are bullied or harassed.
- Support the Student Council to assist with anti-bullying suggestions.

**What can I do about Bullying and Harassment?**

You have to decide what you want to do. Here are some courses of action you can take:
- Tell the person (or people) bullying or harassing you that you don’t like it and that you want it to stop.
- Talk it over with friends or parents.
- See one of the Student Harassment Referral Officers or School Referral Officers who will advise you on courses of action in confidence.
- Ask for help from your home group teacher, Year Coordinator or any other teacher you feel comfortable with.
- Talk with the Youth Support Coordinator, Chaplains, School Based Youth Health Nurse, Police Officer or Guidance Officer.
- See a member of the Administration.
- Call Kids Help Line.

**What will happen if I go to one of the Referral Officers?**

- The teacher will listen to you sympathetically and keep what you say private.
- Together, you will work out the best way to handle the situation.
- If you decide not to go any further, this is all right.
- If you decide that you want more to be done about it, this is also alright and the Referral Officer will advise and support you on courses of action.

If you are not being harassed but are aware of other students who have problems in this area do something about it. Speak to the harasser but do not threaten them. Report it to a teacher or other staff member. If we all work together on this problem, we will have a better and happier school.

**Referral Officers**

The following teachers are Referral Officers and their location in the school who will help you should you wish to discuss harassment:

- Mrs Pohiner  Student Support C Block
- Ms Ingram  Learning Support Unit B Block
- Deputy Principal  Administration
- Mr Hepburn  Guidance Office
- Mrs Schultz  Guidance Office
- Ms Zietsch  Literacy and Numeracy B7
- Mrs Ryan  Administration
Cleveland District State High School

Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. Cleveland District State High school has established the following Acceptable Use Policy for mobile phones and electronic equipment that provides teachers, students and parent’s guidelines and instructions for the appropriate use of mobile phones and electronic equipment during school hours.

Cleveland District State High School accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also increasing concern about children travelling alone on public transport or commuting long distances to school. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can contact their child if they need to speak to them urgently. Parents are reminded that in cases of emergency, the school office remains a vital and appropriate point of contact and can ensure your child is reached quickly and assisted in any appropriate way.

It is at the individual teacher’s discretion how and when a student owned electronic device would be used within their classroom. A student not following the teacher’s directions about appropriate use within their classroom may be required to hand the device to the teacher for later collection from the office by a parent.

Acceptable Uses

- Mobile phones should be switched off and kept out of sight during classes, where these devices are not being used in a teacher directed activity to enhance learning.
- While on school premises, students should use soundless features such as text messaging, answering services, call diversion and vibration alert to receive important calls.

Unacceptable Uses

- Unless express permission is granted, mobile phones/electronic equipment should not be used to make calls, send SMS messages, surf the internet, take photos or use any other application during school lessons and other educational activities, such as assemblies. Students should only use their mobile phones/electronic device before or after school or during recess and lunch breaks.
- Using mobile phones/electronic equipment to bully and threaten other students is unacceptable and will not be tolerated. In some cases it can constitute criminal behaviour.
- It is forbidden for students to “gang up” on another student and use their mobile phones/electronic equipment to take videos and pictures of acts to denigrate and humiliate that student and then send the pictures to other students or upload it to a website for public viewing. This also includes using mobile phones/electronic equipment to photograph or film any student without their consent. It is a criminal offence to use a mobile phone to menace, harass or offend another person and almost all calls, text messages and emails can be traced.
- No images or videos of students or teaching staff may be taken without permission or uploaded to any social networking or media sharing site without the written permission from the school Principal.
- Posting comments, photographs or other material which brings the school into disrepute.
Student

I understand:
- the responsibility and behaviour requirements (as outlined by the school) that come with accessing the school’s ICT network facilities;
- I must report and discontinue access to harmful information if presented via the internet or e-mail;
- it is unacceptable to use a mobile device to take photo or video of students without the permission of the student and/or a teacher.

I am aware that:
- access to ICT facilities provides valuable learning experiences for students and supports the school’s teaching and learning programs and should be used appropriately by students as outlined in the Code of School Behaviour;
- the Principal may determine that student privately owned devices may not be used at the school;
- students who use a school’s ICT facilities in a manner which is not appropriate may be subject to disciplinary action by the school, including restricting network access;
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Student’s name __________________________________ Home Group _________________________

Student’s signature _______________________________ Date __________________________

Parent/carer

I understand that the Internet can provide students with valuable learning experiences. I also understand that it gives access to information on computers around the world; that the school cannot control what is on those computers; and that a very small part of that information can be illegal, dangerous or offensive.

I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information should depend finally upon responsible use by students. I also accept that teachers have access to the contents of any portable storage devices that a student connects to the network.

I understand that the upload of photos or video of students or teachers in this school to any video sharing or social media site without the written permission of the Principal may be subject to disciplinary action by the school.

I believe __________________________________________ (Name of student) understands this responsibility, and I hereby give my permission for him/her to access the Internet under the school rules. I understand that students breaking these rules will be subject to appropriate action by the school. This may include loss of Internet access for some time.

Parent or carer’s name ________________________________________________________________

Parent or carer’s signature _______________________________________ Date __________________
Cleveland District State High School

Computer Code of Conduct

Cleveland District State High School has an extensive network of computer equipment including student laptops, school owned laptops, desktop computers, data projectors, interactive white boards, printers, scanners and video conferencing equipment.

Students have certain rights and responsibilities in relation to the use and care of this equipment. A high standard of behaviour and cooperation is expected at all times. Students must understand that the computer network is a shared resource that contains information belonging not only to them but also to other students, teachers and clerical staff. Much of the data on the system is vital for the operation of the school and students must not do anything that would place the data at risk.


You must not allow anyone else to use the Laptop for their own purposes, including family members and friends. You must not tell anyone else your account name and password. You can only have and use the Laptop at the School and at home. Upon request, the School may give written approval for the Laptop to be used in other places.

What is acceptable/appropriate use/behaviour by a student?

It is acceptable for students to use school computers and network infrastructure for:

- assigned class work and assignments set by teachers;
- developing appropriate literacy, communication and information skills;
- authoring text, artwork, audio and visual material for publication on the Intranet or Internet for educational purposes as supervised and approved by the school;
- conducting general research for school activities and projects;
- communicating with other students, teachers, parents or experts in relation to school work;
- accessing online references such as dictionaries, encyclopaedias, etc;
- researching and learning through the Department’s e-learning environment.

What is unacceptable/inappropriate use/behaviour by a student?

It is unacceptable for students to:

- use the IT resources in an unlawful manner;
- download, distribute or publish offensive messages or pictures;
- insult, harass or attack others or use obscene or abusive language;
- wasting printing and internet resources;
- damage computers, printers or the network equipment;
- commit plagiarism or violate copyright laws;
- use unsupervised internet chat;
- use online email services (e.g. Hotmail), send chain letters or spam e-mail (junk mail)
- knowingly download viruses or any other programs capable of breaching the Department’s networks security.
Communications Policy

General Information

It is imperative that communication lines between members of the school communities remain open and transparent so that all stakeholders in the life of an individual student are made aware of the student's positive and negative impacts on the learning environment.

The Communications Policy has been developed to support Cleveland District State High School staff, parents and students in having open positive and clear lines of communication. This policy provides an outline of the responsibilities of all stakeholders in the recording of this information for the purposes of clear communication within the school community and support in decisions regarding individual students.

As part of the lines of communication, parents are aware of the need to direct any requests to the most appropriate staff member relevant to the situation occurring.

OneSchool Guidelines

When any details are recorded in OneSchool, staff should follow these steps to promote consistency and clarity for all persons reading the students profile.

1. The statement you write should be a factual recount of the incident. In most instances only brief factual points are required, as in serious incidents a full investigation will be carried out by the Deputy Principal. The names of the student involved should be recorded using both their first and last name.
   For instance: “Billy Elliot ran towards Fred Franks and punched him with a closed fist three times in the face”

   Not
   “Billy ran over to Fred who was looking at a game of tennis. The game was 3 -0 and everyone was watching. Billy then hit Fred I think because he was going for the other team or perhaps something was said earlier in the day. Billy really laid into Fred and smashed him hard”.

2. Only check one box in the Categories and Strategies boxes in the Incident Referral Form.

3. It is not mandatory to refer the incident to anyone unless the incident is to be dealt with by a specific member of staff. When making the referral, staff only need to choose the most likely person to deal with the situation. If this needs to be forwarded to another member of staff the referred officer will do this via email.

OneSchool - Behaviour Positive

An important step in promoting the behavioural expectations we have of our students, is to reward/provide positive acknowledgment of the achieving of standards we require at school and in the classroom. The school uses a variety of strategies to promote this

1. Report Cards comments on behaviour and Effort
2. Teacher directed in class rewards systems
3. Year level assemblies through Year Level Co-ordinators
4. Whole school parades
5. Presentation Nights (Sport and Academic)
6. Postcards to parents
7. Emails from staff to parents
8. Teacher – Student – Parent interviews twice per year.

Staff are encouraged to record positive behaviour in OneSchool through the Record Positive Behaviour tool. The school also has an embedded practice of rewarding positive behaviour through the Year Co-ordinators.
OneSchool – Repeated classroom disruption documentation

Step 1
Through the Step one process staff are encouraged to communicate with parents and their HOD regarding the steps they are taking for individual students. It is not mandatory for staff to record these as incidents on OneSchool, however if contact is made with the parent this should be noted as a contact in OneSchool, with a brief outline of the conversation.

For example “Informed parents of the behaviour David is displaying in class and the steps I have taken to redirect. Parents are aware that any further incidents may result in a Buddy Out from class”

Step 2, 3
Through the Buddy Out process, staff are required to make contact with the parent via email or phone in the first instance and then by phone call only in the second instance. Both of these steps should be recorded as a minor behaviour incident. Teachers should only tick one category and the strategy should be listed as a Buddy Out. Teachers are to refer this to the subject Head of Department when entering the details in OneSchool.

In recording the incident teachers need to be brief and to the point. As a guide, write the step you are up to, a brief description of the behaviour and any primary intervention strategies used to promote more positive behaviour outcomes in the classroom.

Step 4
If the Buddy Out process does not result in the desired modification of student behaviour the teacher will record an incident in OneSchool and list the strategy as Negotiated Re-Entry and will refer to the Head of Department. In recording this in OneSchool, staff should enter Step 4 Referral, brief description of the behaviours and a synopsis of the strategies used. The Head of Department will manage this incident and attach the Re-negotiated entry to the OneSchool record.

The Head of Department will communicate by phone to the parent regarding the Re-Entry contract the student has agreed to and how failure to follow the plan will result in the student being referred to the Deputy Principal.

At Step 4 the student will remain out of class with the HOD until the parent has been contacted.
Step 5

At this stage the Deputy will act on a referral from the Teacher indicating the student has not meet obligations under his/her negotiated re-entry to class contract and the reason for the student being withdrawn from the room. Heads of Department will need to brief the Deputy on the particular strategies used to redirect the student’s behaviour. Deputies will call parents and manage the incident at their level. A report can be exported by DP’s to reflect on the behaviours documented through OneSchool. The student will remain out of class with the HOD until the Deputy has had an interview with the parents/guardians, Head of Department and in some instances the teacher.
Staff Communication – Parents

In all communications with parents staff are reminded that their responses are to be consistent with the school’s well documented set of expectations.

In all communication staff should respond in a timely manner (no longer than 48 hours) after the initial contact from the parent or guardian.

In every instance of communication with a student’s parent/guardian, staff are required to record the contact in OneSchool and provide brief details of the nature of the communication and any resolutions or agreed solutions.

When responding to email correspondence from a parent/guardian, staff should clearly articulate as a guide:

1. Any information relevant to the situation for which parents are seeking clarification.
2. A solution to the situation
3. A member of staff to contact if they are not happy with the resolution i.e. Head of Department, Guidance, School Nurse, Deputy Principal.
4. Staff should not be asked or provide any information regarding areas in which they are not directly involved. All career/subject selection advice should be discussed with the Guidance Officer or the year level Deputy. Staff will direct requests like this to the most relevant staff member for a response to the parent/guardian.
**Curriculum Communication**

Engaging parents in their students’ learning is an important to the school and as such we will provide all parents with relevant information relating to their students. Each teacher will email the parents/guardians of the students they teach by the end of the second week of each semester, outlining key information needed to know to assist learning and the expectations of the teacher.

Parents will be emailed:
1. Course overview
2. Homework expectations
3. Equipment for learning
4. Digital resources

Through this process, parents will also be contacted by staff as an early intervention, if the standard of work or effort exhibited by their student is not consistent with the school expectations or the level at which the student is capable.

**Communication – Requests by Parents/Guardians**

Parent communication with the school forms a vital part of the link relating to student achievement and engagement. Clear and appropriate communication is needed to effectively assist parents improve outcomes for the students. It is acceptable for the staff member of the school to take 48 hours to respond to an enquiry depending on the nature of the situation. The more complex the issue, the longer the solution may take to resolve.

The following method should be used by parents in directing enquires to the school.

**Step 1** Issues can often be rectified through early intervention from the classroom teacher. If parents have a question relating to the subject their student is studying then first contact needs to be made with the relevant staff member via email or phone communication.

Issues relating to the wellbeing or pastoral care of students, contact should in the first instance be directed to the Year Level Co-ordinator, who will assist in advising parents of the best means of discovering a solution.

**Step 2** If subject related issues are not resolved through the teacher, then contact will be made with the relevant Head of Department. Wellbeing and pastoral care issues should be directed to the Guidance Officer.

**Step 3** If an adequate resolution has not been found through step 1 or 2, parents are advised to contact the Year level Deputy Principal. Contact should be made with the office staff to make an appointment with the Deputy or to arrange a phone call/meeting to discuss any issues still outstanding. Parents are asked to provide general information regarding the nature of their enquiry, to facilitate a timely resolution to the issue.

**Step 4** The Principal of the school should only be contacted if a resolution has not been found through all other channels of communication in the school. This communication should be made in writing to the.principal@clevedistshs.eq.edu.au

**Step 5** Regional Office. Contact details can be provided through the front office of the school.
Section A: Student

I ______________________________ fully understand that as a member of the senior school, I have completed the compulsory stage of my education. Further secondary education will be provided for me by Cleveland District State High School upon my acceptance of and adherence to the rules and conditions set by Education Queensland, the Queensland Curriculum and Assessment Authority (QCAA) and this school.

As a senior student of Cleveland District State High School, I will aim to bring credit to myself and my school in all that I say and do and provide a positive role model for all other students. I will be guided in this by the School Code of Behaviour. In particular, I will try to uphold the high standards this school through actively promoting the school's ICARE philosophy of school expectations.

I agree to:

1. conduct myself in all classes in such a way as to ensure my progress and not hinder the progress of my fellow students.
2. complete, by the due date, all classwork, homework, assignments, field reports, oral reports and tests required for valid assessment of any program of study.
3. attend classes punctually on a full time basis and present written documentation for any absences I may have. I recognise that approval for absence must be endorsed by a member of the school administrative team.
4. be familiar with the school Assessment Policy.
5. wear the appropriate school uniform at all times.
6. behave appropriately at all times whilst wearing the school uniform.
7. accept that after school detentions are an integral part of the school’s behaviour management plan and may be applied at the discretion of the teaching staff. I recognise that failure to keep the conditions of this agreement may place my enrolment at risk.

I understand that failure to meet these commitments, may place my enrolment at Cleveland District State High School at risk.

Student’s Signature: ______________________________       Date: ______________

Section B: Parent / Guardian

As parent / guardian, I undertake to support the school in ensuring that my son / daughter fulfils the above conditions to the best of his / her ability.

Parent’s / Guardian’s name: ____________________________________________

Parent’s / Guardian’s signature: ______________________________________   Date: ______________

Section C: Staff

As members of the staff of Cleveland District State High School, we will endeavour to provide a school in which:

1. the atmosphere is supportive of all students desirous of attaining their full potential;
2. there is a range of courses which will allow students to receive a broad general education with some specialisation;
3. advice on educational matters is provided to assist students to make decisions about their educational futures;
4. there are opportunities through co-curricular activities and personal development programs to prepare students for citizenship.

Member of Administration’s Signature: ________________________________       Date: ______________
Section A: Student

I ______________________________ understand that my enrolment at Cleveland District State High School is reliant on my acceptance of and adherence to the rules and conditions set by Education Queensland, and the policies of the school.

As a senior student of Cleveland District State High School, I will aim to bring credit to myself and my school in all that I say and do and provide a positive role model for all other students. I will be guided in this by the School Code of Behaviour. In particular, I will try to uphold the high standards of this school through actively promoting the schools ICARE philosophy of school expectations.

Entry into post compulsory education will only occur if I adhere to the standards and policies set out in this agreement.

I agree to:

1. conduct myself in all classes in such a way as to ensure my progress and not hinder the progress of my fellow students.
2. complete, by the due date, all classwork, homework, assignments, field reports, oral reports and tests required for valid assessment of any program of study.
3. attend classes punctually on a full time basis and present written documentation for any absences I may have. I recognise that approval for absence must be endorsed by a member of the school administrative team.
4. be familiar with the school Assessment Policy.
5. wear the appropriate school uniform at all times.
6. behave appropriately at all times whilst wearing the school uniform.
7. accept that after school detention is an integral part of the school’s behaviour management plan and may be applied at the discretion of the teaching staff. I recognise that failure to keep the conditions of this agreement may place my enrolment at risk.

I understand that failure to meet these commitments, may place my enrolment at Cleveland District State High School at risk.

Student’s Signature: ________________________________ Date: ______________

Section B: Parent / Guardian

As parent / guardian, I undertake to support the school in ensuring that my son / daughter fulfils the above conditions to the best of his / her ability.

Parent’s / Guardian’s name: _____________________________________________

Parent’s / Guardian’s signature: ________________________________________ Date: ______________

Section C: Staff

As members of the staff of Cleveland District State High School, we will endeavour to provide a school in which:

1. the atmosphere is supportive of all students desirous of attaining their full potential;
2. there is a range of courses which will allow students to receive a broad general education with some specialisation;
3. advice on educational matters is provided to assist students to make decisions about their educational futures;
4. there are opportunities through co-curricular activities and personal development programs to prepare students for citizenship.

Member of Administration’s Signature: ________________________________ Date: ______________
Section A: Student

I __________________________ (student) wish to enrol at Cleveland District State High School from __________________________ (previous school). I understand that I need to agree to the standards set out below for my enrolment to be accepted.

I agree to:

1. conduct myself in all classes in such a way as to ensure my progress and not hinder the progress of my fellow students.
2. complete, by the due date, all classwork, homework, assignments, field reports, oral reports and tests required for valid assessment of any program of study.
3. attend classes punctually on a full time basis and present written documentation for any absences I may have. I recognise that approval for absence must be endorsed by a member of the school administrative team.
4. be familiar with the school Assessment Policy
5. wear the appropriate school uniform at all times.
6. behave appropriately at all times whilst wearing the school uniform.
7. accept that after school detentions are an integral part of the school’s behaviour management plan and may be applied at the discretion of the teaching staff. I recognise that failure to keep the conditions of this agreement may place my enrolment at risk.

I understand that failure to meet these commitments, may place my enrolment at Cleveland District State High School at risk.

Student’s Signature: __________________________       Date: ________________

Section B: Parent / Guardian

As parent / guardian, I undertake to support the school in ensuring that my son / daughter fulfils the above conditions to the best of his / her ability.

Parent’s / Guardian’s name: __________________________

Parent’s / Guardian’s signature: __________________________       Date: ________________

Section C: Staff

As members of the staff of Cleveland District State High School, we will endeavour to provide a school in which:

1. the atmosphere is supportive of all students desirous of attaining their full potential;
2. there is a range of courses which will allow students to receive a broad general education with some specialisation;
3. advice on educational matters is provided to assist students to make decisions about their educational futures;
4. there are opportunities through co-curricular activities and personal development programs to prepare students for citizenship.

Member of Administration’s Signature: __________________________       Date: ________________
Good Standing Policy

Rationale
Students in Years 10, 11 and 12 are considered Senior School students at Cleveland District State High. This important phase of learning prepares students for their futures beyond school. The Learning Outcome for all students in Years 10, 11 and 12 is a Queensland Certificate of Education (QCE) with a small number of students in our Special Education Program working towards a Queensland Certificate of Individual Achievement (QCIA).

The QCE is Queensland’s Senior Schooling qualification and is awarded by the Queensland Curriculum and Assessment Authority (QCAA) to students who have achieved a significant amount of learning at a set standard. To be awarded a QCE, students need to pass the subjects that they have chosen to study including both an English (Literacy requirement) and a Mathematics (Numeracy requirement) subject. In 2015, 98.1% of Year 12 students at Cleveland District State High School were awarded a QCE.

In order to gain the most from their studies, students need to attend regularly, participate fully in the program of study and submit all assessment on time. The Good Standing Policy is a proactive monitoring system that is designed to assist students to achieve their full potential. Although failure to maintain Good Standing can result in detentions, this consequence is put in place to ensure that students catch up on their studies and remain engaged in their education.

The Good Standing Policy also facilitates communication between the school and home. Cleveland District State High School appreciates the important role of parents in supporting their students to meet the obligations of senior studies, including detentions when students fall behind or do not meet their assessment requirements.

Guidelines
All Senior School students commence their program of study with “Good Standing”. To maintain this status, students need:

- Satisfactory attendance.
- Satisfactory participation.
- Satisfactory completion of all assessment.

Attendance
QCAA Syllabus documents indicate the minimum hours that students must attend a subject in order to meet the course requirements. If a student is absent, late to school or class, they must catch up on the work missed and demonstrate this to their teacher so that it can be documented that they have met the time requirements of the subject. Good Standing in a subject can be totally withdrawn when a student reaches 16 periods absent without any attempt to catch up on the work missed.

Absences include:
- Illness.
- Arriving at school or class late and missing all or part of a lesson.
- Excursions/school functions.
- TAFE or University courses.
- Traineeship/Apprenticeship industry placements.
- Sporting competitions.

Students can apply for Special Provisions if they are absent from school for a period of time due to medical reasons or other extenuating circumstances. It should be noted that Special Provisions can provide for assessment extensions but cannot exempt a student from fulfilling the mandatory assessment requirements of the subject.
Participation

Full participation in the program of study is the best way to ensure that students pass their subjects and earn the credits that they need to achieve a QCE by the end of Year 12. To demonstrate participation students are required to:

- Complete all work set in class.
- Attempt all homework.
- Bring the required equipment to class including their laptop.
- Present/complete/produce work in class as required.
- Behave in a way that does not distract themselves or others.

Assessment

Assessment is a mandatory requirement of all subjects and students must submit every piece of assessment to be awarded a result and gain credits towards their QCE. This includes assignment drafts. If a student does not hand in a draft by the due date, they will lose Good Standing and will be given a detention to complete the draft. If a student does not hand in a final assignment by the due date, the draft will be marked.

If there is no draft or final assignment to mark, the student assessment folio will remain incomplete. If this occurs, the student will not be able to be rated and will be unable to progress to the next semester. For example, a student who receives a Not Rated for a subject in Semester 1, will not be able to progress to Semester 2; a student who is Not Rated in Semester 2, will not be able to progress to the next year level. This action should not be seen as a punishment as a student who progresses without a result will have insufficient credits to graduate with a QCE.

Student Monitoring

Student progress in the Senior School is carefully monitored and the school ensures that every student has a program that will lead to a QCE – International Baccalaureate Diploma Programme, Overall Position (OP)/Australian Tertiary Admissions Rank (ATAR) or Vocational program. As students move through the senior phase, they need to take increased responsibility for their own learning. The Good Standing Policy assists students to develop the qualities needed to successfully participate in their chosen post-school options.
## Phase 1
- Absence for 6 periods without any attempt to catch up on work.
- Non-participation for 6 periods – participation does not reflect the school’s ICARE Philosophy.
- Non-submission of assessment by the due date.

The teacher informs the student that they have been placed on Phase 1.
- The teacher emails a Phase 1 letter to parents/carers.
- Teacher records the Phase 1 in OneSchool with details of contact with parents via email (attach a copy of Phase 1 letter).
- The student attends a detention with the teacher/HOD as arranged to complete the work – Monday for Year 11 and 12 students (or another time negotiated with student and parents) and afterschool or lunchtimes for Year 10 students.
- If the student successfully meets the school’s academic expectations for one semester, they will regain their Good Standing in the subject.

## Phase 2
- Absence for a further 6 periods without any attempt to catch up on work.
- Non-participation for a further 6 periods – participation does not reflect the school’s ICARE Philosophy.
- Failure to attend Phase 1 detention.
- Non-submission of assessment by the due date.

The teacher informs the student that they have moved to Phase 2.
- The teacher emails a Phase 2 letter to parents/carers.
- The teacher/HOD makes phone contact with the parents.
- The teacher/HOD records the Phase 2 letter and phone contact on OneSchool (attach copy of Phase 2 letter).
- The student attends a detention with the HOD as arranged to complete the work – Monday for Year 11 and 12 students (or another time negotiated with student and parents) and afterschool or lunchtimes for Year 10 students.

## Phase 3
- Absence for a further 4 periods without any attempt to catch up on work.
- Non-participation for a further 4 periods – participation does not reflect the school’s ICARE Philosophy.
- Failure to attend Phase 2 detention.
- Non-submission of assessment by the due date.

The HOD informs the student that they have moved to Phase 3.
- The student is withdrawn from the subject until an interview with the parents/carers.
- The HOD emails a Phase 3 letter to parents/carers and records this on OneSchool (attach a copy of Phase 3 letter).
- The Deputy Principal makes phone contact with the parents and organises an interview.
- The Deputy Principal consults the student’s teachers to gather information on progress across all subjects.
- Interview is conducted to renegotiate the student’s program/SET Plan.
- The student and parents receive a Stage 1 letter of cancellation if deemed appropriate.

If the renegotiated program is successful, the student will gradually regain Good Standing. If the renegotiated program is not successful, cancellation of enrolment may be progressed to the next stage.
School Dress Code

Under the Education (General Provisions) Act 2006 Guidelines for a school Dress Code are specified in Chapter 12, Part 9, Section 360. Penalties for non-compliance are specified in section 362.

The Cleveland District State High School community has determined that students at this school will wear a school uniform. Uniform is an important factor in developing positive school tone and pride in the school and it is expected that parents will support the uniform policy by ensuring that students arrive at school in full school uniform each day. It is a condition of enrolment that students wear the uniform.

Senior School (Years 10, 11 and 12)

Boys – Day/Formal Wear

- Striped shirt with Cleveland District SHS embroidered on pocket. Shirt is to be worn tucked in
- College grey shorts with flex waist. Shorts can be worn with or without a plain black belt
- School tie
- Calf length grey socks with two maroon stripes
- Black, fully enclosed, leather, lace up, polished shoes. All parts of the shoe must be completely black – no logos or white soles. **Note: canvas and suede shoes are not acceptable.**

Girls – Day/Formal Wear

- Striped shirt with Cleveland District SHS embroidered on pocket
- Maroon skirt or culottes
- School tie
- Calf length white socks
- Black, fully enclosed, leather, lace up, polished shoes. All parts of the shoe must be completely black – no logos or white soles. **Note: canvas and suede shoes are not acceptable.**

Junior School (Years 7, 8 and 9)

Boys – Day/Formal Wear

- Maroon school polo shirt. This shirt may be worn out.
- College grey shorts with flex waist. Shorts can be worn with or without a plain black belt.
- Calf length grey socks with two maroon stripes.
- Black, fully enclosed, leather, lace up, polished shoes. All parts of the shoe must be completely black – no logos or white soles. **Note: canvas and suede shoes are not acceptable.**

Girls – Day/Formal Wear

- Maroon school polo shirt. This shirt may be worn out
- Maroon skirt or culottes
- Calf length white socks
- Black, fully enclosed, leather, lace up, polished shoes. All parts of the shoe must be completely black – no logos or white soles. **Note: canvas and suede shoes are not acceptable.**

Cool weather options (all year levels)

- Maroon V neck pullover
- Maroon knitted jumper with Cleveland emblem in panel on front
- Plain black full length dress trousers (no cuffs, skin tight legs or flairs) worn with a plain black belt
- Full Cleveland High School tracksuit with emblem on front panel may be worn as part of the Sports uniform only on days of sport or HPE

Sports Uniform (all year levels)

- Maroon shirt with Cleveland in panel on front.
- Maroon school sports shorts.
- Maroon school sports hat, cap or school bucket hat.
- Black, fully enclosed, leather, lace up joggers.


**Day/Formal Wear** is worn on most school days. Year 7 students may wear their sports uniform to school on Fridays, Years 8 and 9 on Tuesdays and Years 10, 11 and 12 on Wednesdays. All students can wear the sports uniform on days they have practical based HPE lesson timetabled.

Our school is considered a workplace for staff and students and Education Queensland health and safety requirements must be followed.

**Shoes**

The only acceptable shoes are **black** (no coloured emblems, stripes, laces etc.), **fully enclosed, leather, lace up, polished (no suede or canvas) shoes**. All shoes must comply with workplace health and safety standards and under NO circumstances are students to wear shoes with zips, slip-on ballet style shoes or boots.

**Jewellery**

Students may only wear a wristwatch, one pair of small **plain** silver or gold matching studs in the lower lobe of the ear or sleepers and a medical bracelet or disc if required. All other jewellery breaches workplace health and safety requirements and is not to be worn to school. Pegs, stretchers, oversize or dangling earrings etc. are not permitted and will be confiscated if worn to school. These will need to be collected from the office by a parent.

**Visible piercings**

Other than one pair of small **plain** earrings in the lower lobe of the ear, visible piercings are not permitted. Student with other piercings such as nose, lip, tongue, eyebrow, additional ear piercings, pegs etc. will be required to remove them before coming to school. If students arrive at school with visible piercings, they will be asked to remove them and the object will be confiscated. If the piercing cannot be removed, the student **will be sent home** until the object is removed.

**Hair and Makeup**

**Makeup** is not to be worn. Hair that touches or is below the collar **must be** tied back at all times. Students are expected to have a uniform length haircut that is worn neatly (brushed). Extremes of hairstyle such as ridges, shaved styles, dreadlocks, spikes etc. are not acceptable. Hair must be of a natural colour. Facial hair is not permitted and all boys are expected to shave regularly.

**Tattoos**

Parents of students with visible tattoos must meet with the Principal to discuss suitable ways to cover the tattoo before the student can be admitted to any classes.

Students are subject to school rules of behaviour (and appropriate action for misbehaviour) from the time they leave home for school until they arrive home from school.

We require that the uniform, both clothing and grooming, be of a high standard. The school requests parental support in this matter and asks parents to stress the importance of personal appearance.

**Uniform Shop**

Phone: 3824 9214

Please check the school website for opening hours.
## Positive Behaviour Redirection Plan (Buddy Out)

<table>
<thead>
<tr>
<th>Student's Name: ____________________________</th>
<th>Home Group: ____________________</th>
<th>Date: ______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sent from (Teacher/Class): __________________</td>
<td>Time Left: ____________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sent to (Teacher/Room) ____________________</th>
<th>Time Arrived: __________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s Signature ______________________</td>
<td></td>
</tr>
</tbody>
</table>

### Instructions for Student

1. These are the steps that you need to complete in this process. Tick each step off as you go.

   - [ ] Take this sheet to the Buddy Out classroom and complete the questions below. I will need to take class work to complete in my buddy class.
   - [ ] Take my plan back to my teacher in the last five (5) minutes of the lesson.
   - [ ] The teacher and I have made a time to discuss my plan: ____________________________

2. What were the reasons I was sent from the class?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. What impact did my behaviour have on my learning and the rest of the class?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. **Behaviour Goals.** What will you do differently when you come back into class? To be accepted back into class I promise to:

   1. ____________________________________________________________
   2. ____________________________________________________________
   3. ____________________________________________________________

### Read the statements below and tick to show that you have read them.

   - [ ] I understand that if I do not follow my agreed plan. I will move to the next stage of the Behaviour Management process.
   - [ ] I understand that my parents will be contacted.
   - [ ] I understand my teacher will track my behaviour for the next three (3) lessons.

---

Teacher  ____________________  Student  ____________________  Date  ____________________
The information in the table below will assist you in answering the question on the front of this sheet.

### ICARE

<table>
<thead>
<tr>
<th>Include and accept others</th>
<th>Create, imagine, inspire, innovate</th>
<th>Achieve our personal best</th>
<th>Respect each other and our world</th>
<th>Enjoy learning and find humour</th>
<th>Safe supportive environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I demonstrate this by:</td>
<td>I demonstrate this by:</td>
<td>I demonstrate this by:</td>
<td>I demonstrate this by:</td>
<td>I demonstrate this by:</td>
<td>I demonstrate this by:</td>
</tr>
<tr>
<td>Consider opinions</td>
<td>Consider past knowledge</td>
<td>Commit to continuous</td>
<td>Define our happiness and</td>
<td>Work hard and have fun</td>
<td>Value my own safety and</td>
</tr>
<tr>
<td>and feelings of others.</td>
<td>to new situations.</td>
<td>improvement every</td>
<td>wellbeing by the happiness and</td>
<td>(Neoteny)</td>
<td>that of others.</td>
</tr>
<tr>
<td>Value and respect</td>
<td>Persist and find new ways to</td>
<td>single day (Kaizen)</td>
<td>wellbeing of those around us.</td>
<td>Engage in the learning</td>
<td>Follow staff instructions.</td>
</tr>
<tr>
<td>diversity</td>
<td>achieve my goals.</td>
<td>Arrive on time to class</td>
<td>(Ubuntu)</td>
<td>experiences provided by the</td>
<td>Stay alert and report</td>
</tr>
<tr>
<td>Allow all students to</td>
<td>Think flexibly- be able to change</td>
<td>and be ready to learn.</td>
<td>Respect your own and others’</td>
<td>teachers with a positive</td>
<td>unauthorised people on the</td>
</tr>
<tr>
<td>learn in an inclusive</td>
<td>perspectives, generate</td>
<td>Ask for help when needed</td>
<td>right to learn.</td>
<td>attitude</td>
<td>school property to the</td>
</tr>
<tr>
<td>classroom environment</td>
<td>alternatives and consider all</td>
<td>Work at learning</td>
<td>Be considerate of other’s</td>
<td>Work with others to</td>
<td>teachers or other staff</td>
</tr>
<tr>
<td>Contribute positively</td>
<td>other options to inspire others.</td>
<td>Celebrate the achievements</td>
<td>personal space and property.</td>
<td>achieve higher standards.</td>
<td>members.</td>
</tr>
<tr>
<td>to the school learning</td>
<td></td>
<td>of others</td>
<td>Take pride in the school, its</td>
<td>Commit to being a lifelong</td>
<td>Keep the school environment</td>
</tr>
<tr>
<td>environment</td>
<td></td>
<td>Be open to engaging in</td>
<td>reputation and our environment.</td>
<td>learner.</td>
<td>neat and tidy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>all elements of the</td>
<td>Be a Global Citizen</td>
<td>Be helpful, honest,</td>
<td>Enter teaching areas in a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>school community: Social,</td>
<td>Follow the hands off</td>
<td>courteous and polite to</td>
<td>quiet and orderly manner.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic, Sporting,</td>
<td>policy</td>
<td>members of the school</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Citizenship and Cultural.</td>
<td></td>
<td>community.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Behavioural Goals

Teachers, please use the behaviour goals identified over the page and tick or cross if they have been achieved for the next three lessons. Please initial

<table>
<thead>
<tr>
<th>Behaviour Goals</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher Initials
Negotiated Re-entry to Class (STEP 4) – Head of Department

STUDENT NAME: ___________________________ H/Group: ___________ Date: ___________

Tick off the steps as you progress:

☐ Contract written with the Head of Department

☐ The Head of Department has made contact with my parents regarding the details of Re-Entry into class

☐ I understand I need to follow my signed contract in class for one week

☐ I understand that if I fail to follow my contract I will be referred to the Year Level Deputy Principal

This is a written CONTRACT between

Student Name: ______________________________ and Teacher Name: _________________________________

This contract has been written to help me be a more successful student and to protect the rights of others e.g. the rights of other students to learn and the teacher’s right to teach.

I was withdrawn from my subject by my teacher because: (What was the specific reason you were withdrawn from class?)

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

My behaviour did not meet the ICARE philosophy because: (use the ICARE statement as your guide on the back of this paperwork)

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

To be accepted back into the classroom I will need to change my behaviour in the following ways: (use the ICARE statement to lead your behaviour changes listed)

1. ___________________________________________________________________________________________

2. ___________________________________________________________________________________________

3. ___________________________________________________________________________________________

If this agreement is broken the incident will be reported to the year level Deputy Principal and possible review of my enrolment at Cleveland District State High School.

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

Teacher’s signature: ................................................................. Date..............................

Head of Department’s signature: .................................................. Date..............................
## Negotiated Re-entry into Class Sheet

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Date</th>
<th>Teacher Comments</th>
<th>Student’s Signature</th>
<th>Teacher’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TARGETED BEHAVIOUR

linked to the ICARE message and supported by what your behaviour will look like
(Include, Create, Achieve, Respect, Enjoy, Safe)

I am aware of further consequences if I breach the Negotiated Re-entry into Class. I acknowledge my responsibilities outlined above and will endeavour with the help of my teacher to improve the classroom environment through appropriate choices of behaviour.

Student’s Signature: ______________________ Teacher’s Signature: ___________________