



ROBINA STATE HIGH SCHOOL

RESPONSIBLE

BEHAVIOUR PLAN

FOR

STUDENTS

The Code of
School
Behaviour
Better Behaviour
Better Learning





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Robina State High School Responsible Behaviour Plan for Students

Purpose

Robina State High School is widely identified as a public high school providing a first class education for each individual student. Robina is a learning hub of the local community known for its family feel, international flavour and principled young people and is committed to providing a safe, respectful and disciplined learning environment for students and staff. Our distinctive academic excellence and sporting programs achieve meaningful outcomes for our school community.

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

Our vision is underpinned by our values.

- We are committed to the PROMOTE ethos;
- We believe that everyone has the right to learn;
- We seek to develop the whole person through all education opportunities;
- We seek to create and provide positive learning environments for all students;
- We aim to cultivate the skills essential for the 21st century;
- We encourage excellence in all endeavours;
- We honour traditions and encourage innovation;
- We celebrate diversity.

Our four pillars for success are focussed on uniqueness, excellence, high expectations and community. To achieve this we provide students with the opportunities to engage in academic, civic, sporting, creative and cultural quality learning experiences. This allows them to develop essential skills and acquire values supportive to their own wellbeing. By creating an enabling environment Robina State High School ensures that all students can realise their full potential as global, digital citizens.

These core values are supported by our 3R’s; Respect, Responsibility and Ready to Learn. Robina State High School has high expectations for every student to be successful and believes achievement comes from sustained and purposeful effort. Our school community recognises and celebrates excellence. Attitude, Effort and Commitment unite our approach to this purpose and are enshrined in our school motto, “Believe and Succeed”.

Consultation and Data Review

Robina State High School developed our Responsible Behaviour Management Plan in conjunction with whole school community support in 2009/10. Consultation with parents, staff and students was undertaken through student survey distribution, meetings with staff representatives, parent representatives and meetings with a wide range of students. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the process. The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director March 2010.



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Two further reviews have taken place in 2012/2013 and 2016. Consultation with the school community was undertaken including staff, student and community members. Ongoing review and analysis of current school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents, Positive Behaviour Learning processes, student learning achievement levels and curriculum data informed the two review processes. This plan is effective from September 2016 until November 2019. The next review will take place in 2017.

Learning and Behaviour Statement

Robina State High School is a place of learning where the expectation is that all teachers will have the right to teach and that all students will have the right to learn without disruption or distraction. To ensure this, we promote and maintain a safe, respectful and orderly environment and consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising academic success.

Our school supports the PBL philosophy process and structures. This structure in turn supports valuable social learning while maximising learning experiences for all students. The underlying foundations are built on explicit teaching of desired positive behaviours, high expectations and the development of positive productive relationships. Through our school plan, shared expectations for student behaviour are explicit and all members of the school community have clear consistent expectations and understandings of their roles and responsibilities within the educational structure.

Further, our Responsible Behaviour Plan outlines our processes and structures for the teaching of positive behaviours, celebrating positive behaviour, preventing problem behaviours and responding to unacceptable student behaviour.

Our school community has agreed upon the following school rules to teach and promote positive behaviour.

- Respectful
- Responsible
- Ready to Learn

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

Learning and Wellbeing at Robina SHS

Robina SHS community recognises that learning and wellbeing are inextricably linked and students learn best when their wellbeing is optimised. Students develop a strong sense of wellbeing when they experience success. It is vital that all students are supported and their individual needs are recognised and met. We endeavour to support all students to fulfil their potential academically, socially, emotionally, culturally and physically hence student learning and wellbeing is personalised.

Our vision is underpinned by positive psychology and PBL behaviour structure. Positive psychology is the “scientific study of what goes right in life”. Two models influence wellbeing at Robina SHS: Professor Martin Seligman's (2014) five elements of wellbeing described by the acronym PERMA: positive emotion, engagement, relationships, meaning, and accomplishment; secondly, six scientifically informed wellbeing pathways developed by Reuben Rusk and Lea Waters (2015) focusing on: building attention, knowing and understanding emotions, developing coping skills,



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goal setting, relationships, and character strengths. Increasing human wellbeing growth through cultivating positive emotions, engagement, positive relationships, meaning and achievement lays the foundation to maximise student learning and wellbeing which leads to individual success.

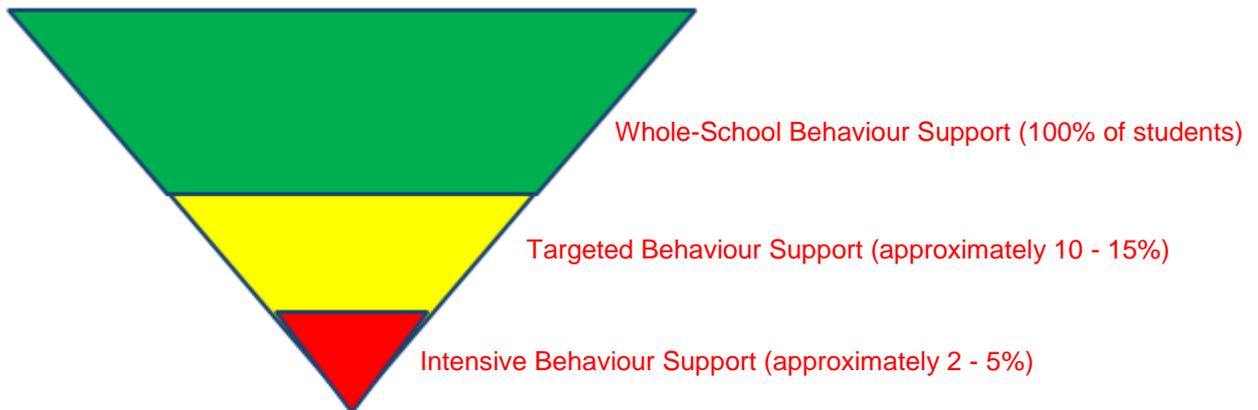
Our learning and wellbeing framework is organised into four major strands, Learning Environment, Curriculum and Pedagogy, Policies and Procedures and Partnerships. It is delivered across the curriculum, specifically through our PROMOTE program and through the explicit teaching of desired positive behaviours. Across the school students are engaged in universal wellbeing programs and activities in classroom and non-classroom environments. Targeted and intensive wellbeing support is also provided to specific students.

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

Universal Behaviour Support:

At Robina State High School, we are committed to providing quality learning opportunities that enable our students to achieve success within a safe, positive, supportive, disciplined learning environment. Communicating behavioural expectations to all students is a form of universal behaviour support – a strategy directed towards all students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour. The explicit teaching of the desired behaviours which support Robina 3R's are at the forefront of our school-wide behaviour support system.

Typically, a school tends to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However about 10 to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, two – five percent of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.



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Our school structure is supported by:

- Quality learning and teaching practices;
- A balanced, relevant and engaging curriculum;
- Communicating the standards of positive behaviour to all students;
- Creation of a positive whole school culture through a PBL Tier 1 school-wide structure;
- Explicit positive behaviour lessons delivered consistently and regularly by classroom teachers across the whole school context;
- Regular communication from the PBL Tier 1 team ensuring successful dissemination of positive behaviour lessons, strategies, feedback and relevant data, details of planning and recognition of positive behaviours;
- Positive behaviours are reinforced on Year Level assemblies and whole school assemblies, during classroom and non-classroom activities and throughout the whole school PROMOTE program;
- Students' involvement in pastoral care activities, house activities and targeted year level activities;
- Supportive policies and collaboratively developed programs and procedures;
- A range of programs that are characterised by non-violent, non-coercive and non-discriminatory practices;
- Student Learning and Wellbeing Framework;
- High Expectations of all students;
- Positive relationships between staff and students;
- Managed professional development, education or training for all members of the school community;
- Tier 2 PBL systems and processes;
- A continuum from whole school positive preventive action for all students through to intensive intervention for specific individuals or groups.
- Specific policies:
 - Use of Personal Technology Policy;
 - Procedures for Preventing and Responding to Incidents of Bullying;
 - Appropriate use of social media.
- Induction programs in Robina State High School's Responsible Behaviour Plan for Students delivered to new students and new and/or relief staff.
- The school-wide PBL teaching matrix outlines our agreed rules and specific behavioral expectations in all school settings (see over)



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ROBINA STATE HIGH SCHOOL MATRIX

	All Settings	Classroom	Technology	Assembly	School Grounds	Bus Bay	Off Campus
Respectful	<ul style="list-style-type: none"> ➤ Follow directions from staff. ➤ Show courtesy and use polite language. ➤ Comply with school dress code. ➤ Use equipment as intended. 	<ul style="list-style-type: none"> ➤ Follow staff instruction. ➤ Listen to others. ➤ Respect the rights of others to learn. ➤ Respect your right to learn. ➤ Be prepared and punctual. 	<ul style="list-style-type: none"> ➤ Devices out of sight and switched off unless otherwise instructed by teacher. ➤ Adhere to "Acceptable Use Policy" for Technology. 	<ul style="list-style-type: none"> ➤ Sit in designated areas. ➤ Follow staff instructions. ➤ Show courtesy (respect for speaker, tech. devices away). 	<ul style="list-style-type: none"> ➤ Follow staff instructions. ➤ Be friendly and encouraging. ➤ Show respect for property. ➤ Use appropriate language. ➤ Conduct yourself safely. 	<ul style="list-style-type: none"> ➤ Follow staff instructions. ➤ Show courtesy and use polite language. 	<ul style="list-style-type: none"> ➤ Follow staff instructions. ➤ Promote school image. ➤ Respect the environment.
Responsible	<ul style="list-style-type: none"> ➤ Take ownership of your learning. 	<ul style="list-style-type: none"> ➤ Follow staff instructions. ➤ Be punctual and prepared ➤ Have a positive attitude. ➤ Respect and be safe in the learning environment. 	<ul style="list-style-type: none"> ➤ Devices out of sight and switched off unless otherwise instructed by teacher. ➤ Adhere to "Acceptable User Policy" for Technology. ➤ Manage and organise personal items. 	<ul style="list-style-type: none"> ➤ Show courtesy when others are speaking. ➤ Assemble in an orderly fashion. ➤ Act on information provided. 	<ul style="list-style-type: none"> ➤ Care for your environment. ➤ Report safety and hygiene concerns. ➤ Behave in a calm and orderly manner. ➤ Put all litter in the bin provided. 	<ul style="list-style-type: none"> ➤ Wait in an orderly manner in the designated area. ➤ Follow staff instructions. ➤ Bring bus pass/money. 	<ul style="list-style-type: none"> ➤ Promote positive school image.
Ready to Learn	<ul style="list-style-type: none"> ➤ Be present and punctual. ➤ Bring equipment. ➤ Engage in learning. ➤ Do your best. 	<ul style="list-style-type: none"> ➤ Be punctual, present and prepared. ➤ Challenge yourself and aim for success. ➤ Ask questions, seek feedback and encourage others. 	<ul style="list-style-type: none"> ➤ Devices out of sight and switched off unless otherwise instructed by teacher. ➤ Adhere to "Acceptable User Policy" for Technology. ➤ Manage and organise personal items. 	<ul style="list-style-type: none"> ➤ Be an active listener. ➤ Act on information. 	<ul style="list-style-type: none"> ➤ Use break time appropriately. ➤ Participate in positive break time activities. ➤ Move quickly back to class. 	<ul style="list-style-type: none"> ➤ Be prepared with pass/money. ➤ Model appropriate behaviour. 	<ul style="list-style-type: none"> ➤ Engage fully in the learning experience. ➤ Listen to people of authority.



Recognition of Expected Positive Behaviour



- A formal recognition and monitoring system has been developed enabling us to recognise students who display the desired positive behaviours on a regular basis. This Recognition system is designed to increase the quantity and quality of positive interactions between staff and students.
- Recognition is designed to tip the balance between positive and negative student behaviours and increase the amount of times these positive behaviours are displayed. All staff members are trained and encouraged to acknowledge the students appropriately.
- Public recognition of positive behaviour of students is acknowledged through various forums. This process includes formal recognition at Celebration and Year Assemblies, Celebration morning teas, a dedicated section in the school newsletter and postcards and certificates sent home.

Targeted Behaviour Support:

Students come to school to learn. Behaviour support represents an important opportunity for students to learn how to function effectively in a community. One of the beliefs at Robina SHS is that everyone is responsible for their own behaviour, therefore support and explicit teaching of desired behaviours helps students to establish their responsibilities. Proactive methods of managing behaviour can minimise minor disruption to learning, through to providing intensive intervention in responding to unacceptable behaviour.

Targeted Support Intervention tends to be immediate and responds to and represents low level or intermittent (mis) behaviours

Student Behaviour Referral process

MINOR BEHAVIOUR Process

If a problem behaviour occurs:

Teachers should manage their classrooms themselves by employing:

- Pedagogical Framework components
- High expectation requirements
- Essential skills
- Differentiation
- Seating plans
- Positives program
- Relationship building techniques
- Redirection to the desired behaviour outlined in positive behaviour matrix
- Record behaviours in OneSchool where necessary (do not refer an isolated minor incident)

If the behaviour continues:

- Utilise buddy referral system
- Record buddy system referral in ID Attend
- Record buddy system referral in One school as a **minor** incident
- Contact the parent and record in One school contacts
- Seek support from HOD

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Behaviour continues after return from buddy referral:

- Teacher must complete referral to withdrawal room and record on ID attend
- Students referred to withdrawal room
- Student reports to student window with referral form
- The referral will be recorded in ID attend and a text message will be sent
- Students will complete planning sheet and conference with the relevant HOD. A copy of the planning sheet will be placed in teacher pigeon hole. It will also be scanned, uploaded and recorded on One School as a minor incident by the relevant HOD
- The student will return to class the next lesson
- The relevant teacher discusses the planning sheet with the student before or during the next lesson.

Robina SHS is a Tier 2 PBL behaviour support school

One School behaviour data is analysed on a weekly basis by the Year Level team. Any student who has three minor incidents recorded within a nominated period of time on their One School profile is referred to the Tier 2 PBL team for management and support.

Tier 2 process:

Meeting on 3 week cycle. Follow 3x PBL weekly focus

Before each meeting:

- Collect data from One School – Junior (JS) /Middle (MS) HOD
- Examine data: JS/MS HOD
- Identify students – JS/MS HOD
- Inform relevant year leaders. JS/M/S HOD
- Email teachers to collect extra information – relevant year leaders
- Present at meeting - JS/MS HOD, YL
- Decide on response - whole meeting
- Organise mentor and put system in motion – JS/MS HOD, YL, and DP
- Advise student and start process - JS/MS HOD, YL, DP
- Following meeting – update on progress – YL to collect info from mentor
- Information to parents, staff and record in One School – JS/MS HOD

Each meeting:

- Repeat process
- Evaluate success
- Add new students
- Feedback to staff – students on process and update on their progress



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Major Behaviour Referral Process

A Major Behaviour is a behaviour where a student will more than likely be suspended. These incidents are referred directly to the relevant Deputy Principal. A direct referral form (PINK ONLY) is used to refer the student to the office. Staff are required to speak to office personnel or send a student runner. The staff member is required to record the incident as a MAJOR INCIDENT as soon as possible on OneSchool.

We also offer a range of programs that target specific individual needs of particular students. These programs are designed to provide lifelong skills designed to facilitate acceptable behaviors. Some examples of these programs are:

- Drum beat program
- Young men boxing program
- Art for Life girls' program
- Mentoring programs
- Specialised Programs (surf, guitar, gardening, Yoga)
- Health and Wellbeing Programs

Intensive Behaviour Support:

Intensive behaviour support for a student is initiated when all other forms of behaviour support have been exhausted. This level of support responds to frequent breaches of the process and continued unacceptable behaviour. The student is often at-risk of disengagement from learning and not fulfilling their potential. Students at-risk are identified and referred to the appropriate support personnel through a number of avenues. When students have reached this level of behaviour support we offer the following in- school support:

- Adjustments to normal school routine and learning programs
- Involvement with student support staff e.g. counselling, specific case managers, Youth Pathways officers, on-site psychologist referrals
- Time-out or suspension programs in and out of school sites
- Specifically designed behaviour programs
- Case Manager from the school support/ year level/ administration team is nominated. A plan of support is developed and monitored by the Case Manager for this specific student

The following types of in-school programs are also offered and are designed to provide support to students who are at risk of disengagement and have reached this level of behaviour support. These vary from year to year depending on identified needs and programs available.

- Anger Management Courses
- Community agency support
- Specific Health and Wellbeing support
- Specialised Health support
- Peer Mentoring
- Alternative learning sites (short term)

We also have a close liaison with outside school support agencies that provide intensive behaviour support for students as necessary.



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Emergency Responses or Critical Incidents:

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

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

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

Basic defusing strategies:

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical Intervention

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

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

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



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Physical intervention may 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 or shoulder, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping:

Each instance involving the use of physical intervention must be formally documented.

The following records must be maintained:

- Incident Report (OneSchool)
- Health and Safety incident record
- Debriefing Report (for student and staff (see appendix 6))

Consequences for Unacceptable Behaviour

Robina State High School makes systematic ongoing efforts to prevent unacceptable student behaviour by explicitly teaching and positively reinforcing expected student behaviours.

Our responses to unacceptable behaviour are based on supportive, fair, logical, consistent practice proportional to the nature of the unacceptable behaviour. Students experience predictable responses to unacceptable behaviour.

Student disciplinary absences are to be used after consideration has been given to all other responses.

OneSchool is used to record all minor and major unacceptable behaviours

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

- **Minor** problem behaviour is handled by the staff member at the time it happens
- **Major** problem behaviour is referred directly to the relevant Deputy Principal



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Minor incidents are those that:

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

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

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

Major behaviours result in an immediate referral to the relevant deputy principal because of their seriousness of the incident. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The teacher notifies the administration and sends or escorts the student to the administration block and records the incident in OneSchool.

Definition of consequences*

Partial/complete removal from class/activity	A principal or school staff member may use partial/complete removal from class/activity as a strategy for students to manage their own behaviour and to assist the student to calm down. The student always remains in the line of sight of the staff member
Detention	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).
Temporary Removal of Property	A principal or staff member of RSHS has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff .



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School Disciplinary Absences (SDA)	
Suspension	<p>A Principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school
Discipline Improvement Plan	<p>A Discipline Improvement Plan is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by school.</p>
Proposed exclusion or recommended exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. It will only be imposed after full consideration has been given to other consequences. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions
Cancellation of enrolment	<p>The enrolment of a post-compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

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





Please note: The table below provides examples of possible consequences. This is not an exhaustive list and in some circumstances other behaviours and consequences will be decided at the discretion of the Principal or delegated officer, Consideration is also given to the student's previous behaviour.



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Level of Behaviour	Some Consequences
<p>Student has committed a Minor breach of our Promote values</p> <p>For example:</p> <ul style="list-style-type: none"> • slow to respond to directions • not prepared for lessons • lateness • littering • classroom disruption • swearing • frequently not completing work at school or at home • refusing to cooperate and/or showing disrespect • refusal to follow a reasonable direction/school rules • uniform code infringement • non-attendance to detentions 	<ul style="list-style-type: none"> • logical consequences as set down in Classroom rules • teaching/Learning Micro skills • partial/complete removal from class to an area in line of sight of the teacher • referral to a buddy room • referral to J/M/S School HOD • parental Involvement • make up time • negotiated Behaviour Plan • monitoring card • referral to PBL Tier 2 team • loss of privileges • community service • removal from playground • incident will be recorded on OneSchool
<p>Student has committed a non-negotiable major breach of our Promote values i.e. student's conduct endangers or significantly endangers the safety, good management and/or wellbeing of members of the school community. For example:</p> <ul style="list-style-type: none"> • sexual harassment • lewd behaviour • direct verbal abuse of staff • abusive language/gestures/ extreme rudeness • lying/deception impeding an investigation or responding to a reasonable instruction • bullying /harassment including cyber-bullying • vandalism • graffiti • dangerous behaviour • theft /possession of stolen property • gross insolence/misconduct/disobedience - either at school, representing the school or travelling to or from school 	<p>All of above can be combined with below:</p> <ul style="list-style-type: none"> • direct referral to Deputy /Principal • discipline Improvement Plan • intensive case management • community Service intervention • alternative Schooling/Program • possible suspension 1-10 days • possible suspension 11-20 days • referral to JAB/Police • exclusion of the student • referral to specialised support and programs • referral to outside agencies • incident recorded on One School



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- truancy/excessive unauthorised absenteeism
- fighting/violence/physical assault videoing assault and/uploading to internet/ distribution
- illegal behaviour
- possession of a weapon, or any kind of knife or object that can be used as a weapon
- bystander behaviour associated with violence, bullying/harassment including cyber bullying
- inciting violence, physical assault, e bullying ,aggressive or intimidating/threatening behaviour
- inappropriate use of electronic media. Bringing the school into disrepute, abuse towards staff/students on public spaces
- storage of non-education/illegal files/software on school network Hacking/destruction of data. Deliberate avoidance of EQ filtering.
- substance Abuse and possession
- possession of illicit drug paraphernalia
- supply, using, trading or selling, possessing/storing illicit substances or paraphernalia associated with illicit substances.
- bystander behaviour associated with any of the above
- possession/supply/selling/storing/trading/selling of synthetic drugs
- supply/possession/using/trading or selling of banned items including but not limited to lighters, tobacco, and water bombs, chalk bombs, fire crackers, e-cigarettes, synthetic substances
- sharing of illegal substances/ banned items (glue, paint)
- extortion of money associated with any of the above.
- inciting others to behave inappropriately
- persistent interference with the learning of others.
- refusal to participate in an educational program (Senior Phase)
- confiscation of device
- removal of internet and network privileges
- regular monitoring and storage of device on a daily basis
- early warning of cancellation of enrolment (over 15 years)
- cancellation Process -Cancellation of enrolment (related to non-attendance or non-compliance with an educational program)



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Or when

- behaviours inside or outside school that bring the school into disrepute are unlawful or significantly endanger the safety and/or wellbeing of members of the school community
- behaviour inside or outside of school which threatens the good order and management of the school e.g. possession or use of weapons, major public nuisance/loitering, misuse of electronic media or behaviours that bring the school into disrepute
- persistent misbehaviour that significantly affects others' right to learn and/or wellbeing of members of the school community
- persistent and repeated refusal to comply/cooperate with the school code of behaviour or follow instructions or participate in learning program eg. persistent non-attendance at detention/persistent uniform code infringements.
- significant violence/harassment of others
- persistent disobedience and refusal to participate in mainstream or alternative programs
- wilful and/or significant destruction of property
- wilful , destructive behaviour resulting in emotional/financial distress
- creation of a significant health risk to others
- student is convicted of an offence



Before returning to class following suspension the student and parent/caregiver must attend an interview with a member of administration. Work completed during the time of the suspension will also be presented at the time of the interview.



Very serious problem behaviours such as major violent physical assault or the use of weapons will result in an immediate proposal for exclusion from school following an immediate period of suspension. Students who engage in dangerous behaviours that bring the school into disrepute and/or threaten the safety of students or good order of the school will be suspended immediately, pending full investigation, which may result in the exclusion of the student.

Our school community takes a strong zero-tolerance position towards drugs. Possession, use, sale or supply of drugs will result in an immediate proposal for exclusion from school following an immediate period of suspension. Possession of drug paraphernalia will result in an immediate proposal for exclusion from school following an immediate period of suspension.

Where appropriate, students will be referred to outside agencies such as the Qld Police Service, Behaviour Services, Drug Arm.

*See appendix for a detailed explanation of

- Procedures for the use of Personal Technology Devices at Robina State High School.
- Procedures for Preventing and Responding to incidents of Bullying at Robina State High School.
- Appropriate Use of Social Media at Robina SHS
- Working together to keep Robina State High School Safe
- Robina State High School Uniform Code
- Debriefing Report and Form

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The Network of Student Support

Support is available to all members of the school community. This support may be accessed internally through the school support system or externally through community agencies and specialised programs. The Student Support Team meets fortnightly and their tasks include overseeing referrals, appointing case managers, identification of student issues, developing and providing specialised support and programs. The Support Team liaises regularly with both teaching and non-teaching staff ensuring these individual support structures are implemented consistently across all classroom and non-classroom settings.

The Team consists of the Deputy Principal, Guidance Officer, School-Based Youth Health Nurse, School-Based Police Officer; Chaplain, Community Liaison Officer, Youth Support Worker and Indigenous Liaison Officer. Students are also monitored and supported by the HOSSES, Special Education Case Managers and HODs of Junior, Middle and Senior Schooling – depending on the individual student’s support needs. The Industry Liaison Officer works with students from Years 10 to 12, ensuring that they can access opportunities for work experience, and school-based traineeships and other certificate courses.





Listed below is the range of school support, relevant personnel and outside agencies that offer support to our students.

Support Type	School Support Personnel	Outside Agencies
Social Emotional	Guidance Officer Chaplaincy Service Community Liaison Officer School-Based Youth Health Nurse Deputy Principals (initially) Indigenous Liaison Officer Referral to In-school Psychologist Service HODs of Junior, Middle, Senior School HOSES SEU Case Managers School Based Police Officer Year Leaders House Leaders	Headspace CYMHS Private Psychologist (via MHCP) Family & Child Connect Dept of Communities ACCAROS Family Support Agency CASV (Centre Against Sexual Violence) Domestic Violence support service Reconnect (mediation) Local food banks Camp Booyah
Curriculum Support	Classroom Teachers Learning Support Teacher/STL&N Special Education Teachers HOSES Teacher Aides DETE Speech-Language Pathologist AVT – Advisory Visiting Teachers Curriculum HODs HODs of Junior, Middle, Senior School Industry Liaison Officer Homework Club Tutoring (Seniors on Fridays)	Keebra Park Annex school Varsity Learning Centre Arcadia College Toogoolawa School TAFE Programs (school-based) RTO Schools programs (school based) Strong links with local universities Strong links with GC TAFE, RTOs
Targeted Behaviour Support	Tier 1 and Tier 2 - PBL team Deputy Principals HODs of JS and MS Heads of Department School Based Police Officer Year Leaders Guidance Officer	Alternative Schools (Annex, VLC, Arcadia, Toogoolawa) Referrals to psychologists for counselling, behaviour adaptations, educational assessments

Consideration of individual circumstances:

Consequences for unacceptable student behaviour are only implemented after careful consideration of the individual circumstances and actions of the student and the needs and rights of school community members have been considered and the principles of natural justice have been applied. The unique circumstances of each situation are considered. Our plan encompasses all students in our learning community and allows for reasonable adjustments to be made for students with disabilities. Student Disciplinary Absences are used after consideration has been given to all other responses.



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Related Legislation:

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

Related Policies:

- 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

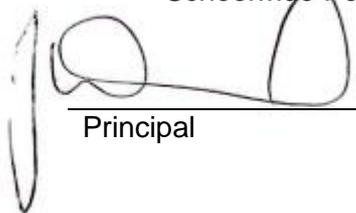
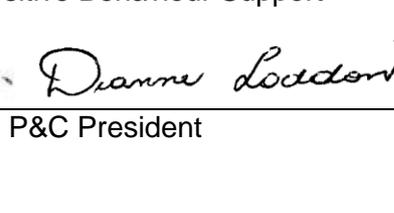
Some Related Resources:

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



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Principal

P&C President



School Council Chairperson

Effective date: October 2016 to November 2019





Appendix 1: The use of personal technology devices at Robina SHS



It is important that students display courtesy, consideration and respect for others whenever they are using personal technology devices. Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, cameras and/or voice recording devices -whether or not integrated with a mobile phone or MP3 player, mobile telephones, iPods® and devices of a similar nature.) Students should not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft.

Policy

Students are required to have permitted personal technology devices such as mobile phones switched off and out of sight (including ear phones) in the classroom.

Teachers will instruct students when appropriate use of these technologies will contribute to the learning experiences.

Consequences for inappropriate use

Students who use their phone contrary to this policy in the classroom:

- May receive a warning to follow the personal technology device policy.
- May have their phone confiscated by school staff for that particular lesson.
- May have their phone confiscated by school staff for the entire day. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for a period of time determined by the Principal.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Personal technology device etiquette

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

Recording voice and images

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

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

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

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

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

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

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

Text communication

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

Assumption of cheating

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

Recording private conversations and the Invasion of Privacy Act 1971

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

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

Using a Carriage Service to Menace, Harass, or Cause Offence

Students are reminded that it is an offence under the Commonwealth Crimes Legislation Amendment (Telecommunications Offences and other Measures) Act (No 2) 2004 to use a carriage service (e.g. phone conversations, text messaging or social media) to menace or harass or cause offence to others. Infringements under this legislation may result in referral to State and Federal law agencies.

Special circumstances arrangement

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



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Appendix 2: Procedures for Preventing and Responding to Incidents of Bullying (including Cyber bullying)

Purpose:

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

- Achieving overall school improvement, including the effectiveness and efficiency of our students support procedures
- Raising achievement and attendance
- Promoting equality and diversity and
- Ensuring the safety and well-being of all members of the school community.

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

Definition:

Bullying is typically repeated and intentional hurt inflicted on someone by words or actions of another person or group to exert power.

What Bullying may look like:

- Repeated verbal threats and cruelty
- Name calling and persistent teasing, making offensive comments
- Ridiculing another person's appearance, physique or actions
- Repeated physical threats and cruelty
- Punching, pushing, poking, shoving, spitting, etc
- Deliberate property damage
- Repeated indirect threats and cruelty
- Malicious gossip, spreading rumours
- Deliberately hiding property
- Ignoring and persistent exclusion from friendship circles, social exclusion
- Cyber – images by phone, internet or any social media."

All these actions demonstrate there has been a breakdown in relationships between students

Bullying may be related to:

- Race, religion or culture
- Disability
- Appearance or health conditions
- Sexual orientation
- Sexist or sexual language
- Young carers or children in care

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



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Rationale:

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

The anti-bullying procedures at Robina State High School are an addition to our already research-validated school wide positive behaviour support processes. All students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for consistently displaying these positive behaviours.

Prevention:

To address specific behaviour problems successfully, it is important to ensure problem behaviours are kept at a low level in all areas of the school.

Therefore we need to maintain whole school universal behaviour support practices at all times.

If Bullying occurs, what can be done?

By the students

- Initially use appropriate responses to solve the problem (eg walk away)
- Seek intervention by reporting bullying to a teacher, support staff or parent
- Demonstrate positive bystander behaviour and tell a teacher, support staff or parent if they see another student being bullied
- Never ignore the situation

By the parent

- Model appropriate behaviour at all times
- Support the school's philosophy
- Watch for signs of your child being bullied
- Encourage your child to adopt the anti-bullying strategies taught at school
- Instruct your child to immediately tell a teacher or support staff if they are bullied
- Inform the school immediately of any suspected bullying

By staff

- Model appropriate behaviour at all times
- Active supervision in non-classroom areas
- Reassure the individual that bullying is unacceptable listen to the student and ask what you can do to help
- Act appropriately to the student's concern by use of an intervention tool like (to be determined by school) *shared concern*
- Provide advice, *intervene* and monitor.



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Appendix 3: Appropriate use of social media

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

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

Robina SHS is committed to promoting the responsible and positive use of social media sites and apps.

No student of Robina SHS will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Robina SHS grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Robina SHS whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Robina SHS engaging in appropriate online behaviour.

Role of social media

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

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

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

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

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

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



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Appendix 4: Working together to keep Robina State High School Safe

At Robina State High School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

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

What kinds of knives are banned?

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

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

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

How can parents help to keep Robina State High School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact a member of the school administration.



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Appendix 5: UNIFORM CODE

STUDENT APPEARANCE:

Robina SHS is a uniform school and all students are required to wear the complete school uniform each day. Students should be fresh, neat and tidy in their uniform at all times. **Students in Years 7/8/9/10 will wear their formal day uniform at least one day per week. The day will be determined by the Deputy Principal. Students in Years 11/12 will wear their formal uniform on days they do not have a Physical Education type subject.** The school uniform supports our school priority of high expectations and creates a positive image of the school in our community



HAIR:

Hair should be cut and styled in a fashion that is suitable for a professional business workplace. Hair colour is to be of natural tones and no extreme styles including, tracks, or shaved sections or colours are permitted. **Hair that is longer than collar length is to be tied back every day. Black or navy hair ties are to be used to control long hair.** No patterned hairbands.

JEWELLERY:

A watch and a ring are optional.

- Necklaces, if worn, must be long enough to be concealed below the neckline.
- If ears are pierced, they may be fitted with up to two pairs of simple small studs or sleepers.
- Stretchers and spikes are not permitted.
- **Other piercing and/or tattoos, if present, must not be visible.**



MAKE UP:

- **Make-up** and coloured nail polish are not permitted.
- **Students with acrylic, gel nails** must have clear polish.
- Length of nails must not impede student's participation in class.
- **Sunscreen** is encouraged in our climate at all times. It should be of natural skin tones or translucent.

SHOES:

Visible white socks and completely all black laced leather, enclosed (toe, sides, upper and heel with a tongue) shoes should be worn at all times with the day and sport uniform. They may be of a formal or sports style. No suede black shoes are permitted. Laces are to be black.



Hi-tops, ballet-type shoes, boots, thongs, canvas or slip on shoes are not permitted. They do not provide sufficient protection when students are participating in learning experiences or in the playground.



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In winter, students can only wear winter items as per our Uniform Policy. **Scarves** and beanies are **not** acceptable. **Undershirts**, if worn, must **not** be visible.



Regional / State Representative School Sport apparel **excluding Hoodies** are permitted.

It is not permissible to mix and match the day shirt and sports shorts or the day skirt and the sports shirt. Cutting and shortening of hemlines; rolling up of sleeves and shorts; rolling down of skirt tops are not permitted. The unisex day shorts may be worn with the day /or sport shirt.

Full Sports Uniform: May be worn by a student when they have HPE or sport timetabled.

Full Day Uniform: Should be worn on all other days.

- WINTER APPAREL:**
- RSHS V-neck Logo Sloppy Joe
 - RSHS Taslon Zip-up Jacket
 - Year 12 RSHS Senior Jersey
 - RSHS Navy track pants
 - Navy or Black plain tights

A School Tie is optional and is available from our Uniform Shop.

All other items of school uniform are also available from our Uniform Shop.

Students are expected to wear full school uniform to school and to school functions. Their overall appearance is expected to be in accordance with this code.

SCHOOL HATS: Any student undertaking a sport, HPE or outdoor activity will be expected to wear a RSHS school hat. Similarly, students utilising the basketball courts or ovals during the two breaks will also be required to wear a school hat. No alternative designs or hats will be permitted.

SCHOOL BAGS: All students should present with an appropriate backpack. Handbags or other types of bags are not permitted.



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Appendix 6: Emergency Responses or Critical incidents: Debriefing Report



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Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved?
- What happened?
- Where it happened?
- Why it happened?
- What we learned?

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would be differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

