RESPONSIBLE BEHAVIOUR MANAGEMENT PLAN

2016

One Student One Community Many Futures
# Table of Contents

Learning Mission & Learning Vision ........................................................................................................................... 3
Background ....................................................................................................................................................................... 4
PB4L ................................................................................................................................................................................ 4
Learning Values ............................................................................................................................................................... 4
Learning Design Framework ........................................................................................................................................ 5
Engagement & PB4L .......................................................................................................................................................... 6
Principal Leadership .......................................................................................................................................................... 6
Parent & Community Engagement .................................................................................................................................. 6-7
Data Informed Decision Making .................................................................................................................................... 7
Clear & Consistent Expectation for Behaviour .................................................................................................................. 8-9
Explicit Teaching of All Behaviour to All Students ......................................................................................................... 9-10
Student Leadership ............................................................................................................................................................ 10
Student Leadership Structure ............................................................................................................................................... 11
Staff Roles .......................................................................................................................................................................... 12-15
Schoolwide Expectations Flowchart .................................................................................................................................. 16
Schoolwide Positive Behaviour Diagram ............................................................................................................................ 17
Learning Values Level 1 Matrix ........................................................................................................................................ 18
Learning Values Level 2 Matrix ........................................................................................................................................ 19
Consequences ..................................................................................................................................................................... 20
Return From Suspension ...................................................................................................................................................... 21
Attendance Procedures ........................................................................................................................................................ 22
Lateness Procedures ........................................................................................................................................................... 23
Truancy Procedures ............................................................................................................................................................ 24
Uniform Policy ..................................................................................................................................................................... 25-27
Responsible Use of Technology Policy ................................................................................................................................ 28-29
Knife Policy .......................................................................................................................................................................... 30
Bullying Policy .................................................................................................................................................................... 31-32
Emergency or Critical Incident Responses .......................................................................................................................... 33

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### Learning Mission & Learning Vision

- Learning Mission
- Learning Vision

### Background

- Historical Context
- Current Educational Landscape

### PB4L

- Principles
- Best Practices
- Four Pillars

### Learning Values

- Values Framework
- Core Principles
- Ethics

### Learning Design Framework

- Framework Development
- Implementation Strategies
- Evaluation Criteria

### Engagement & PB4L

- Engagement Strategies
-PB4L Integration

### Principal Leadership

- Leadership Characteristics
- Leadership Strategies
- School Improvement Plan

### Parent & Community Engagement

- Parent Involvement
- Community Collaborations
- Feedback Mechanisms

### Data Informed Decision Making

- Data Collection
- Data Analysis
- Decision Making Process

### Clear & Consistent Expectation for Behaviour

- Expectations for Students
- Expectations for Staff
- Expectations for Parents

### Explicit Teaching of All Behaviour to All Students

- Teaching Strategies
- Behaviour Management
- Peer Support

### Student Leadership

- Student Council
- Leadership Development
- Student Voice

### Staff Roles

- Roles and Responsibilities
- Professional Development
- Performance Evaluation

### Schoolwide Expectations Flowchart

- Expectations Flowchart Overview
- Expectations by Grade Level
- Expectations by Department

### Schoolwide Positive Behaviour Diagram

- Positive Behaviour Support System
- Behaviour Intervention Plan
- Behavioural Support Team

### Learning Values Level 1 Matrix

- Values Alignment
- Values Integration
- Values Assessment

### Learning Values Level 2 Matrix

- Advanced Values Framework
- Values Development
- Values Evaluation

### Consequences

- Consequence Types
- Consequence Implementation
- Consequence Review

### Return From Suspension

- Suspension Procedures
- Reintegration Process
- Support Services

### Attendance Procedures

- Attendance Policies
- Absence Tracking
- Absence Management

### Lateness Procedures

- Lateness Policies
- Lateness Management
- Lateness Support

### Truancy Procedures

- Truancy Policies
- Truancy Management
- Truancy Support

### Uniform Policy

- Uniform Guidelines
- Uniform Purchasing
- Uniform Standards

### Responsible Use of Technology Policy

- Technology Usage Policies
- Technology Access
- Technology Monitoring

### Knife Policy

- Knife Prohibition
- Knife Infringement
- Knife Education

### Bullying Policy

- Bullying Prevention
- Bullying Intervention
- Bullying Support

### Emergency or Critical Incident Responses

- Emergency Management
- Critical Incident Response Plan
- Incident Investigation
**Our Learning Mission:** One student, One Community, Many Futures  
**Our Learning Vision:** Each student engages personally in our school and achieves to their full potential (one student). We will create an innovative learning community (one community) that prepares our students for the future (many futures). Our students will be literate, numerate, motivated, creative, sceptical, respectful, responsible, ethical, healthy and resilient.

<table>
<thead>
<tr>
<th>One Student</th>
<th>One Community</th>
<th>Many Futures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school is a ‘school for one’ by catering for the learning needs, interests and aspirations of every student. Every student engages meaningfully and personally through our ‘four pillars of opportunity’ – learning, sport, the arts and community to reach their full potential. There is a strong sense of belonging, student voice and pride within our school and is reflected through their personal presentation and exceptional standard of behaviour. We prioritise the connection between well-being and learning and provide for the psychological, emotional and social needs of our students. We prepare our students for the future by creating literate, numerate, motivated, creative, sceptical, respectful, responsible, ethical, healthy and resilient learners. Our students embrace change and effectively use technologies to learn in new ways.</td>
<td>Our school is an innovative professional learning community with an unrelenting focus on and a commitment to the learning of each student. Every staff member is supported and seeks to learn and grow and reach their potential. A collaborative culture exists where our teams focus on continual improvement and solve problems in new and innovative ways. We explicitly clarify our team culture and define our values through our ‘trademark behaviours’ Our school is action oriented, reflective and focused on results as seen through the evidence of student learning. We have high expectations for learning and behaviour and is celebrated within our community.</td>
<td>Every student transitions from our school with a viable pathway to the future by delivering on our ‘qualification guarantee’. Students learn ‘anytime, anywhere’ through a blend of face to face, flexible and virtual learning Our range of subjects and delivery modes cater for the diversity of student learning styles and aspirations. Rigorous tracking, accountability and intervention measures are in place and all our students learn and achieve to their potential. We have diverse, deep and productive industry and community links and our students are sought after by employers at a state and national level. Strong and productive partnerships deliver exceptional and guaranteed tertiary learning opportunities. We have a vibrant and connected alumni that provides mentoring and employment opportunities for our students. Our students consistently produce learning outcomes that are on par with the best schools in Queensland.</td>
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BACKGROUND

In term 4 of 2012, the staff voted overwhelmingly to redevelop our Behaviour Management Framework in line with evidence based whole-school positive approach to behaviour with the goal of improving social behaviour and student performance. A School Wide Positive Behaviour Support (PB4L) team of teachers from a variety of staffrooms and non-teaching staff as well as parent representation was developed. With the support of the Principal, the team undertook Tier 1 training throughout 2013 in order to collaboratively develop a school wide behaviour plan based on our Vision and Values. It was identified that learning and behaviour are inextricably related so we added the “Learning” component to the PB4L to define our own School Wide Positive Learning Behaviour Support (PB4L) plan.

PB4L

PB4L is underpinned by best practice which involves planning and implementing explicitly taught behaviours consistently across the whole school to promote positive behaviour and maintain teaching and learning environments that support learning and wellbeing for all students. This is a proactive and prevention based approach as expected behaviours are explicitly taught with the prospect of preventing the development of new behaviour problems and reducing the frequency and intensity of existing problem behaviours.

In addition, decisions and practices about teaching targeted behaviours are based upon the use of Helensvale State High School’s data produced from our OneSchool database. In essence, our learning needs and values will drive the development of expected behaviours. The document will always be live as each term brings with it the data required to make the necessary decisions regarding behaviour.

LEARNING VALUES

At Helensvale State High School we are committed to best practices in teaching and learning that will provide more positive and successful learning outcomes. This is demonstrated by the underpinning values that we have adopted as an integral part of our school culture. The Learning Values were derived after considerable consultation between the team and the staff throughout the course of 2013. In addition, the PB4L is an integral part of the Learning Design Framework and fits in the wedge called “Know the Learner” as demonstrated below.
PB4L
One Student
One Community
Many Futures

RESPONSIBLE

KNOW THE LEARNER

RESPECTFUL

CONNECTED
One Student
One Community
Many Futures

ENGAGED
ENGAGEMENT AND PB4L

Engaging pedagogy is a lynchpin to successful student outcomes and reducing behaviour management issues. To this end, staff at Helensvale State High School engage in professional dialogue through membership of Professional Learning Teams where they regularly reflect on their practice through the use of data and collegial discussions designed to facilitate strategic outcomes.

PRINCIPAL LEADERSHIP

The development of the Behaviour Plan is an integral part of the school improvement agenda. It is a part of the Quadrennial School Review, Annual Implementation Plan and the Professional Learning Framework for staff.

As part of the PB4L implementation, the principal must attend professional development sessions to ensure support from the leadership team and management of a whole school approach to behaviour management is enacted.

Personal Improvement Plans should address at least one aspect of professional learning in relation to enhancing behaviour management skills and implementing PB4L.

Human, financial and physical resources have been budgeted and allocated to support behaviour management and student well-being through the implementation of Heads of Learning Community (HLC), the appointment of the Health Liaison Officer (HLO), the reorganization of the Heads of Department to include a HOD of Learning Engagement, the purchase of an additional Guidance Officer and the redevelopment of the library to the Student Well-being e learning Lounge (SWeLL).

PARENT AND COMMUNITY ENGAGEMENT

Parents have been consulted in the development of the PB4L as there is a parent on the developmental team. The Learning Values have been presented to the P&C and they finance the rewards for the Positive Behaviours which include the fortnightly canteen voucher and end of year winners.

During the enrolment process, students and parents are informed about the school’s Learning Values and the structure of support available through the Student Support Services team.

Parents are kept informed through newsletters and Facebook posts. The Values are published in the school diary for parents to peruse. The school website has a link to the PB4L information.

Through the SWeLL centre (Student Wellbeing and e Learning Lounge) parents are regularly invited to a variety of sessions hosted by community agencies and school staff to enhance their skill base, assist and support them with their adolescents.
Parent Teacher and SLIC evenings are held to discuss results and how their students can improve their academic and social skills. Subject selection information evenings for students in years 8, 9 and 10 are held throughout the second semester. SET Plans for grade 10 students provide another opportunity for individualised parent engagement.

Staff regularly contact parents or caregivers to gain their support and keep them informed about their son or daughters academic and behaviour progress.

Learning support is provided through programs such as LEAP and the Learning Support Teacher who use data from NAPLAN, PAT M and PAT R and TORC for targeted support. Parents are kept informed about student inclusion in these programs.

DATA INFORMED DECISION MAKING

The Data Plan outlines the timelines and types of data to be collected and interrogated. Targeted actions follow interrogation of the data with appropriate personnel and parent contact. These actions may include change of subject, targeted learning support, compulsory attendance letters, warning of cancellation or the development of Discipline Improvement Plans for example.

Staff must record all behaviour data on OneSchool. This includes positive behaviour and inappropriate behaviour.

Staff are given in-service to differentiate between records and referrals to action inappropriate behaviour through professional development sessions throughout the year on Student Free days, Staff Meetings, Lunch time visits to staffrooms and Twilight Professional Development sessions.

Major and Minor behaviours are published for staff as a point of reference in the PB4L Behaviour Flow Chart.

Data gained from OneSchool behaviour reports is compiled and interrogated at the end of each term by the whole staff. DPs, HODs and Deans will regularly interrogate and analyse the data in order to inform the future direction of the explicit teaching of the Learning Values.

Data gained from the end of each term drives the future focus lessons and presentations at assemblies.

Attendance is monitored through Roll Mark teachers, Deans, HOD of PB4L and DPs through the use of weekly fractional truancy data reports, fortnightly Traffic Light data and other absentee reports generated through the PB4L team. The relevant year level Dean follows up with parents and students to provide support or referral to the SSS team for students with attendance issues.
CLEAR AND CONSISTENT EXPECTATIONS FOR BEHAVIOUR

Helensvale State High School emphasises and reinforces the importance of high behaviour expectations for all students. These are communicated to students during the enrolment process, published in their school diaries and reinforced during the Principal’s address at year level parades at the beginning of each term, and by Deans during weekly junior and senior parades and by teachers in class rooms.

The three positive behaviour expectations which are expected to be modelled and followed by all staff and in all school settings are:

Learning Values:
i. am a Responsible Learner
i. am a Respectful Learner
i. am a Resilient Learner

The behaviour expectations are taught explicitly during curriculum time and in schoolwide Futures lessons through the line structure in the Timetable each fortnight. In addition, focus presentations will be provided at weekly assemblies. See the Vale Way for supplementary details.

A PB4L Schoolwide Expectations Flowchart clearly outlines the procedures for responding to inappropriate behaviour both in the classroom and in the playground. It also unmistakably delineates between minor and major behaviours. All staff are expected to follow the flowchart consistently and are provided with Professional Development to ensure they understand the processes and procedures.

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of the Learning Values then ask them to change their behaviour so that it aligns with our school’s expectations. Our preferred way of re-directing low-level problem behaviour is to ask them to reflect on how they can act in a more Respectful, Response or Resilient manner. This encourages students to reflect on their own behaviour and plan how it can be modified to align with our Schoolwide Expectations.

Each year a small number of students at Helensvale State High School are identified through our data as needing extra targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner. One of the roles of the PB4L team is to track these students, advocate for them and to facilitate better behaviour choices. They are supported by the HODs and the Administration Team.

Students may also be referred to the SSS team for intensive targeted support on an individual basis that will facilitate acceptable behaviour choices.
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. Staff at Helensvale State High School have adopted a response to emergency or critical incidences that is up-dated on a needs basis. Staff are also made aware of procedures to be followed that include formal documentation of any incident. During each term evacuation and lockdown drills are conducted and reviewed to ensure safety of all staff and students.

EXPLICIT TEACHING OF ALL BEHAVIOUR TO ALL STUDENTS

Differentiation is a key component in teacher planning and preparation. Through targeted professional development in Professional Learning Teams, staff are becoming more adept at engaging students in meaningful learning experiences through the use of IMPACT and the WALT, WILT and WILF framework.

PB4L is an evidence based behaviour management framework. Helensvale State High School promotes the use of the 10 Essential Skills for Classroom Management (ESCM) which promotes the least intrusive to the most intrusive intervention on a continuum.

The use of Buddy Classes also provide an opportunity to de-escalate conflict within the classroom and further opportunities to engage parents in behaviour support and students to re-engage in learning upon return to the class.

Using the whole school Futures lesson in the timetable, all staff explicitly teach the Learning Values of Respectful, Responsible and Resilient behaviour. On year level assemblies short focus presentations occur. The contents of these lessons are determined when behaviour data has been interrogated by staff and key areas for improvement are identified and acted upon.

Students who require greater support will be referred to the SSS team for targeted intervention. Programs such as Men of Business, BOOST, GROWTH, RAGE, Kokoda, Booyah, Itracker and Rock and Water can be provided for small groups of students who require intensive behaviour maintenance.

Individual students may encounter case management through the Guidance Officers, Discipline Improvement Plans or referral to external agencies such as Senior Guidance Officers or CNAP for specific behavioural support. Alternative education programs are available for extremely high need students through programs conducted at Toogoolawa, Eagleby, Coomera and The Annex at Keebra Park.
Students with identified disabilities will have their behaviour flow charts modified by the HOSES to ensure compliance with behaviour standards in a differentiated format.

Students have a variety of opportunities to be recognised both formally and informally at Helensvale State High School. Certificates of Appreciation and Achievement are presented to students in all year levels during the term. Special parades to recognise Academic Excellence (ACE Parade) and sporting achievement are held throughout the year. Responsible, Respectful and Resilient awards are distributed each semester based on data from their LOA, behaviour and attendance. In addition daily recognition of student adherence to the Learning Values is recognised through Positive Behaviour (PB) tokens. These are recorded on OneSchool. As a culminating activity the annual Awards Night showcases the academic, sporting, cultural and community achievements of students at Helensvale State High School.

Other avenues of positive reinforcement include Postcards sent home by teachers to individual parents, Something Special Performing Arts presentation, The Visions Showcase for Recognition of Excellence in Visual Arts, The Sports Awards dinner and Hospitality Excellence evenings to showcase student expertise and skill.

STUDENT LEADERSHIP

Helensvale SHS is the second biggest high school in Queensland. As such there is a wealth of both leadership and aspiring leaders amongst the student cohort. In order to maximize the opportunities for as many students as possible, and to recognize the diversity of student interest and ability, a restructure of student leadership in the school was undertaken.

In essence, students from Academic, Cultural, Sporting and Community Service backgrounds are recognised and developed through the new structure across the school. Leadership can be gained in both the Senior and Junior Secondary School. Prefects support the elected school leaders and Senior Leaders mentor students in Junior Secondary.

Helensvale’s leadership is not limited by the boundaries on a map. Students are encouraged to be active leaders in the international community and support children less fortunate than themselves. An international project will be the vehicle to consolidate the leadership body in both the Senior and Junior Secondary schools. For example, since 2014 and in conjunction with the local Rotary Club, the focus is on fundraising sufficient funds to purchase and build a school in Samoa. Students will also participate in the construction of the school when the necessary resources have been raised.
STUDENT LEADERSHIP STRUCTURE

EXECUTIVE (4 Captains/4 Vice Captains)

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Our International Project

2 x Executive Members will be on each committee

CULTURAL
2 Senior Executive Members
8 Year 12 Prefects
4 Year 11 Senior Leaders
2 Year 10 Senior Leaders

e.g.
H Factor
International Visits
Choir
Entertainment

LOCAL COMMUNITY
2 Senior Executive Members
8 Year 12 Prefects
4 Year 11 Senior Leaders
2 Year 10 Senior Leaders

e.g.
Blood Drive
Northern Collegiate
Shave for a Cure
Relay for Life

LEARNING
2 Senior Executive Members
8 Year 12 Prefects
4 Year 11 Senior Leaders
2 Year 10 Senior Leaders

e.g.
Breakfast Club
Peer Tutoring
Lunchtime Activities
Peer Mediator

SPORT
2 Senior Executive Members
8 Year 12 Prefects
4 Year 11 Senior Leaders
2 Year 10 Senior Leaders

e.g.
Cross Country
Swimming Carnival
Athletics Carnival
House Spirit

CULTURAL
1 Junior Executive Member
4 Year 9 Junior Leaders
4 Year 8 Junior Leaders
4 Year 7 Junior Leaders

e.g.
NAIDOC Celebrations
Harmony Day

LOCAL COMMUNITY
1 Junior Executive Member
4 Year 9 Junior Leaders
4 Year 8 Junior Leaders
4 Year 7 Junior Leaders

e.g.
Junior Relay for Life
Clean Up Australia Day

LEARNING
1 Junior Executive Member
4 Year 9 Junior Leaders
4 Year 8 Junior Leaders
4 Year 7 Junior Leaders

SPORT
1 Junior Executive Member
4 Year 9 Junior Leaders
4 Year 8 Junior Leaders
4 Year 7 Junior Leaders

e.g.
Develop JS House Spirit
House Lunch Activities

JUNIOR SECONDARY EXECUTIVE COUNCIL
(2 Captains/2 Vice Captains)

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Our International Project

4 Senior Vice Captains to mentor
4 Junior School Captains & 4 Junior School Vice Captains
STAFF ROLES

Roll Mark Teacher:
- Monitor student progress and encourage Responsible, Respectful and Resilient behaviour.
- Collect the Communication Folder every day
- Mark the roll accurately every day between 8.40-8.50
- Monitor uniform, lateness and absenteeism
- Distribute appointments and notes as necessary from Communication Folder

Futures Teacher
- Deliver specific units and report on outcomes
- Units may include Career development, NAPLAN, QCS, Personal Health and Safety, Student Wellbeing and so on.
- Explicitly teach PB4L learning values.

Classroom Teacher:
- Monitor student progress and encourage Responsible, Respectful and Resilient behaviour.
- Use the IMPACT model as a framework for implicit instruction every day in every classroom in an engaging manner.
- Follow the Schoolwide Expectations flowchart.
- OneSchool behaviour incidents as necessary.
- Recognise positive behaviour through PBs, postcards, verbal acknowledgment and reinforcement.
- Monitor student uniform and issue detention through ID. Attend any time during the day if the student cannot produce the stamp issued by the Dean.

Dean of Students:
- Track and interrogate data for absenteeism, lateness and uniform.
- Monitor student wellbeing and behaviour
- Provide support when they become aware of a student experiencing difficulties in consultation with HODs and teachers.
- Complete SSS referrals for students and case manage with SSS team on an ongoing basis.
- Design and deliver PB4L focus lessons during Futures and on whole school parades.
- Organise and execute year level parades and whole school parades.
- Coordinate and manage events appropriate to their year level, i.e. formal, fundraising.
- Engage in respectful conversations with parents, caregivers and other stakeholders
- Manage incidents and provide appropriate behaviour strategies including mediation, detentions, community services, suspensions and exclusions.
- Work closely with SSS team to provide alternative educational opportunities for students.

Head of Department (HOD/HOSES):
- Provide behaviour support and intervention in their curriculum area as per Schoolwide Expectations flowchart.
- They enact 1-5 day suspensions.

Administration:
- Support all staff in actioning the Responsible Behaviour Management Policy.
- Provide targeted support and intervention for students with intensive needs.

Support Services:
- Operate proactive programs across year levels and manage students on a case by case basis as highlighted in weekly SSS meetings. See below:
<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Support and Programs Offered</th>
</tr>
</thead>
</table>
| Guidance Officers | Carley O’Connell (11 and 12) Elaine Sears (9 and 10) Jordana Kelly (7 and 8) | • Accepts referrals through SSS team  
• Provides individual case management  
• Runs lunch time courses on Stress management, anxiety  
• Parent support  
• Referrals to external agencies  
• Career Guidance  
• Parent information evenings  
• Psycho Educational Assessments  
• Professional case management and collaboration with CYMHS, DOCS, POLICE PQPS, Qld Health, and others  
• Mediations  
• Tertiary support |
| PB4L Team       | Rachel Deere - HOD Year 12 - Marlie Costan Year 11 - Mark McKague Year 10 - David Gurney Year 9 - Amy Paterson Year 8 - Debra Philip Year 7 - Mark McKague | • Monitor and respond to student attendance, truancy and lateness  
• Monitor and address student uniform compliance  
• Respond and deal with before school, playground and afterschool behaviour issues  
• Provide intervention to students requiring intensive support in relation to attendance, truancy and behavioural issues  
• Partake in Year level student leadership processes and programs  
• Coordinate Year level, Junior and Senior Parades  
• Lead and support activities related to assigned Year level  
• Play a role in student and parent interview processes  
• Consistently record information on One School  
• Futures Program (7-12): coordinate the wellbeing aspects of the lesson (PB4L)  
• Student leadership  
• Provide social and emotional support as required  
• Care for the welfare of the student  
• Work in collaboration with HODs and DPs to provide necessary support for students  
• Complete SSS referrals |
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<tr>
<th>Role</th>
<th>Name</th>
<th>Activities</th>
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<tr>
<td>Chaplains</td>
<td>Long Bradley</td>
<td>• Provides social, emotional &amp; spiritual support for school community</td>
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<td>• Supports school community in events, camps, functions</td>
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<td>• Co-ordinator GROWTH (Confidence &amp; Resilience)</td>
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<td>• Djembe Drum Group</td>
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<td>• Provides well-being support to individual students and staff as requested</td>
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<td>• Co-ordinator Men Of Business (MOB)</td>
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<td>• Accepts referrals from SSS Team meetings</td>
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<td>• Coached Cluster Day Sports team</td>
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<td>• Participates and supports school events: carnivals, camps etc</td>
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<td>Industry Liaison Officer (ILO)</td>
<td>Paulina Ford</td>
<td>• Collaborates with Local Industry, Business and Further Education Institutions, Local Community, Government &amp; Community Organisations</td>
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<td>• Promotes Helensvale SHS to local Business Community through attendance at Industry Breakfasts and network meetings</td>
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<td>• Places students in SATs</td>
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<td>• Monitors SATs</td>
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<td>School Based Youth Nurse</td>
<td>Joy Xavier</td>
<td>• Co-ordinating Youth Connect Program: BOOST – an anti-bullying program</td>
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<td>• Individual Case Management</td>
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<td>• Co-ordinated SWELL Expo</td>
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<td>Indigenous Teacher Aide</td>
<td>Rebecca Healey</td>
<td>• Monitors and supports Indigenous students</td>
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<td>• Organizes events such as NAIDOC week</td>
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<td>• Promotes the social and emotional well-being of ATSI students</td>
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<td>External Programs</td>
<td>Ohana For Youth</td>
<td>• One on one youth support for students 14 – 18 years old</td>
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<td>Headspace</td>
<td>• Mental Health support agency</td>
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<td>Act 4 Kids</td>
<td>• Services to help children, families and carers who have experienced, or are at risk of, child abuse and neglect</td>
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<td>Project Booyah</td>
<td>• Life skills program to help youth improve self-esteem and connect with their families and local community</td>
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<td>CNAP</td>
<td>• Complex Needs Assessment Panel to assess required youth support</td>
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<td>Arcadia</td>
<td>• A co-ed independent secondary school specifically designed for young people who have disengaged from mainstream schooling.</td>
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| Kokoda  
Itrack Mentoring  
Varsity Learning Centre | • For students aged 12-16 who are dis-engaged.  
• Behavioural and social skills support program  
• Career discussion to improve school engagement  
• Alternate learning space |
FOR EFFECTIVE ONESCHOOL ENTRIES PLEASE REMEMBER THE FOLLOWING

ALL classroom behaviour must be referred to the curriculum HOD
When completing OneSchool referrals ensure that you only choose the ONE most relevant behaviour category
Only refer if you require the incident to be ACTIONED with a consequence
Only refer to ONE person

For examples of minor and major behaviours and appropriate OneSchool behaviour categories refer minor and major behaviour table
Positive comments can be added to OneSchool

Extracurricular participation also needs to be added

- Year Level Parades/Assemblies
  - Individuals nominated for awards
  - Recognition of group achievements (including but not limited to sporting & cultural)

- Postcards
  - Sent by teachers to individual parents regarding their students

- OneSchool
  - Positive comments can be added to OneSchool
  - Extracurricular participation also needs to be added

- Awards Night
  - Annual showcase of Excellence in Academic endeavours

- Something Special
  - Performing Arts recognition of talent and effort throughout the year

- Hospitality Excellence Evening (Degustation Dinner)
  - Showcase of Hospitality excellence

- Sports Awards
  - Showcase of sporting excellence

- Visions
  - Showcase of HSHS Visual Art work
  - Recognition of excellence on the night

- PBs
  - Positive Behaviour tokens: catching students demonstrating good behaviour
  - Awarded daily
  - Recorded through ID Attend

- ACE Parade
  - Academic Excellence recognised twice per year
  - Attendance & Behaviour awards included
  - Scholarships awarded
<table>
<thead>
<tr>
<th>LEARNING VALUES</th>
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<tbody>
<tr>
<td>i am RESPECTFUL</td>
<td>i am RESPONSIBLE</td>
<td>i am RESILIENT</td>
</tr>
<tr>
<td>‘Treat others the way you want to be treated.’</td>
<td>‘Follow directions without debate – it’s about time and place.’</td>
<td>‘Never ever give up.’</td>
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<tr>
<td><strong>I RESPECT WHO I AM</strong></td>
<td><strong>I STRIVE TO DO THE RIGHT THING</strong></td>
<td><strong>I BELIEVE</strong></td>
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<tr>
<td><strong>I LISTEN TO SEEK UNDERSTANDING</strong></td>
<td><strong>I AM RESPONSIBLE FOR MY OWN BEHAVIOUR</strong></td>
<td><strong>I REACH OUT</strong></td>
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<tr>
<td><strong>I VALUE OTHERS, PROPERTY AND OUR ENVIRONMENT</strong></td>
<td><strong>I UPHOLD THE REPUTATION, VALUES AND RULES OF THE SCHOOL.</strong></td>
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</table>

**FOLLOW DIRECTION WITHOUT DEBATE**

**NEVER EVER GIVE UP!**
<table>
<thead>
<tr>
<th>LEARNING VALUES</th>
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</tr>
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<tr>
<td><strong>i am RESPECTFUL</strong></td>
<td>‘Treat others the way you want to be treated’.</td>
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<td>‘Follow directions without debate – it’s about time and place’.</td>
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<td><strong>I VALUE OTHERS, PROPERTY AND OUR ENVIRONMENT</strong></td>
</tr>
<tr>
<td><strong>I ACTIVE LISTEN</strong></td>
<td><strong>I VALUE THE PERSONAL SPACE OF OTHERS</strong></td>
<td><strong>I STRIVE TO DO THE RIGHT THING</strong></td>
</tr>
<tr>
<td><strong>I SEEK TO UNDERSTAND WHAT IS RIGHT AND WHAT IS WRONG</strong></td>
<td><strong>I ACCEPT THAT I AM RESPONSIBLE FOR WHAT I DO.</strong></td>
<td><strong>I UPHOLD THE SCHOOL’S NON-NEGOTIABLE.</strong></td>
</tr>
<tr>
<td><strong>I HAVE HIGH LEARNING EXPECTATIONS</strong></td>
<td><strong>I LEARN FROM MISTAKES.</strong></td>
<td><strong>I SEEK SUPPORT.</strong></td>
</tr>
<tr>
<td><strong>I CHALLENGE MY COMFORT ZONE.</strong></td>
<td><strong>I PROVIDE SUPPORT.</strong></td>
<td></td>
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<tr>
<td><strong>I OFFER SUPPORT.</strong></td>
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</table>
CONSEQUENCES

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 said misbehaviour and the students personal circumstances (including their behaviours history).

Educating young people is a shared responsibility and Helensvale State High School recognises the role of parents as integral to a coordinated case managed approach; to encourage students to reach identified behaviour patterns. If for any reason the student chooses the following inappropriate behaviour, the following consequences apply:

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Maximum Consequence *</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Behaviour that poses an unacceptable risk to the safety or wellbeing of</td>
<td>Permanent Exclusion</td>
</tr>
<tr>
<td>other students, staff or other members of the school community, (</td>
<td>(while this outcome may not be given in all cases, it is the likely outcome for the</td>
</tr>
<tr>
<td>including but not limited to bullying, fighting, violence, threats,</td>
<td>behaviours indicated left).</td>
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<tr>
<td>harassment, sexual harassment, intimidation or facilitation thereof by</td>
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<tr>
<td>others, encouraging persons to trespass onto school premises or to</td>
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<tr>
<td>interfere with school activities, use of internet or electronic media/</td>
<td></td>
</tr>
<tr>
<td>devices to abuse or denigrate)</td>
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<tr>
<td>• Behaviour that interferes with the property of the school or others of</td>
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<tr>
<td>the school (including but not limited to vandalism, graffiti, wilful</td>
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<td>damage, theft etc.)</td>
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<tr>
<td>• Possession of certain inappropriate things or weapons (including but not</td>
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<tr>
<td>limited to knives of any type, sharp objects, knuckle dusters, sling</td>
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<td>shots, firearms or replicas thereof, fire crackers [explosives] etc.)</td>
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<tr>
<td>• Inappropriate use, possession, supply of intoxicating substances and/or</td>
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<tr>
<td>utensils (including but not limited to illegal drugs or illegal drug</td>
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<tr>
<td>implements, alcohol, paint, glue, prescription medicine etc.)</td>
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<tr>
<td>• Serious behavior or action in a private capacity that is prejudicial to</td>
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</tr>
<tr>
<td>the good order and management of the school</td>
<td></td>
</tr>
<tr>
<td>• Habitual misconduct/disobedience or other conduct prejudicial to the</td>
<td></td>
</tr>
<tr>
<td>good order and management of the school (includes repeated breaches of</td>
<td></td>
</tr>
<tr>
<td>the school's Responsible Behaviour Plan)</td>
<td></td>
</tr>
</tbody>
</table>

* Maximum consequence means the most severe disciplinary outcome that may result from an identified misbehaviour. The term does not mean that the most severe disciplinary outcome will result in all cases.
RETURN FROM SUSPENSION

The following procedure is expected when a student returns from suspension:

- Parent/guardian contacts relevant personnel to arrange an interview time.
- All parties meet at the negotiated time.
- The student needs to acknowledge which of the Learning Values he/she has breached.
- In keeping with the values of Respectful, Responsible and Resilient behaviour, the student needs to commit to a plan to restore the fractured relationship and accept responsibility for ensuring the agreement is fulfilled (e.g. apology to staff member for actions).
- A Discipline Improvement Plan may be collaboratively developed.
- Students will be offered access to the SSS team.
- The student must satisfactorily complete a Return from Suspension card for one week for breaches of the school Learning Values in the classroom.
- The interviewer must point out that a repeat of the same behaviour will incur a greater consequence.
- The card must be shown to the HLC or HOD as negotiated.
- Loss of the card will invoke an extension of the time frame until one full week has been completed.
- Refusal to remain on the Return from Suspension card will incur consequences which may include another suspension.
## ATTENDANCE PROCEDURES

<table>
<thead>
<tr>
<th>Situation</th>
<th>Procedure</th>
</tr>
</thead>
</table>
| **Roll Mark** | - Teacher must collect communication folder **EVERY** day  
- Students must enter the allocated room and sit at a desk. There should be silence whilst the teacher marks the roll accurately.  
- The roll should be marked electronically in IDAttend. The paper roll is **ONLY** to be used in the case of teacher absence or computer problems. A head count should be done to ensure no students are missed.  
- Return the roll to the Attendance Officer at the **end** of roll mark (You may want to nominate a roll monitor) |
| **Student has unexplained absences*** | - Roll Mark teacher is to follow up with students to obtain absence note, check to see if there has been a phone call, text or email the day the student returns (ID Attend)  
- Roll Mark teacher issues a consequence (e.g. accompany Roll Mark teacher on PGD until a note is provided or a reason has been noted on ID Attend) |
| ***When a student is suspended, DP’s must inform the AO immediately | |
| **Student has an appointment with Support Services Personnel** | Support Personnel need to advise student services so they can record on ID Attend that the student had an appointment |
| **Student has 3 or more consecutive days of unexplained absences** | - Teacher reports absence on white slip in Roll folder  
- AO makes phone call and records in OneSchool  
- AO to communicate with Roll Mark teacher via email |
| **Student is absent 8 days in a term** | - DEANS monitor through weekly data  
- DEAN to call home, OneSchool and notify relevant DP  
- Student Support Services involved |
| **Student reaches 12 days absent in a term** | - DEAN to inform DP  
- DP decides to consider use of Compulsory Attendance Letters  
- School Support Services involved  
- DP Monitors the case from this point onwards |
| **Tracking attendance percentage** | - DEAN informs students on a weekly basis on parade |
| **Attendance policy promoted** | - “It’s not OK to be away”  
- Recognition of individual, class and year level attendance  
- Attendance tied to awards criteria |
### LATENESS PROCEDURES

| Students who have unexplained lateness to school | • Automatic lunchtime detention issued by Student Services when student signs in late without parent approval  
• Students will get one reminder if they do not show at lunchtime then an afterschool detention (ASD) will be issued by DEAN  
• DEAN to follow up attendance on ASD |
| 5 or more unexplained late arrivals in a term | • DEAN will discuss lateness with student, contact home and OneSchool outcomes |
| 8 or more explained late arrivals in a term | • DEAN to discuss with student, contact home and OneSchool outcome |
| Student does not sign in or out | • This is treated as truancy and the student will be dealt with as per Truancy policy |
| Student late to class | • Teacher to note on IDAttend and issue consequences as per class rules and expectations  
• DEAN may become involved if lateness is across the curriculum |
| Student late to Parades | • This should be treated as per student late to class and consequences should be applied by the allocated teacher |

### NOTE:

- Students need to be able to attend Roll Mark until 8.55am when the bell rings. Any student who turns up before the bell **MUST** be marked present by the teacher.  
- If a student turns up as the bell rings they **MUST** be sent to Student Services to sign in late  
- If using the paper roll the folder should be returned at the END of Roll Mark to maximize the opportunity to mark the roll as accurately as possible.
<table>
<thead>
<tr>
<th><strong>TRUANCY PROCEDURES</strong></th>
</tr>
</thead>
</table>
| **Student attends class** | - Teacher marks the roll **EVERY** lesson **EVERY** day on ID Attend at the **START** of the lesson  
- Supervising teacher to mark roll on ID Attend (preferred format) or paper roll (sent to student services at start of lesson)  
- Supply teacher to mark paper roll and send to student services at start of lesson |
| **Tracking truancy** | - DEAN reads and checks data report each week for anomalies  
- DEAN tracks the student to set the detention  
- The teacher may notify the DEAN after they have marked the roll on ID Attend if the student has been marked present earlier in the day but is absent from their lesson without authorisation |
| **Consequences* when student truants**  
*It’s not about SEVERITY but about CERTAINTY* | - First truancy will result in an after school detention negotiated between parent and DEAN  
- If student does not attend ASD the DEAN makes a phone call to explain to parents that if the student does not attend after school detention the next scheduled ASD say they will be suspended for refusal to follow directions  
- Second truancy will result in two after school detentions  
- Support Services notified |
| **Third occasion / Ongoing truancy** | - DEAN informs HOD of PB4L  
- Parental meeting with HOD of PB4L  
- Support plan determined and Support Services involved  
- Suspension may occur |
UNIFORM POLICY

Helensvale State High School has a Uniform Policy which is endorsed by the Parents and Citizens Association for the purpose of ease of identification and the safety of our students. Students at Helensvale State High School should at all times present a positive image to the community where they are in regular contact with prospective employers, future parents and students and members of the general public. A student’s standard of grooming is a reflection of their self-respect as well as a reflection of a student’s willingness to be a responsible member of the Helensvale community.

Footwear
- Plain black, lace up, leather with a protective substantial upper are to be worn with both formal and sports uniforms
- Shoe laces must be black
- White socks must be worn with shoes & must be visible
- Canvas shoes, ballerina style shoes, boot style/high tops and slip-on shoes are not permitted. Thongs are never suitable for the workplace or school

Jewellery
- No visible facial piercings, rings, wrist, neck or ankle jewellery allowed except for a watch and a medical bracelet
- No more than two pairs of earrings in the ear lobe only. They must be either studs or sleepers with a maximum diameter of 15mm for a set of sleepers
- Ear studs must be worn flat against the ear. The stud must have a post and the length of the post must be no longer than 10mm. The post must be secured to the back of the lobe with a butterfly clip. Any other ear adornment is not acceptable
- Stretchers and spikes are not permitted
- No piercings are permitted. Clear studs, nose and eye brow rings etc are not permitted
- In certain environments the wrist watch or medical bracelet must be removed (health/safety). This includes but is not limited to Health and Physical Education, Sport, Dance, Drama, Home Economics, Hospitality, Manual Arts subjects, Art and Science.

Undergarments
- Undershirts must be plain white and not show outside/through uniform

Nail Polish/ Makeup
- No nail polish
- No makeup except for light foundation
- Students will be asked to remove nail polish and makeup

Hair
- Clean, neat and tidy
- Extreme hairstyles or significant variations in hair length (e.g. Mohawks, shaved sections and rat’s tails) or bright, unnatural hair colours are not acceptable. Natural toning only is permitted
• If hair is tied back for certain tasks it is with a discreet hair tie and/or school coloured ribbon
• Bandannas, beanies and large ornamental bows are not to be worn

Other unacceptable items include but are not limited to:

- Jeans
- Tracksuit pants
- Denim
- Ruggers
- Stubbies
- Leggings
- Black stockings
- Black tights
- Thongs
- Slip-on shoes
- Canvas shoes
- Coloured shoe laces
- Coloured socks
- Hats, other than HSHS hats
- Jumpers and jackets

THE VALE WAY

Not wearing the uniform correctly is a breach of the Uniform Policy. Students who do not wear their uniform appropriately or who wear non uniform items will be requested to change into a uniform provided by the school. Parents will be contacted when students do not comply with our Uniform Policy.

Students who refuse to follow the uniform policy will incur consequences. These include, but are not limited to the following:

- Lunchtime detention
- Community service
- Afterschool detention

Procedures for Students out of Uniform with a note – Roll Mark

- Teacher sights the note
- Sends student to HLC for stamp
- Uniform swap arranged if possible

Procedures for Students out of Uniform – Lessons 1-4

- Request to sight note/stamp
- If no note or stamp produced, log uniform infringement on ID Attend
- Inform student of detention (next day if after period 2)
- Sign and date student diary to provide information for other teachers
- Email Dean for persistent uniform infringements

Procedures for Students out of Uniform – Teachers on PGD

- Request to sight note/stamp and student ID
- Request student to remove non-uniform item or go to uniform shop to swap uniform
- If student refuses to comply escort them to the Dean room SM01/2 or call a HLC for assistance
**Consequences**

Failure to complete the detention:

- ID Attend automatically reissues detention
- Teacher on lunchtime detention emails Deans with attendance summary
- Dean to monitor
- If a student fails to attend the second detention Dean calls home and the student must complete after school detention
- Dean/Teacher on after-school detention will ring parents to explain the student will face a suspension if they refuse to attend the negotiated after school detention
- If the student fails to complete the after-school detention they will be suspended for 2 days
- On return from two day suspension the DP and Dean complete the re-entry interview (with parent if possible)

Students who have accumulated 5 uniform detentions in a semester will move to after school detention.

If the student persistently fails to comply with these processes: The student will be referred to the HOD PB4L for an interview with the possibility of suspension.
RESPONSIBLE USE OF TECHNOLOGY POLICY

As the revolution in technology continues to grow at a rapid rate, Helensvale State High School has endeavoured to embrace the global phenomenon. With the increase in functionality and access to the world of technology comes added responsibility to use these devices appropriately. As such Helensvale State High School encourages the ethically responsible use of technology and electronic devices.

Definition: Personal Technology Devices includes but are not limited to game devices such as PSP’s, laptop computers, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 Player), mobile telephones, IPods®, iPads and devices of a similar nature. Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Helensvale State High School accepts no responsibility for theft, loss or damage of electronic devices brought to school.

Students may use their personal technology devices for approved curriculum activities.

The only exceptions to the Responsible Use of Technology procedures are under the direct instruction of a teacher for a curriculum related activity as outlined in the: Student NSSCF Charter Agreement, Acceptable Computer and Internet use, Student Code of Conduct - Learning Technology documents.

- No mobile phone usage is acceptable in class, or between classes including but not limited to: texting, calls, filming, photos, use of social media.
- The phone must be turned off and kept in a secure place during class time: out of sight
- Earphones must be kept out of sight
- All communication between parents / guardians / outside personnel and students is to be conducted through the office. Messages, be they information or urgent, will be conveyed to the student at the appropriate time
- Any student who is feeling unwell at school and needs to contact home must arrange this through Student Services
<table>
<thead>
<tr>
<th>Breach of Policy</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student uses an electronic device in class time:</td>
<td>- Student to hand phone into the office and collect it at the end of the day</td>
</tr>
<tr>
<td>First offence:</td>
<td>- Student to hand phone into the office and complete an after school detention</td>
</tr>
<tr>
<td>Second offence</td>
<td>- Student to hand phone into the office and suspended for 2 days</td>
</tr>
<tr>
<td>Third offence</td>
<td>- Suspension (1-5 days)</td>
</tr>
<tr>
<td>Repeated offence</td>
<td>- Immediate Referral to Administration</td>
</tr>
<tr>
<td>Refusal to take the phone to Student Services</td>
<td>- <strong>First offence</strong> the parent will have to see the relevant HOD PB4L to discuss the policy</td>
</tr>
<tr>
<td>If a student needs to leave the school they must go via Student Services.</td>
<td>- <strong>Second offence</strong> the student will be issued a warning of suspension</td>
</tr>
<tr>
<td>Contact can only be made by member of staff. If a student contacts their</td>
<td>- <strong>Third offence</strong> immediate suspension</td>
</tr>
<tr>
<td>parents directly on their phone they will be in breach of the policy.</td>
<td></td>
</tr>
<tr>
<td>Sending text messages during school time which contain obscene language and/or</td>
<td>- Referral to Administration for investigation</td>
</tr>
<tr>
<td>threats of violence may amount to bullying and or harassment or even stalking.</td>
<td>- See Responsible Behaviour Plan</td>
</tr>
<tr>
<td>- The phone may be confiscated and returned to the parents</td>
<td>- The phone may be confiscated and handed over to the QPS if required</td>
</tr>
<tr>
<td>Recording or viewing images anywhere in the school grounds that would not</td>
<td>- See Responsible Behaviour Plan</td>
</tr>
<tr>
<td>reasonably be considered appropriate (e.g. in change rooms, toilets or any</td>
<td>- Devices potentially containing evidence of criminal offences may be reported to</td>
</tr>
<tr>
<td>other place where a reasonable person would expect to be afforded privacy).</td>
<td>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.</td>
</tr>
<tr>
<td>Recording of events in class.</td>
<td></td>
</tr>
<tr>
<td>The school will not tolerate images or sound captured by personal technology</td>
<td>- See Responsible Behaviour Plan</td>
</tr>
<tr>
<td>devices on the way to or from school or on the school premises.</td>
<td>- Removal of offending material from web sites</td>
</tr>
<tr>
<td>Being in possession of inappropriate material on an electronic device.</td>
<td>- Community conference: mediated by Support Staff.</td>
</tr>
<tr>
<td>Disseminating to others or uploading to social networking sites</td>
<td>- QPS may be contacted if the recorded material contains evidence of an offence.</td>
</tr>
</tbody>
</table>
KNIFE POLICY

We can work together to keep knives out of school at Helensvale State High School:

• Every student has the right to feel safe and be safe at school.
• There is no reason for a student to have a knife at school.
• No knives are allowed to be taken to school by students.
• It is against the law for a student to have a knife at school.
• A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

• Flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
• Any item that can be used as a weapon, for example, a chisel

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

• If you have a knife at school, the principal may call the police.
• Police can search you and your property at school if they think you have a knife.
• If you have a knife in your possession either on the way to school, at school or on the way home from school, you may be suspended or excluded and the police may be contacted.
• The knife will be removed until it is collected by a parent, guardian or the Qld Police.
• You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
• School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
• If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
• If you have a knife at school, it can be confiscated by the principal and given to the police.
• You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Helensvale State High School safe?

• Make sure you know the laws and rules about knives.
• Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
• Contact your teacher if you are being bullied or threatened at school.
• Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
• Immediately tell a teacher if a student is threatening anyone with an object that could injure them.
BULLYING POLICY

Helensvale State High School has a “zero tolerance” approach to bullying and utilises a range of proactive and responsive strategies to reduce the incidence of bullying. Our school endorses each teacher’s right to teach, each student’s right to learn, and the right to safety of all members of the school community. Bullying is not acceptable behaviour at Helensvale State High School. However, bullying occurs in all schools and it is important that every member of a school community plays an active role in dealing with this issue.

Recognising bullying and harassment:

Education Queensland defines bullying as “the abuse of power with the intention of causing distress to the other person(s) or for personal gain or gratification. Behaviours may include repeated behaviour that can be covert and subtle, and be social, psychological, verbal, physical and/or sexual in nature.”

Stop bullies with these 5 steps

1. **Ignore it** Try not to show you are upset – that is how bullies get their power

2. **Move away** Don’t get drawn into the bully’s behaviour – they are after a reaction

3. **Say politely, “Leave me alone”** Try to be assertive – look them in the eye and sound confident

4. **Say firmly, “Stop annoying me”** Stay calm – remember the bully is the person with the problem

5. **Ask a staff member for help** Seek out a staff member immediately and report the bullying

Depending on the situation and how it makes you feel, you may not be able to start at Step 1. If something makes you feel uncomfortable, **report it!**

Procedure for dealing with bullying

Report it: There are many people in a school who will help you if they are aware that you are being bullied. You can tell any of the following people in our school: TIPs leader, BAM/Futures Teacher, Dean, HOD, HOSES, Guidance Officer, Youth Nurse, Chaplain.

You may also talk to your parents and ask them to contact school to discuss the problem.

The matter will be investigated.
In the first instance the Dean will:

- Instruct alleged bully to immediately cease and desist in engaging in offending behaviour
- The victim instructed to speak to Dean if the behaviour is repeated by alleged bully or friend/peer or bully
- If, in the judgement of the Dean that the victim has contributed to the emergence of the bullying incident, advise victim to show greater awareness of how their behaviour may be contributing to the problem, and to also immediately cease and desist such behaviour
- Provide further immediate consequence for alleged bully where appropriate, e.g. Lunch time Detention and warning of more serious consequences for repeated behaviour
- Dean contacts parents of both victim and alleged bully to outline issue, allegations and steps taken by school to resolve issue. Record of contact entered in OneSchool.
- If the bullying has been deemed serious or physical the Dean refers to the HOD of PB4L to action. This can include suspension.

Repeated Bullying:

- Repeated incidents of bullying will result in a suspension and mediation between the parties upon return to school.
- If the bullying is physical and severe, the HOD of PB4L may invoke a serious consequence such as a suspension and a visit to the Guidance Officer will be mandatory upon return to school.
- The target of the bullying will also be offered support to improve and increase their resiliency and coping skills and strategies.
Emergency or critical incident responses

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

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

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

Staff at Helensvale State High School has adopted a response to emergency or critical incidences that is up-dated on a needs basis. Staff are also made aware of procedures to be followed that include formal documentation of any incident.