



Redbank Plains SHS

Student Code of Conduct

2021-2025

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2019-2023

Purpose

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

Our Student Code of Conduct promotes high standards of behaviour and maintains a teaching and learning environment where all students are able to experience success and staff are employed in a safe and fulfilling workplace.

Contact Information

Postal address:
PO Box 378, Goodna Q 4300
Phone:
(07) 3432 1222
Email:
principal@redbankplainsshs.eq.edu.au
School website address:
www.redbplashs.eq.edu.au
Contact Person:
Mr Tom Beck

Endorsement

Principal Name: Mr Tom Beck

Principal Signature:

Date: 2nd December 2020

P/C President and/or School
Council Chair Name: Mr Ian Maller

P/C President and/or School
Council Chair Signature:

Date: 2nd December 2020

Contents

Purpose	2
Contact Information.....	2
Endorsement	2
Principal's Foreword.....	5
Introduction	5
P&C Statement of Support.....	6
Data Overview	7
Consultation.....	7
Learning and Behaviour Statement.....	8
Parental Contact	8
Student Wellbeing and Support Network.....	9
Student Support Network.....	9
Whole School Approach to Discipline.....	12
Positive Behaviour for Learning.....	12
Universal Supports - Tier 1	14
Differentiated and Explicit Teaching – Tier 1.....	18
Features of Tier 2.....	18
Features of Tier 3.....	22
Legislative Delegations	24
Legislation	24
Delegations	24
Disciplinary Consequences	27
A	31
Appeal Process.....	31
Re-entry following suspension.....	31
School Policies.....	32
Attendance Policy and Late to School Process.....	32
Managing student absences and enforcing enrolment and attendance at state schools	33
Temporary removal of student property	36



Use of mobile phones and other devices by students	38
Student Dress Code	39
Preventing and responding to bullying	40
Bullying response flowchart for teachers	42
Cyberbullying.....	43
Appropriate use of social media.....	45
Restrictive Practices.....	47
Critical Incidents.....	48
Related Procedures and Guidelines.....	49
Resources.....	49
Conclusion	50
Glossary of terms and acronyms.....	51

Principal's Foreword

Introduction

Redbank Plains State High School sees education as an essential pathway to social justice, equity and social mobility. We are an aspirational educational institution with an international perspective that expands our students' world view and expectations of their lifetime opportunities and capacities. We teach the knowledge, skills and character traits that enable students to succeed in all their future endeavours; scholastic, sporting, cultural and personal. We provide a fair and safe educational environment where all can learn to the best of their abilities and students develop the confidence to choose their life pathways and have the means to achieve them.

Redbank Plains State High School has adopted the REAL Values as the means to achieve this vision. The Student Code of Behaviour establishes the conditions under which students can:

Respect others, themselves and the environment.

Excel in all their endeavours.

Attend every day and meet their individual commitments.

Learn all the knowledge and skills in the academic and social curriculum to the best of their ability.

The Redbank Plains State High School Student Code of Conduct is based upon the principle that students learn best in a safe and settled environment where the focus of activities is social and academic development. Students are taught the skills of individual empowerment while recognising the collective obligations of members of a community. The code's primary purpose is to ensure student and staff safety, maximise engagement and maintain continuity of learning for all members of the community.

The school maintains the positive view that all people are intrinsically good and capable of improvement. In responding to incidents, the school follows the principles of restorative justice. In resolving an incident students and staff should feel they have been treated fairly and every effort is then made to restore the relationships that support learning and students return to their educational pathway.

This document outlines the pre-emptive strategies and policies the school uses to develop a safe and supportive learning environment and the differentiated responses used to resolve incidents that affect wellbeing and academic success.

Tom Beck (Executive Principal)

P&C Statement of Support

As president of the Redbank Plains State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Tom Beck and his team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Redbank Plains State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Redbank Plains State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Redbank Plains State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 42 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Redbank Plains State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Redbank Plains State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

Data Overview

Data is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Academic data is drawn from OneSchool in addition to positive and negative (major and minor) behaviour referrals. Attendance data is recorded in Compass.

Consultation

A draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. This phase of consultation was completed in Term 4 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in Term 4 2020 for endorsement. The P&C Association unanimously endorsed the Redbank Plains State High School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Redbank Plains State High School Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter, weekly staff emails and Student Planner.

The Redbank Plains State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the school planning, reviewing and reporting cycle.



Learning and Behaviour Statement

All areas of Redbank Plains State High School are learning and teaching environments. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

The Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, expectations for student behaviour are clear, assisting the Redbank Plains State High School community to create and maintain a positive and productive learning and teaching environment. As a result of this plan all school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has chosen the following core school values and expectations to develop a culture of high standards of responsible behaviour:

- *Respect*
- *Excel*
- *Attend*
- *Learn*

Our school values and expectations have been endorsed by the staff and our school P&C.

Parental Contact

Redbank Plains State High School believes that education and behavioural improvement is a partnership between the school, parents and students. Wherever possible the school will be proactive in contacting parents about potential issues affecting student conduct and will collaborate with parents to resolve issues.

Parents are expected to assist their students to manage and improve their behaviour and comply with the school's Student Code of Behaviour.

Student Wellbeing and Support Network

Redbank Plains State High School has an extensive student support network in place to support the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers and Curriculum Heads of Department, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Student Support Network

Access Teacher

Students are enrolled in an access class and attend a 10 minute roll marking at the start of each day. During this time daily notices are read, roll marking is taken and teachers connect with students. In addition to this, there are also 2 x 70 minute lessons where teachers continue to strengthen relationships. It is a time where a planned program involving the development of skills to succeed in life are taught and includes topics such as study skills, time management and social skilling.

Community Education Counsellor

The Community Education Counsellor provides support to Aboriginal and/or Torres Strait Islander students and their families by monitoring student progress and seeking support for academic, social and/or emotional issues.

Community Liaison Officer

The Community Liaison Officer works to ensure that students attend school. This officer helps students and parents/caregivers to develop strategies to maximise school attendance. Works closely with the relevant year level Deputy Principals and Guidance Officers.

Deans of Students

Deans support students to follow school expectations, ensuring they have every opportunity to succeed at school. The Deans work closely with students, parents/caregivers and school staff to promote positive behaviour choices and a safe learning environment.

Deputy Principals

Deputy Principals have overall management responsibilities pertaining to specific year levels and maintain a close interest in student achievement, attendance and welfare. Deputy Principals refer students to relevant support personnel and outside agencies. Most have had training in functional behaviour assessment, and work closely with students recognised as being on tier 2 and 3 behaviour levels.

Deputy Principal, Student Support

The Deputy Principal Student Support provides support to students with disabilities, providing ongoing tier 2 programs for these students and overseeing any functional behaviour assessments for students at the tier 3 level.

Guidance Officers

Guidance Officers are specialist teachers who support students by providing advice and counselling on educational, vocational, personal, social, family and mental health and well-being issues. Psychoeducational assessment and career development also form an important part of their work. Where necessary, they may link students with agencies outside the school



Head of Department, English as an Additional Language or Dialect (EAL/D)

The Head of Department EALD plans for and delivers English as a Second Language programs and instruction according to student linguistic and cultural needs and stage of schooling. The intensive instruction is taught to migrant and refugee students new to Australia.

Head of Department, Junior Secondary

The Head of Department – Junior Secondary leads the transition program for entry into high school, supporting a smooth transition into secondary education. This occurs through a wide range of experiences pre- and post-transition, including whole cohort presentations and specialised learning experiences. The HOD – JSS also leads pedagogy in Junior Secondary and works closely with curriculum HODs to ensure units meet the unique needs of the adolescent learner.

Head of Department, Learning Support

The Head of Department Learning Support provides educational support for students who have diverse learning needs. This Department provides support in three main ways: the Focused and Intensive (FIT) classes in Years 7 and 8, in-class supports for Years 7 to 10 and case management for identified students.

Head of Department, Senior Schooling – Academic Pathways

The Head of Department provides support to students on a university or tertiary study pathway. This occurs through the ATAR mentoring program, workshops and lessons designed to build academic confidence, study skills and monitoring of student progress in the senior years.

Head of Department, Senior Schooling – VET Pathways

The Head of Department assists students to participate in work experience, structured work place learning, school-based apprenticeships/traineeships, TAFE courses, courses with private providers, preparation for training and other alternate pathways.

Link & Launch Manager

The Link and Launch Manager provides post school options for students who have not transitioned into Employment, Education or Training after completing year 12. The Link and Launch Manager is there to assist young people to navigate a range of post school options, which include Training, Employment and Post School study. Link and Launch Managers support young people to make independent choices and to support them to a successful transition. Students can access two years post school.

Pacific Islander Liaison Officer

The Pacific Islander Liaison Officer provides support to Pacific Islander students and their families by mentoring students, liaising between the school and parents/caregivers and organising cultural events.

School Based Chaplain

The Chaplain provides support by encouraging students to attend school and facilitates a number of school based programs. The Chaplain offers a safe space for students to interact at lunch breaks.

School-Based Youth Health Nurse

The School-Based Youth Health Nurse provides individual health advice and support on healthy eating, relationships, personal and family problems, sexual health, smoking, alcohol and other drugs.



Success Coach

The Success Coach provides intensive support and monitoring for identified junior secondary students. The Success Coach collaborates with internal and external support agencies to provide a targeted program aimed at improving academic, behavioural and social success for students identified as requiring a tier 2 level of support.

Transitions Pathways Officer

The Transition Pathways Officer works across a cluster of State High Schools to provide a broad range of services to maximise the transition outcomes of students at risk of not successfully transitioning from school before the completion of Year 12.

Year Coordinator

Year Coordinators facilitate year level assemblies, monitor student attendance, acknowledge positive behaviours and provide individual support to students within their relevant year levels.

Youth Support Coordinator

The Youth Support Coordinator provides individual and group support to students to assist in their engagement with education and training. This support is to assist the students to overcome barriers to education.

In addition, to the above support the school also provides teacher aides (EALD, SWD, ATSI and Learning Support) as needed. The above roles may be reviewed or altered depending on student needs. Multiple staff members at Redbank Plains State High School have been trained in Functional Behaviour Analysis (FBA), encouraging a functional approach to interventions. In addition, there are regional and statewide support services available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teachers, Refugee Support Agencies and Senior Guidance Officers.

REAL Council

The role of the REAL Council is to create in cooperation with staff and students, a positive school atmosphere and greater student well-being. Students are provided with the opportunity to develop leadership skills and a sense of responsibility. Students on the REAL Council constructively identify and express the needs of the whole student body providing a vital channel for communication and act as a liaison between students and staff. The REAL Council raise student awareness of social issues, which promote and support community organisations and charities within the local and wider community.



Whole School Approach to Discipline

Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is a whole school process based on teaching positive behaviours to all students and then reinforcing the appearance of these behaviours as they become habits. PBL recognises the relationship between student's academic achievement at school, their social and emotional well being and their behaviour. It is a holistic, evidence based educational approach that has been internationally recognised. It is a three-tiered approach, with the students with extreme problem behaviours, representing 3-5% of the school, sitting in the third tier. Each tier represents a more intense and individualised consideration of the student (see Triangle diagram below)



Tier 3 Academic

Individual curriculum plans
Queensland Certificate of Individual Achievement (QCIA)

Tier 2 Academic

Referral to Learning Support team for:
*diagnostic testing
*enrolment in short cycled intervention classes (Focussed and Intensive)
* Support through SLP, OT etc.

*targeted Teacher Aide
(TA) & STLaN support in class
*increased parent contact

*increased focus on data
Enrolment in Foundation or Extension Classes (if available)

Enrolment in School to Work classes (SWD)
Enrolment in EALD classes and individualised EALD support

Timetable adjustments eg study line for students
Academic adjustments implemented through Personalised Learning tab in Oneschool

Tier 1 Academic

Explicit teaching through:

*implementation of NASOT pedagogical framework

Differentiated teaching through:

*unit and task templates to include differentiation strategies

*large range of electives and extra-curricular programs

Elevate

Homework Club

Parent/teacher interviews

Subject & careers counselling

Senior Education and Training (SET) Plans

Queensland Certificate of Education (QCE)

Parent information evenings

Tier 3 Behaviour

Functional Behaviour Assessment to determine behaviour function
Individualised PBL intervention plan constructed following FBA
Links established with external stakeholders (wrap around)
Full implementation of plan across all environments
Regular monitoring of intervention plan by FBA trained staff at case management meetings (internal stakeholders)

Tier 2 Behaviour

Referral to case management team with:
*Increased focus on data
*increased monitoring
*Increased consideration of behaviour function
*increased parental contact
Enrolment in self-control, resilience & social skill class (Get Real Program)
Enrolment in social skills class for SWD (School to Work)
Enrolment in short course programs (see p. 22-23)
Check in/check out
Check & Connect
Group acknowledgement systems
Behaviour adjustments listed on Oneschool

Tier 1 Behaviour

All behaviour understood in terms of REAL
Weekly REAL lessons to teach behaviour expectations
REAL behaviours displayed on posters around school & in classrooms
Acknowledgement system for REAL behaviours
Whole of school programs – Love Bites etc.
Professional Development to all staff in Essential Classroom Skills & Thinking functionally
REAL Classroom management system for non-compliant behaviour



Universal Supports - Tier 1

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. Redbank Plains State High School emphasises the importance of directly teaching students the behaviours to be demonstrated at school. Communicating and teaching behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students, designed to equip students with the skills to behave in socially appropriate ways, preventing inappropriate behaviour and providing a framework for responding to unacceptable behaviour.

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

Explicit Teaching of the School Behaviours

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

- REAL lessons conducted by Access teachers on a weekly basis.
- reinforcement of learning from behaviour lessons on school assemblies, year level assemblies and during active supervision by staff during classroom and non-classroom activities.
- publication in the school diary, newsletter, website and signage throughout the school
- display of the REAL Classroom Management Process poster in all learning areas.
- Restorative chats between the student and the teacher which are designed to restore the teacher / student relationship.

*See diagram on following page

REDBANK PLAINS STATE HIGH SCHOOL - High performance is everybody's business!

		CLASSROOM	CRC/ASSEMBLY	SCHOOL GROUNDS	CANTEEN	COURTS & OVAL	EXCURSIONS	TO & FROM SCHOOL	IN THE COMMUNITY	VIRTUAL COMMUNITY
Respect	Respect self, others and environment	Wear full school uniform including black leather lace up shoes	Wear full school uniform including black leather lace up shoes	Wear full school uniform including black leather lace up shoes	Wear full school uniform including black leather lace up shoes	Wear full school uniform including black leather lace up shoes	Wear full school uniform including black leather lace up shoes	Wear full school uniform including black leather lace up shoes	Represent the school with pride	Represent the school with pride
		Line up and remove hats and place all electronics in your bag before quietly entering class	Mobile phones switched off and out of sight	Follow staff directions	Follow staff directions	Follow staff directions	Follow staff directions	Use appropriate verbal and non-verbal language	Use appropriate verbal and non-verbal language	Use appropriate verbal and non-verbal language
		Follow staff directions	Remove hats before entering the CRC	Use appropriate verbal and non-verbal language	Keep hands off others and their belongings	Keep hands off others and their belongings	Keep hands off others and their belongings	Keep hands off others and their belongings	Be considerate on public transport	Be considerate on public transport
		Use appropriate verbal and non-verbal language	Follow staff directions	Keep hands off others and their belongings	Keep the environment clean and tidy	Keep the environment clean and tidy	Keep the environment clean and tidy	Keep the environment clean and tidy	Keep hands off others and their belongings	Keep hands off others and their belongings
		Keep hands off others and their belongings	Keep the environment clean and tidy	Ensure that materials and plants remain in garden areas	Place bags in the designated area	Be sun safe	Be polite to members of the public and wider school community		Keep the environment clean and tidy	Keep the environment clean and tidy
		Respect the teaching	Stand with hands by your side for the National Anthem							
		Respect the learning of other students	Applaud at appropriate times							
		Respect the learning environment and leave the classroom clean and tidy	All performances must have prior approval							
Excel	High performance	100% completion of assessment	Support high performance presented on assembly	Move promptly along walkways	Years 8-11 line up in two lines on the right hand side of the walkway	Engage only in school approved activities	Hand in money and permission notes by the due date to the appropriate person	Follow road rules and regulations	Showcase the school by engaging in outside community activities and events	Be a safe, responsible and ethical online citizen
		Give all classroom, homework and assessment tasks your best effort	Appropriately acknowledge all performers		Year 12 line up in two lines in the senior area	Play games and use equipment appropriately	Represent the school with pride	Make healthy choices	Appropriately liaise with the business community	Follow the privacy laws and perform with integrity
		Persist and strive to achieve excellence			Place rubbish in bins		Follow transport rules and regulations		Represent the school in sporting events	
					Avoid loitering around the canteen					
Attend	Be at school all day everyday	100% attendance in class	Sit with your Access class	Be in the right place at the right time	Be in the right place at the right time	Be in the right place at the right time	Be in the right place at the right time	Be in the right place at the right time	Attend school sanctioned community activities and events	Engage in online activities at the correct time
		Be in the right place at the right time	Be in the right place at the right time	Be punctual	Stay in the queue in the order you arrived	Be punctual	Be punctual	Be punctual	Be punctual at school sanctioned community activities and events	
		Be punctual	Be punctual	During class your written permission must be carried at all times and presented upon request		Engage in activities at the correct time	Engage in activities at the correct time	Engage in activities at the correct time	Be prepared with permission slips from parent/guardian and school	
		Obtain written permission to leave the classroom	Obtain written permission to leave assembly							
Learn	Be an active learner	Attend all lessons	Look at and actively listen to the presenters	Stay quiet when using the walkways during class time	Prepare your money before entering the line	Be organised with all required materials	Fully engage in excursion activities through positive interactions	Be organised with all required materials	Link your learning with the "real world"	Model appropriate behaviour
		Fully engage in classroom activities through positive interactions			Be patient	Be responsible for your activity choices	Be organised with all required materials	Be responsible for your activity choices	Be responsible for your learning outside of school	Report inappropriate, disrespectful or hurtful use of digital technologies
		Be organised with all required materials			Model appropriate behaviour	Engage safely in activities and games	Actively look and listen	Model appropriate behaviour		
		Be responsible for your learning					Look for new opportunities and ways of learning			

Reinforcing Expected School Behaviour

At Redbank Plains State High School, students receive positive affirmation for displaying the REAL behaviours as outlined in the above behaviour matrix. A formal monitoring and recognition system has been developed across all school environments wherever instances of REAL behaviour in students is observed. All staff members are trained to give consistent and appropriate acknowledgement and recognition of these behaviours through verbal affirmation, scratch cards, random roar vouchers, certificates, parent postcards and attendance club acknowledgements; as well as through the formal channels of scholarships and awards.

All teaching staff have received training in creating class room environments that minimise the likelihood of problem behaviour occurring (Essential Classroom Practices). They have also all received training to consider all behaviour in terms of it's function (Thinking Functionally).

Re-directing Low-level and Infrequent Problem Behaviour

Redbank Plains State High School's preferred way of re-directing low-level problem behaviour is to ask students how they will meet the 'REAL' (Respect, Excel, Attend, Learn) expectations. This encourages students to reflect on their behaviour, evaluate it against expected school behaviour, and plan how behaviours could be modified to align with the expectations of our school community.

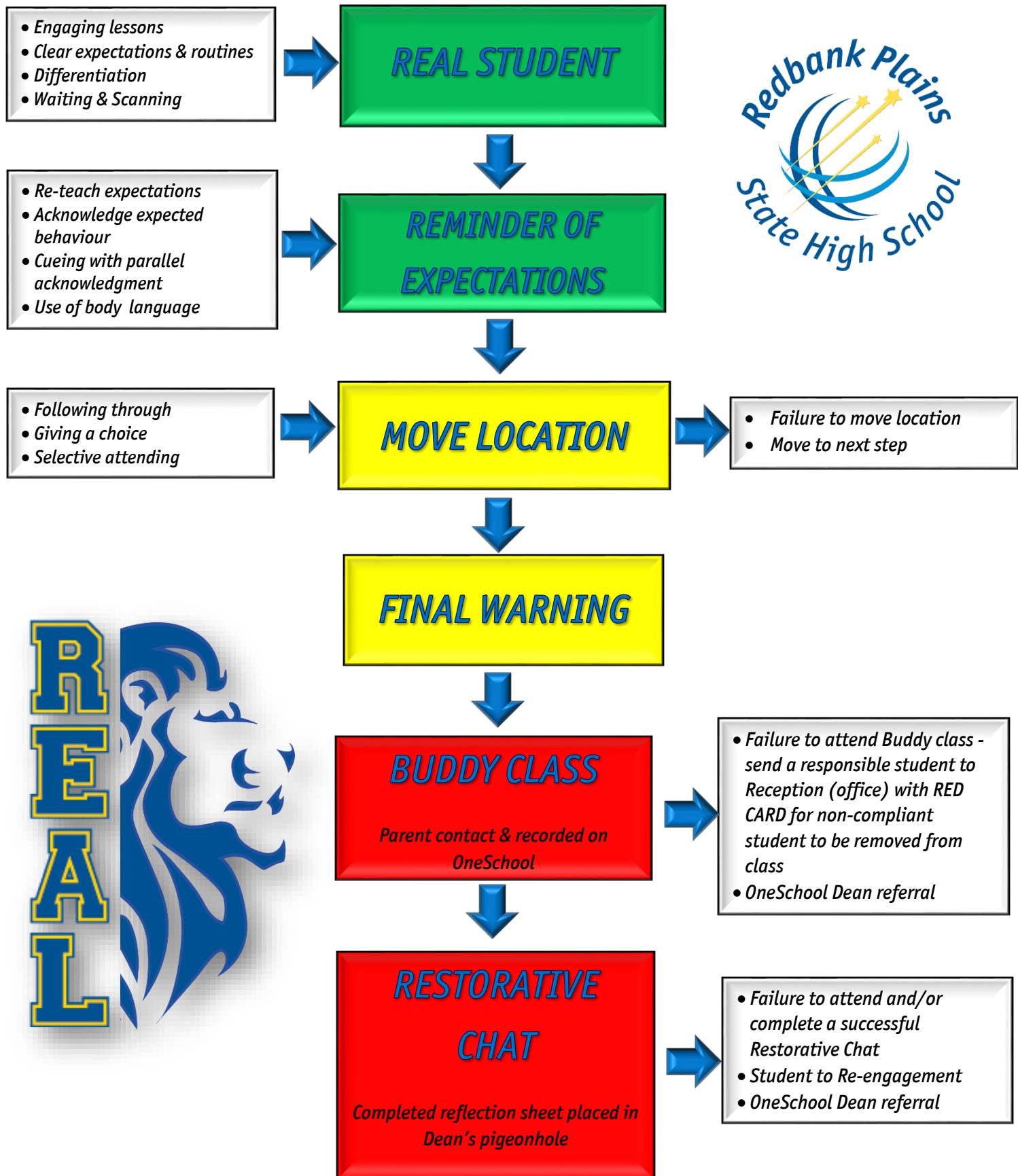
This is achieved by applying the REAL Classrooms Management Process (see following page). This is part of a restorative justice approach that aims to rebuild teacher and student relationships before a student returns to class after a significant behaviour incident.

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then request they change their behaviour so that it aligns with the school's expectations. The staff members follow the REAL Classroom Management Process which then involves the student to move location. After this a final warning is given. If this still does not change behaviours the student can be sent to Buddy Class. At the buddy class the student completes the REAL Reflection sheet. Before the student can be re-admitted back into the class the student has to have a restorative chat with the teacher to repair the harm. The REAL Reflection sheet assists the student to have the conversation with the teacher.

REAL CLASSROOMS

REAL CLASSROOM MANAGEMENT PROCESS

to ensure maximum engagement and continuity of learning for all students

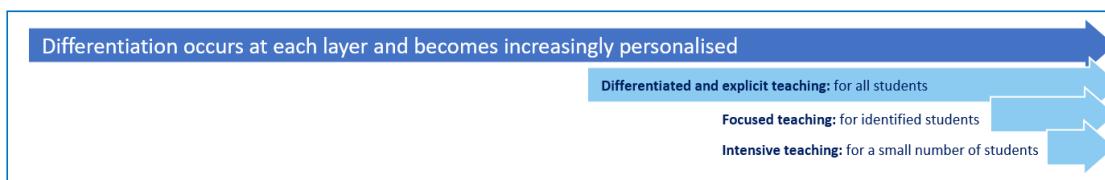


Differentiated and Explicit Teaching – Tier 1

Redbank Plains State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Redbank Plains State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



In the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more intense and personalised supports for students.

Features of Tier 2

Tier 1 is well established across the school and the implementation of Tier 2 across the school has commenced. Students who are not responding to the Tier 1 school wide systems will come to the notice of Deans and Deputy Principals through the regular reviews of the behaviour data i.e. they will “trip” the data. They may also be brought to the attention of the case management team by a referral from a class teacher, Guidance Officer or a parent. The student is then considered for Tier 2 support. Tier 2 practices will include some or all of the following features. All of the following features fit into one or more of the PBL domains (prevent, teach, acknowledge, and manage).

Increased focus on possible function of behaviour problem

When teachers know what motivates students to behave in a certain way they can help them find alternatives to their behaviour. Students can also be better aligned to suitable intervention programs by matching the behaviour function with a program goal. Redbank Plains State High School has a number of staff trained in functional behaviour analysis and all staff receive training in Thinking Functionally Professional Development.

Increased instruction and practice with self-regulation and social skills

Tier 2 provides additional instruction for key social, emotional, and/or behavioural skills. The intervention programs that the school runs enable students to acquire particular skills to regulate their behaviour in areas that have shown to be problematic. The skills are taught through the

programs and then practiced by embedding across all of the classes. The following programs currently run at Redbank Plains State High School to intensively teach social skills.

School Support Programs

The programs the school offers may include:

ADHD:

- Chillax

Anger Management Programs:

- RAGE

Attendance/Engagement:

- Didgeridoo Program
- Power Mentoring Group

Behaviour Management (Behaviours, Choices and Consequences):

- CHAT
- Get REAL
- You Choose
- Re-engagement Centre
- Individual Behaviour Plans

Health:

- Smoking Intervention Program

Healthy Relationships:

- Rules in Relationships

Mental Health/Anxiety/Depression:

- Feeling Fantastic

Resilience Programs:

- Managing the Bull
- Resilience Rights and Respectful Relationships
- Rock and Water

Self-Worth/Self Confidence:

- Girls with Purpose

The only program from the above list which is offered for an extended period of time and is on the student's timetable is the Get REAL program.

The Get REAL Program

The program aims to support students through positive psychology, improving social and emotional wellbeing. Get REAL has a number of levels of intervention because all students are different and have different needs. Depending on the complexity of needs, students have a range of supervision and monitoring from the Success Coach. Within the Get REAL program students participate in:

- Pastoral Care (Access)
- Check and Connect
- Rock and Water
- Get REAL Curriculum
- End of Term Reward days

Students within the Get REAL program are either timetabled into Pastoral Care classes; Access, (less monitoring) or into curriculum time where they will do the Get REAL curriculum as an elective. Students enrolled in Get REAL curriculum will have 2 lessons a week in Years 7 and 8 and Year 9s will have 3 lessons per week.

Students who receive Tier 2 supports are identified through the data as discussed in the year level case management meetings. The following diagram outlines the structure of tier 2 case management.

Increased pre-corrections

Pre-corrections set students up for success by reminding them, prior to any problem, what they can do to avoid the problem. It forms part of the embedding of the self-regulation & social skills in the class, and also part of a check in/check out system that program facilitators continue post program at Redbank Plains State High School.

Increased adult supervision

This involves intensified supervision of particular students in a positive and proactive manner. This supervision comes from class teachers, teacher aides and specialist staff working within their capacity across the school, or program facilitators.

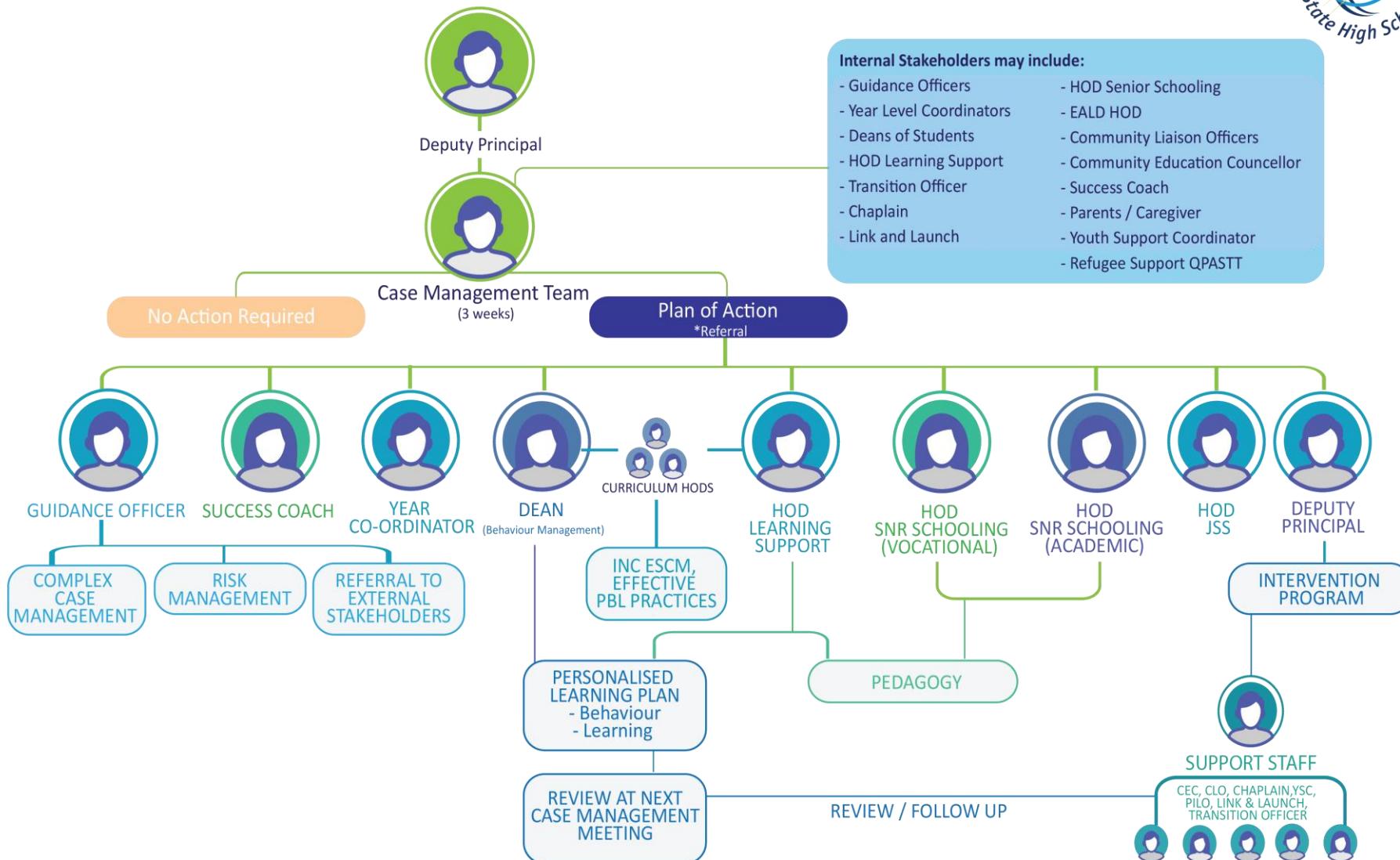
Increased access to academic programs

Often problem behaviour is a result of students wanting to avoid academic work that is too difficult for them, or it may also be in order to gain peer regard by disrupting the class when peer regard is not forthcoming for academic achievement. All of the academic supports – FIT classes, teacher aides, homework club, ICPs etc. address improving academic outcomes in students across the school.

Increased opportunity for positive reinforcement

The emergence of new positive behaviours that are replacing old problem behaviours need to be held in place as they establish themselves through acknowledgement systems. At Tier 2 a check in/check out system acknowledges the student with positive adult attention; in the classroom teachers can use a variety of strategies that focus peer attention on the student (setting them up to succeed and then drawing attention to their success).

Tier 2 & 3 - Focused & Intensive Framework



Features of Tier 3

Tier 3 focuses on those students with intense and chronic behaviour problems and represents an individualised approach to behaviour. The following are characteristics of a Tier 3 intervention.

Functional behaviour assessment

Tier 3 problem behaviours are addressed through a functional behaviour assessment by staff at the school trained in this approach. This assessment relies on analysing all of the student's data as well as collecting information from parents, teachers etc. with a view to understanding what function the problem behaviour serves for the student.

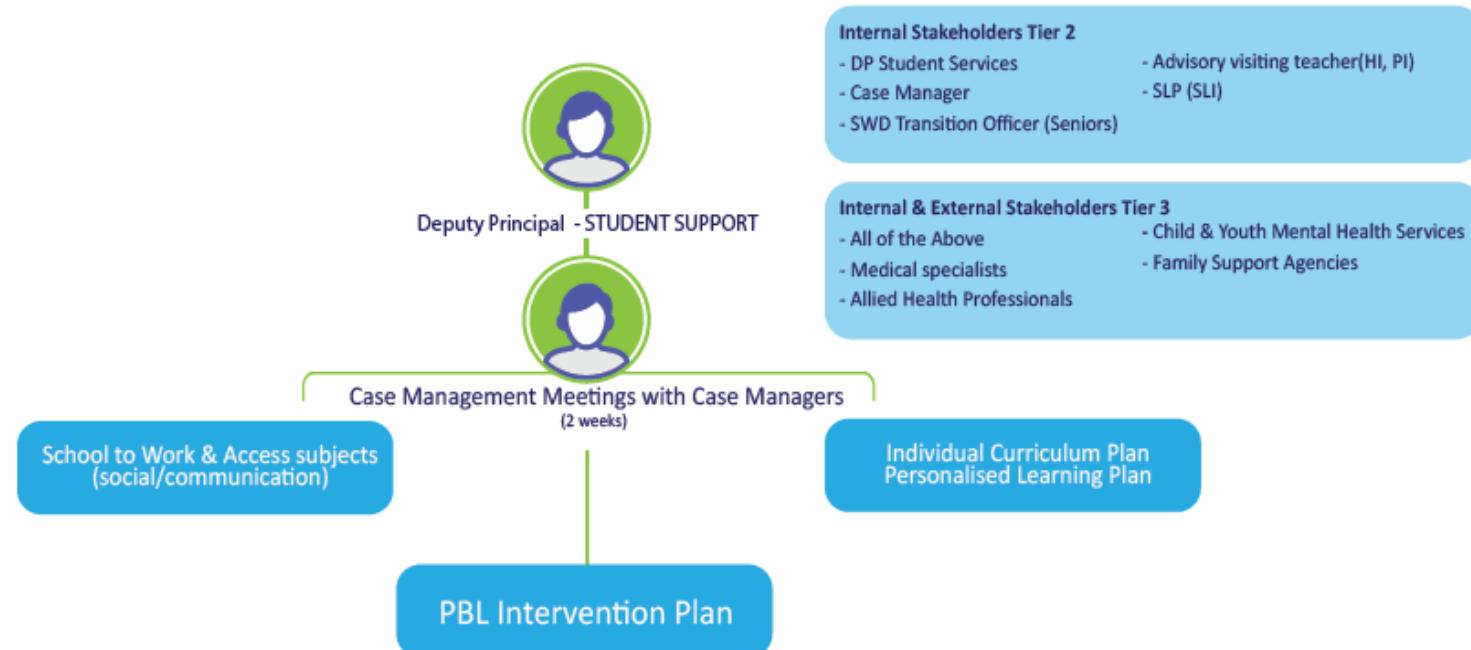
PBL behaviour intervention plan

Once behaviour function has been determined by the Tier 3 team, a behaviour intervention plan is then constructed which endeavours to replace the student's problem behaviour with more socially acceptable behaviours that still meet a similar function. The plan tackles the targeted problem behaviour through the PBL domains of Prevent, Teach, Acknowledge and Manage (these form the components of the plan). The subsequent implementation of the plan, its monitoring and reviews is intense with a high degree of data gathering and analysis.

Wrap around

Behaviour problems that require Tier 3 intervention also will require an extension of the stakeholder base to include possibly medical and allied health professionals; government agencies such as Child Safety, CYMHS, Evolve; as well as personnel within the education system such as Advisory Visiting Teachers, Senior Guidance Officers etc. These stakeholders are brought together as a team in the intervention to assist in its work of rendering the problem behaviour ineffective as a new more acceptable behaviour emerges and usurps it. The school Guidance Officers and the Deputy Principal Student Support are needed to enlist in and refer to the extended stakeholder team. This then creates a "wrap around" of services all working for the purpose of the intervention.

Tier 2 & 3 - Focused & Intensive Framework - SEP



The development of tier 3 is a work in progress at Redbank plains SHS. Continuing to develop expertise in staff to conduct functional behaviour analysis and create, monitor and review the subsequent intervention plan is part of the school's plan and will see the role of the Deans shift to a more proactive model.

Legislative Delegations

Legislation

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as Deputy Principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)



Department of Education

Redbank Plains State High School

Instrument of Authorisation

**Requirement to tell a student about a suspension under Chapter 12,
Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')**

I, Tom Beck, Principal of Redbank Plains State High School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal or Dean of Students at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal or Dean of Students who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal or Dean of Students tells the student about my decision, as per section 283(2) of the EGPA.

A handwritten signature in black ink, appearing to read "Tom Beck".

Tom Beck

Redbank Plains State High School

QUEENSLAND DEPARTMENT OF EDUCATION

30th October 2020

DATE



Department of Education

Redbank Plains State High School

Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Tom Beck, Principal of Redbank Plains State High School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

A handwritten signature in black ink, appearing to read "Tom Beck". It is placed above a horizontal line.

Tom Beck

30th October 2020

DATE

Redbank Plains State High School

QUEENSLAND DEPARTMENT OF EDUCATION

Disciplinary Consequences

Consequences for unacceptable behaviour

Redbank Plains State High School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When behaviour incidents occur, it is important that consequences are consistent with the principles of natural justice. The school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

All minor and major problem behaviour incidents are recorded on OneSchool.

Minor and Major Behaviours

Minor behaviours are those that are minor breaches of the school rules and are generally dealt with by the classroom teacher. Repeated breaches of similar behaviour will be referred for further action.

Major behaviours are those that significantly violate the rights of others to learn and be safe. Major behaviours are referred directly to the Heads of Department and Deans according to the Behaviour Referral Flowchart

Definition of Consequences

Time out	A principal or school staff may use time out (issued by Deputy Principal or Guidance Officer) as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is sent to Student Office and given an opportunity to rejoin class. Specific time out cards are issued to the student.
Detention	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention may be held during either lunch break or after school (parent will be contacted to notify of after school detention).
Temporary Removal of Property	A principal or staff member of Redbank Plains State High School has the power to temporarily remove property from a student, as per the procedure <u>Temporary Removal of Student Property by School Staff</u> .
School Disciplinary Absences (SDA)*	
Suspension	Suspension is a serious disciplinary consequence applied to address inappropriate behaviour. If a student is suspended, it means that they are required to stay away from school for a set period of time. A short suspension is from 1-10 days and is not appealable. A long suspension is from 11-20 days with the entitlement to appeal. Suspensions may be issued on the following ground/s: <ol style="list-style-type: none">DisobedienceMisbehaviourconduct that adversely affects, or is likely to adversely affect, other students conduct that adversely affects, or is likely to adversely affect, the good order and management of the schoolthe student is charged with a serious offence (as defined in the Commission for Children Young People and Child Guardian Act 2000)the student is charged with an offence, other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending

Exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ol style="list-style-type: none"> a. persistent disobedience b. misbehaviour c. conduct of the student, including conduct occurring outside of school grounds and outside of school hours, that: d. adversely affects, or is likely to adversely affect other students enrolled at the school e. adversely affects, or is likely to adversely affect the good order and management of the school f. the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school g. the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to continue to be enrolled at the school.
Cancellation of enrolment	The principal can cancel the enrolment of a post compulsory school age student if the student refuses to participate in the educational program. If a student's enrolment is cancelled, it means they can no longer attend that school. A student is no longer of compulsory school age once they turn 16 years of age or complete Year 10, whichever comes first.

UNACCEPTABLE BEHAVIOUR	RANGE OF CONSEQUENCES
Being in possession of, using, or under the influence of an illegal drug or in possession of an implement at school or on way to or from school	<ul style="list-style-type: none"> • referral to Guidance Officer/School Nurse • suspension • recommendation for exclusion • police action
Being in possession of, using, or under the influence of alcohol at school or on way to or from school	<ul style="list-style-type: none"> • referral to Guidance Officer/School Nurse • suspension • recommendation for exclusion • police action
Breaking the school's uniform policy/procedures	<ul style="list-style-type: none"> • detention/after school detention • parent contact by Access Teacher/Year Level Co-ordinator • withdrawal from classes/extra-curricular activities until compliant • confiscation of jewellery/offensive items • withdrawal from classes immediately if a health or safety issue
Cheating	<ul style="list-style-type: none"> • parent contact by Head of Department • resubmit • loss of credit for that piece/assessment • suspension
Classroom misconduct	<ul style="list-style-type: none"> • buddy class • detention • parent contact • referral to Re-engagement Centre • suspension • recommendation for exclusion
Failure to complete a detention	<ul style="list-style-type: none"> • contact with parent from classroom teacher • additional detention/after school detention • referral to Re-engagement Centre

UNACCEPTABLE BEHAVIOUR	RANGE OF CONSEQUENCES
	<ul style="list-style-type: none"> • suspension
Failure to complete set assignments	<ul style="list-style-type: none"> • detention with teacher until work completed • parent contact • referral to Head of Department • referral to Re-engagement Centre • loss of credit on Senior Certificate • suspension • cancellation of enrolment
Failure to follow the reasonable direction of a staff member	<ul style="list-style-type: none"> • buddy class • detention/after school detention • parent contact • referral to Re-engagement Centre • suspension • recommendation for exclusion
Fraudulent misconduct	<ul style="list-style-type: none"> • detention • parent contact • referral to Head of Department • suspension • recommendation for exclusion
Having a dangerous item which could be used as a weapon (including laser lights)	<ul style="list-style-type: none"> • confiscation of item • suspension • recommendation for exclusion • police action
Having offensive or inappropriate items at school (items may include, but not limited to: aerosol cans, liquid paper, beanies, bandannas, permanent markers, water balloons, toy guns)	<ul style="list-style-type: none"> • confiscation of item • parent contact • suspension • recommendation for exclusion • police action
Knowingly entering out of bounds areas	<ul style="list-style-type: none"> • caution • detention • referral to Re-engagement Centre • suspension • recommendation for exclusion
Late arrival at school or class without legitimate reason	<ul style="list-style-type: none"> • detention/after school detention • parent contact • suspension • cancellation of enrolment
Littering (including water bombing)	<ul style="list-style-type: none"> • community service • detention/after school detention • parents contacted and student sent home if wet • referral to Re-engagement Centre • suspension for repeat or serious offences
Misconduct in Re-engagement Centre	<ul style="list-style-type: none"> • extension of time in Re-engagement Centre • suspension • recommendation for exclusion
Misconduct in the public domain	<ul style="list-style-type: none"> • parent contact • referral to Re-engagement Centre • suspension • recommendation for exclusion • police action

UNACCEPTABLE BEHAVIOUR	RANGE OF CONSEQUENCES
Misconduct of an inappropriate sexual nature	<ul style="list-style-type: none"> • verbal redirection • detention • parent contact • referral to Guidance Officer/School Nurse • suspension • recommendation for exclusion • police action
Misconduct on a school bus	<ul style="list-style-type: none"> • bus company action – refer to bus code of conduct • suspension • recommendation for exclusion
Misconduct involving electronic devices	<ul style="list-style-type: none"> • confiscation • parent contact • referral to Re-engagement Centre • suspension • recommendation for exclusion • police action
Misuse of Internet or School Network	<ul style="list-style-type: none"> • parent contact • withdrawal of network privileges • suspension • recommendation for exclusion • police action
Misuse of Social Media including defamation of staff or school	<ul style="list-style-type: none"> • parent contact • detention • suspension • recommendation for exclusion • police action
Offensive language	<ul style="list-style-type: none"> • verbal redirection • detention • parent contact • suspension • recommendation for exclusion
Physical misconduct towards another student or staff member	<ul style="list-style-type: none"> • referral to Guidance Officer • suspension • recommendation for exclusion • police action
Property misconduct: eg. vandalism, theft, wilful damage, etc	<ul style="list-style-type: none"> • detention/after school detention • community service • parent contact • restitution • referral to Re-engagement Centre • suspension • recommendation for exclusion • police action
Selling illegal substances	<ul style="list-style-type: none"> • recommendation for exclusion • police action
Smoking or possession of implements for smoking at school or on the way to school/school related activity	<ul style="list-style-type: none"> • referral to School Nurse • participation in health education program • suspension • recommendation for exclusion • police action
Students acting as lookouts while a behaviour breach is occurring	<ul style="list-style-type: none"> • suspension • recommendation for exclusion • police action

UNACCEPTABLE BEHAVIOUR	RANGE OF CONSEQUENCES
Truancy	<ul style="list-style-type: none"> • parent contact • detention/after school detention • suspension • recommendation for exclusion • cancellation of enrolment
Unsatisfactory behaviour on REAL card	<ul style="list-style-type: none"> • parent contact • after school detention • suspension • recommendation for exclusion
Verbal or nonverbal abuse of another student, parent or staff member	<ul style="list-style-type: none"> • detention • referral to Re-engagement Centre • parent contact • suspension • recommendation for exclusion

Appeal Process

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Redbank Plains State High School will usually be required to attend a re-entry meeting with their caregivers, prior to their return to classes. The main purpose of this meeting is to ensure a positive transition back to school. This is not an opportunity for parents to justify the student's behaviour or question the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to establish the conditions for a successful return to school and Improve home-school communication.

A re-entry meeting may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

School Policies

Attendance Policy and Late to School Process

Under s176 of the Education (General Provisions Act) 2006 (Qld) (EGPA) each parent of a child who is of **compulsory school age** must ensure that the child is enrolled and attends school on every school day for the educational program in which the child is enrolled unless the parent has a reasonable excuse. Under s239(1) of the EGPA, each parent of a young person in the **compulsory participation phase** must ensure the young person is participating full-time in an eligible option, unless the parent has a reasonable excuse.

Redbank Plains SHS is committed to providing a safe and supportive learning environment, which addresses the educational needs of all students. We believe that "high performance is everybody's business" and that high rates of attendance contribute to students achieving their personal best.

Redbank Plains SHS expects students to attend school all day everyday unless the student has a reasonable excuse. This may include illness, bereavement or events of cultural significance. If a student is unable to attend, it is the obligation of the parent to notify the school.

Redbank Plains SHS attendance policy aims to:

- Ensure that everyone in the school community understands the importance of attending school all day every day.
- Increase the overall attendance rate to at least 90%
- Outline the roles and responsibilities of the students, their parents and the staff in ensuring high rates of attendance of all students

School community beliefs about the importance of attending school:

It is important that all members of the school community have a shared belief in the importance of school attendance and that parents/caregivers, students and staff work together to ensure students attend all day every day. Redbank Plains SHS:

- Believes that every student should attend all day every day
- Is committed to implementing strategies which will encourage high levels of attendance
- Believes that high attendance rates contribute positively to student-learning outcomes, improved student wellbeing and to enhanced future post school options.

Responsibilities:

School responsibilities:

- Provide a safe, supportive and engaging learning environment for students
- Clearly articulate school expectations regarding attendance to students, parent/caregivers and the community.
- Record student attendance/absence accurately and in a timely manner
- Monitor student attendance, consult with parents regarding concerns about attendance and provide support where possible
- Promote and acknowledge high rates of attendance especially those of 95 % or better

Student responsibilities:

- Be at school all day every day ready to learn with the appropriate resources
- Be in the right place at the right time
- Seek help and support when necessary
- Report to student office to sign in if arriving after 9:05
- Sign out at the student office if leaving the school before 3pm

Parents/Caregivers:

- Ensure the student attends all day every day
- Promote the importance of attending by only allowing absences for illness, bereavement or events of cultural significance.
- Inform the school of the reasons for any lateness or absence
- Inform the school of any long-term absences, where possible in advance
- Provide a medical certificate to support long-term medical absences.
- Ensure the school has current contact details including address, phone numbers and email.

Managing student absences and enforcing enrolment and attendance at state schools

What is a reasonable excuse?

For the purpose of ss.176 and 239, and without limiting the ordinary meaning of the term, parents have a reasonable excuse if, for example:

- the child (or children in question) resides with parent 1, and parent 2 (who does not reside with the children) believes, on reasonable grounds, that parent 1 is complying with the obligation to have their child or children enrolled and attending school. Parent 2 has a reasonable excuse;
- the parents are not reasonably able to control the child's behaviour to the extent necessary to comply with their obligation to have their child enrolled, attending or participating;
- the parents are unable to comply with their obligation because of ill health or a disability;
- the child in question is considered to be independent and is no longer practically subject to the parental authority of the parents; and
- the child's non-attendance or non-participation was due to an accident or unforeseen event that the parent could not prevent. Evidence must be provided (e.g. certificate signed by a medical/ health professional in case of medical event).

What is not a reasonable excuse?

For the purpose of ss. 176 and 239, and without limiting the ordinary meaning of the term, parents do not have a reasonable excuse if, for example:

- they claim they meet the situation of a reasonable excuse as mentioned above without providing reasonable and sufficient evidence to support their claim;
- they refuse to let their child attend school due to an alleged incident or incidents that occurred at school;
- they refuse to cooperate with staff at the school or region;
- they claim they do not understand their legal obligations;
- they refuse to respond to the notices and/or claim they did not receive the notices;
- they claim they are not able to control their child without any valid reasonable or sufficient evidence (e.g. information provided by relatives, police or child protection authorities and/or the child/young person, observations from school/region personnel, information from other agencies) supporting their claim;
- they claim the extended absences are for family reasons and;
- they have provided false, misleading or incorrect information intentionally.

Acknowledgements:

At Redbank Plains SHS behaviours that align with our REAL (Respect, Excel, Attend, Learn) mantra are acknowledged. Students with high attendance rates are acknowledged verbally, with scratch cards, at whole school and year level assemblies and at specially organised events. Students in the 95% and 100% club receive acknowledgement through a variety of rewards and privileges.

Redbank Plains SHS's Late to School Process is detailed in the following flowchart.



Learning First... Leading Tomorrow!

Late to School Process

Student presents note to office stating the reason for being late. Must be signed by the parent/guardian

**REAL
STUDENT**

Student arrives to school late with no valid reason from parent/guardian

- 1st infringement issued
- Recorded on Compass
- Warning given to student

STUDENT ARRIVES LATE TO SCHOOL

Student present to Student Office a second time late without a valid reason

**FINAL
WARNING**

- 2nd infringement issued & Recorded on Compass
- Warning given to student

Student presents to Student Office a 3rd time late without valid reason

NOTICE OF AFTER SCHOOL DETENTION

- 3rd infringement issued
- Logged on Compass and student is informed of ASD

**AFTER
SCHOOL
DETENTION**



- Year Coordinator issues detention
- Failure to attend, student will receive a 2nd ASD
- Failure to attend 2nd ASD. Referral to relevant Dean.

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Redbank Plains State High School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* 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 administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Redbank Plains State High School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Redbank Plains State High School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Redbank Plains State High School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Redbank Plains State High School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Redbank Plains State High School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

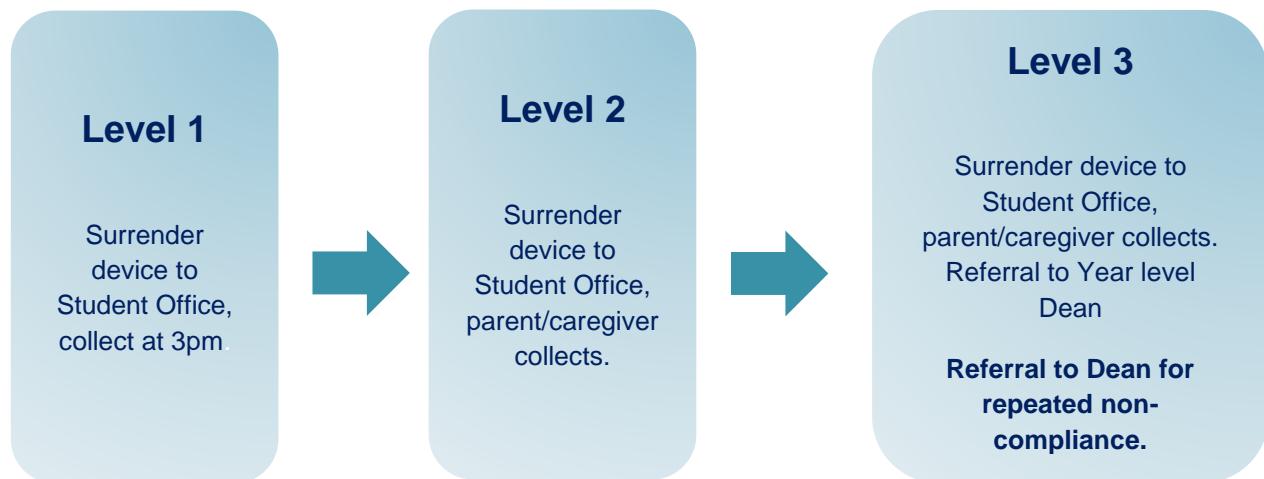
Mobile phones or other devices are brought to school at students' risk. No liability will be accepted by the school in the event of the loss, theft or damage of any device.

It is important that students display courtesy, consideration and respect for others whenever they are using a mobile phone or another electronic device. The use of mobile phones and other electronic devices is restricted to occasions that do not interrupt the learning environment or the good order and management of the school.

- Students should only use their mobile phones or other devices before or after school or during break times.
- Students should have their mobile phones or other devices switched off and out of sight prior to entering and during classes.
- They should not be used in any manner or place which is disruptive to school routine.
- Students should ensure that their mobile phones or other devices are always stored in a safe and secure place. A procedure for checking them in at the Student Office is available to all students.

Three Level Policy

Redbank Plains State High School uses a three level approach for students who choose to have their mobile phone out in class.



Refusal to comply with this procedure will result in appropriate action being taken in line with the school's Student Code of Conduct.

In addition:

- In-phone cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilet blocks.
- Appropriate action, according to the school's Student Code of Conduct will be taken against any student who photographs or films other individuals without their consent or who sends harassing or threatening text messages or who uploads images without the consent of the individuals.
- Disciplinary action in line with the school's Student Code of Conduct will be taken against any student who is caught using a mobile phone or other device to cheat in examinations or assessments.
 - This policy also applies to students during excursions, camps and extra-curricular activities.

Student Dress Code

Rationale

The Principal and the Parents and Citizens' Association of Redbank Plains SHS support a Student Dress Code for Redbank Plains SHS as a standard of dress promotes the objectives of Education (General Provisions) Bill 2006 (Qld) section 360. That is, a Student Dress Code assists in the provision of a high quality education that helps maximise students' potential and enables them to become effective members of the community.

At Redbank Plains SHS, the Student Dress Code:

- Promotes safety through the ready identification of students at school and off campus
- Eliminates the distraction of competition in dress and fashion at school
- Fosters a sense of belonging and pride
- Develops mutual respect among students through minimising visible evidence of economic or social differences.

[Policy \(from "Procedure: Student Dress Code: version 6.1", Department of Education,](#)

Dress codes must:

- Be developed in consultation with the school community
- Be consistent with health and safety considerations
- Comply with anti-discrimination legislation
- Consider affordability, functionality and durability of uniform items
- Provide uniform options, including shorts and pants, in all uniform categories for all students, regardless of gender.

Dress Codes clearly explain and document standards of acceptable dress in relation to clothing worn by students, including headwear, footwear, jewellery, and other aspects of personal presentation.

Dress codes must incorporate strategies to accommodate the individual needs and circumstances of students and strategies for managing non-complying students.

Student Dress Code: Redbank Plains SHS

Redbank Plains SHS's Student Dress Code can be located:

- School website
- Redbank Plains SHS Student Diary/ Planner

Parents responsibilities:

- Commit to supporting the dress code as part of the enrolment agreement.
- Support the student to adhere to the dress code.
- Request short or long term modifications or exemptions to the dress code in writing, providing reasons for request.
- Work with the school to resolve issues regarding student compliance with the school's dress code.
- Engage in consultation processes about the dress code.

Compliance with the Student Dress Code:

The Student Dress Code is designed to meet a broad range of individual requirements and school needs. Our school's Dress Code promotes a quality image of the school within the community, and encourages students to uphold and enhance that image, as well as meeting community expectations and health and safety standards. The parents / caregivers are encouraged to communicate any difficulties in meeting these expectations with:

- Year Coordinators – The students are required to take a note to the Year Coordinator before school to explain the difficulty in meeting that aspect of the uniform. This is for temporary arrangements.
- Deans – Where there are financial difficulties that prevent the replacement or purchase of uniform then the parent / caregiver are encouraged to contact the Dean of Students for that year level to negotiate purchase arrangements or for other hardship arrangements to be considered. During winter the school provides a temporary loan of jumpers for those students having difficulty purchasing the school jackets.

Uniform Shop

The Redbank Plains State High School's Uniform Shop endeavours to keep prices low so they are affordable to all in the community. On occasions the Uniform Shop times is able to offer secondhand uniform items.

Preventing and responding to bullying

Redbank Plains State High School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. This is facilitated by:

- Students and staff training in the use of *Stymie* to report bullying
- Student participation in timetabled REAL classes and Access classes that focus on School Priorities and Student Wellbeing via resources from *Bullying. No Way!*
- Staff Professional Development in Positive Behaviour for Learning (PBL)

Parents who are positively engaged with their child's education results in improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

This is facilitated by:

- Parent/teacher evenings
- Community evenings

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
 - involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
 - happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
 - having immediate, medium and long-term effects on those involved, including bystanders.
- Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.**

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

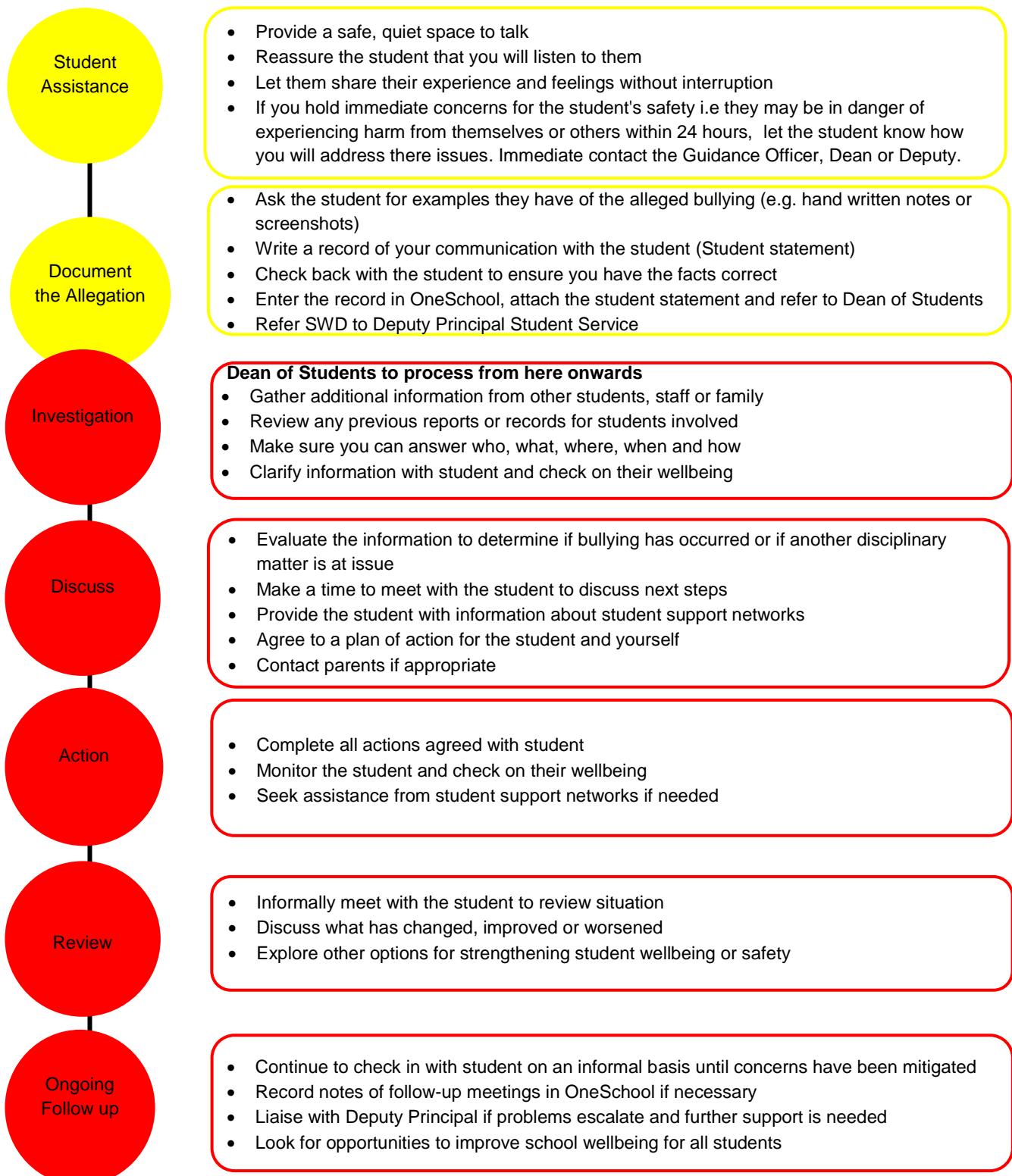
However, some of these conflicts are still considered serious and need to be addressed and resolved. At Redbank Plains State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Redbank Plains State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

All bullying issues that are against the law, will be reported to the police as well the school. Any concerns about bullying at Redbank Plains State High School should be directed to the appropriate Dean of Students or Deputy Principal. For possible consequences refer to page 31.

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:
Year 7 to Year 12 – Access teacher, Year Level Coordinator or Dean of Students



Cyberbullying

Cyberbullying is treated with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

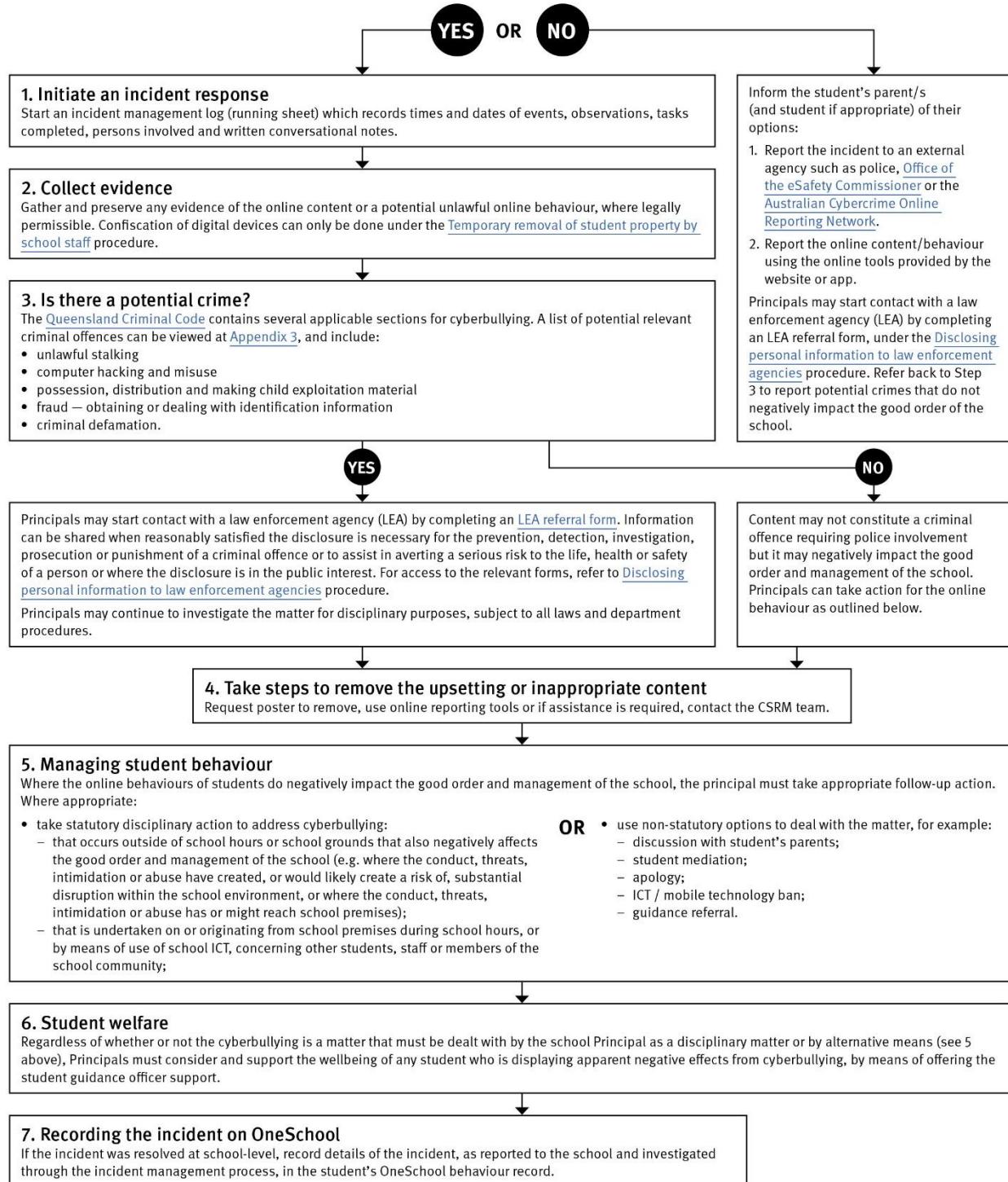
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSR) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident negatively impact the good order and management of the school?



Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of ‘using a carriage service to menace, harass or cause offence’ (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child’s successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child’s name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Restrictive Practices

School staff at Redbank Plains State High School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On rare occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

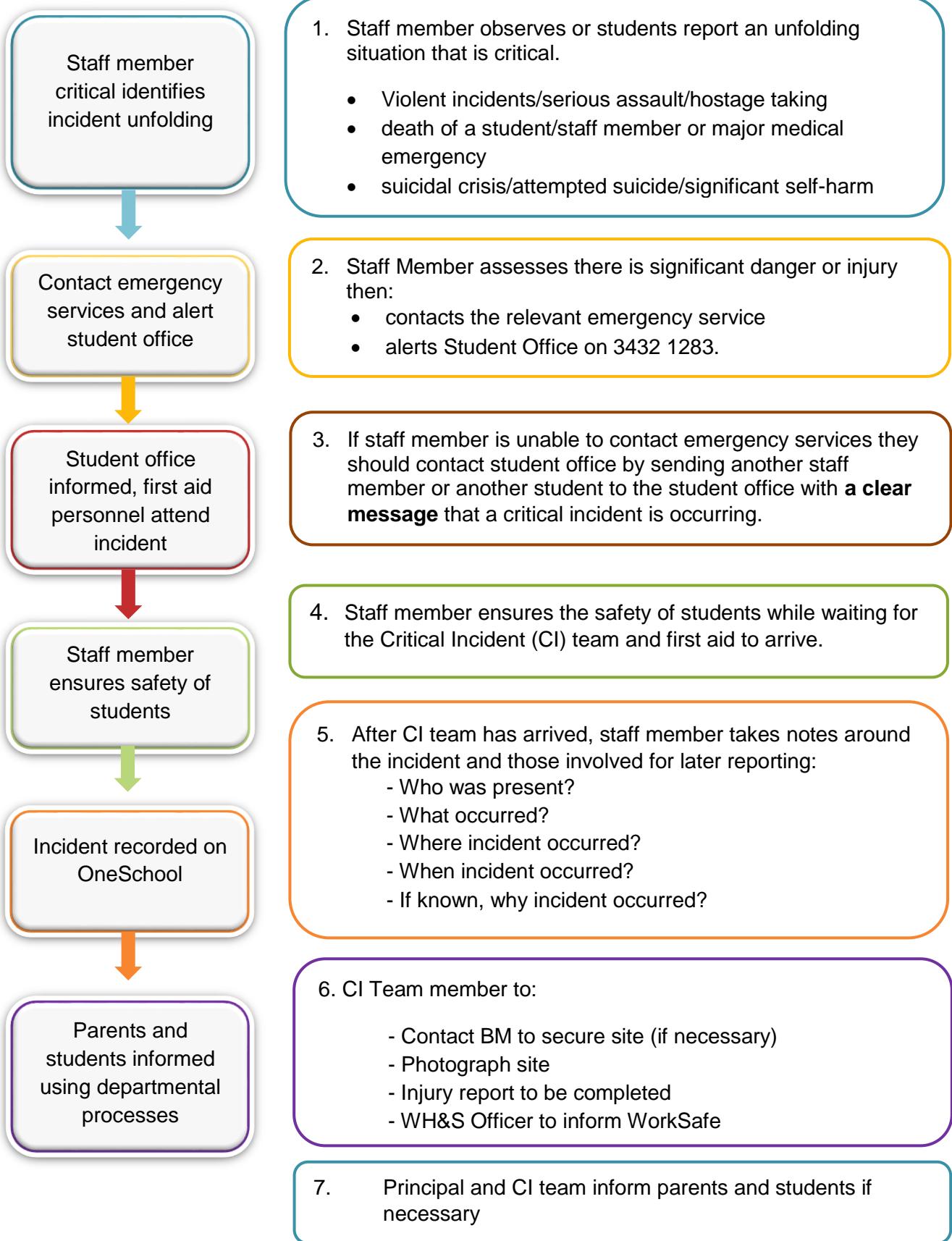
Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

Critical Incident Quick Guide



Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)
-

Conclusion

Redbank Plains State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting your child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. **External review:** contact a review authority

If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](#).

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).

Recognition of Success

A lot can be learned from the success of others. Redbank Plains State High School recognises and celebrates the successes of its staff and students across different types of media. Sharing success stories is an opportunity to promote our school as well as make others feel valued.

If you would like to share the success of a staff member or student; past or present, please send submissions through to the Communications and Community Relations Officer (CCR): Communications@redbankplainsshs.eq.edu.au. The CCR Officer will then proceed with marketing and recognising the success through the most appropriate channel; this may include recognition on an assembly, an article in the school newsletter, promotion on social media or liaising with local media.

Glossary of terms and acronyms

Check in/Check out - A system whereby the teacher checks in with student at the start of the day to ensure they are on track and then again at the end of the day to see how they went – there may be some form of written feedback from teachers to be reviewed at the end of the day.

CYMHS

Child and Youth Mental Health Service

EAL/D – English as Another Language or Dialect

Elevate – a study skills program for students

ESCM- Essential Skills for Classroom Management

The ESCM enables teachers to set up clear expectations, acknowledge appropriate behaviour and correct inappropriate behaviour in a timely manner so learning can be successful. These are listed on the REAL Classroom Management Process posters in all classrooms.

External stakeholders - Medical and allied health professionals, government and non-government agencies associated with the child and their family

FIT Classes

Focussed and Intensive Curriculum classes

FBA – Functional Behaviour Analysis

An investigation into what function/ purpose a behaviour provides for a student

Get Real Program - A program spanning three lessons over a period of up to three years in which students are taught social skills and given opportunities to practice these skills through class activities as well as outdoor education experiences. The teacher becomes a mentor to the students and fulfils a “check and connect” role.

HOD – Head of Department

ICP

Individual Curriculum Plan

Internal stakeholders - All Department of Education personnel within the school and in the region

NASOT – New Art and Science of Teaching. This is Redbank Plains StateHigh School’s Pedagogical Framework.

OT – Occupational Therapist

PBL – Positive Behaviour for Learning

The School’s behavioural approach based on teaching effective, socially appropriate behaviours to students

REAL – Respect, Excel, Attend, Learn

The behaviour expectations of students at Redbank Plains SHS

Re-engagement Centre

School to Work Program - A social and communication skills program for students with disabilities occupying three lessons a week with a substantial outdoor education component.

SDA- Student Discipline Absences

SLP – Speech Language Pathologist

Learning Support Teacher

SWD – Students with disabilities

A framework for the delivery of the curriculum content to students

TA – Teacher Aide

Thinking Functionally

A program to assist teachers to view behaviour in terms of the function that it serves for the students.

QCE – Queensland Certificate of Achievement

Awarded by the Queensland Curriculum and Assessment Authority to all Year 12 students at the completion of their studies and the banking 20 QCE credits. Refer QCAA website:

<https://www.qcaa.qld.edu.au/>

QCIA – Queensland Certificate of Individual Achievement

Awarded by Queensland Curriculum and Assessment Authority to Year 12 students with disabilities not able fully participate in mainstream curriculum at the completion of their studies.
Refer QCAA website: <https://www.qcaa.qld.edu.au/>