



**RESPONSIBLE BEHAVIOUR
PLAN FOR STUDENTS
2016 to 2018**

TABLE OF CONTENTS

Purpose	3
Consultation and data review.....	3
Learning and behaviour statement	3
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour.....	4
Emergency responses or critical incidents.....	8
Consequences for unacceptable behaviour.....	8
The network of student support.....	10
Consideration of individual circumstances.....	10
Related legislation.....	10
Related policies.....	11
Some related resources.....	11
Appendix 1 Bullying – Parent/Carer Information.....	12



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

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

The Aviation High School Responsible Behaviour Plan for Students is the means by which the school community will ensure that a supportive school environment is established and maintained. This plan should be read in conjunction with the school's other policy statements available on the school website.

2. Consultation and Data Review

Aviation High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during Sem 2 2015. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012-2015 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Metropolitan Region Assistant Regional Director in 2015, and will be reviewed in 2018 as required by legislation.

3. Learning and Behaviour Statement

Aviation High School is committed to providing a supportive school environment where:

- all members feel safe and the diversity of members is valued and celebrated;
- social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation;
- each person will demonstrate a positive attitude to the core business of the school which is learning and teaching;
- school practices are proactive rather than reactive and where appropriate non discriminatory language and behaviours are defined, modelled and reinforced.

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

- students to learn;
- teachers to teach;
- to feel and be safe.

We believe that it is reasonable to have high expectations of our students, that they will, at all times, act in a manner that will bring credit to themselves, their families and the school. The school's key beliefs are underpinned by the National Framework for Values Education in Australian Schools. The School's five core values are embedded in every endeavour that the students undertake.

We value students who demonstrate:

Responsibility - Be accountable for your own actions, resolve differences in peaceful ways and take care of the environment.

Integrity - Act with honesty, trustworthiness, loyalty, truthfulness, courtesy, understanding, reliability and ethical behaviour.

Respect - Treat self and others with consideration and regard as individuals of worth.

Learning - Engage with others to develop knowledge, understanding and skills to maximise academic, social and personal abilities.

Passion for Aviation High School - Enjoy learning and aviation experiences by being positive, committed and willing to embrace challenge and change.

Aviation High School also recognises that partnerships with parents and caregivers and the local community are fundamental to providing a quality learning environment.

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

Universal behaviour support

Our teaching staff oversees the implementation, adjustment, and evaluation of our whole school approaches and related school activities.

Strategies include:

- developing a positive school climate and pleasant physical environment;
- recognising and positively reinforcing appropriate behaviours;
- developing and applying procedures to support victims and counsel offenders;
- applying logical and appropriate consequences for unacceptable behaviour;
- procedures for teaching school wide expectations.

Leadership Camps

Where appropriate, Year 7 to 12 students may attend leadership camps where skills in leadership and positive relationship building are promoted and taught.

Engaging Curriculum & Effective Teaching

Teachers have a duty of care to monitor and promote standards of behaviour of students. Engaging curriculum, inclusive practices and effective teaching are the starting point of our behaviour support strategies.

Positive Reinforcement

Effort is made by classroom teachers, administration and support staff into reinforcing positive behaviours through actions such as: praise, encouragement, engagement in extra curricular activities and student leadership roles. OneSchool positive behaviour entries are entered by staff to reward and reinforce good behaviours. These comments can be seen by parents on the QParent App and sometimes also result in a student receiving a High Flyer award on assembly.

Student Welfare

Students are also supported by a Welfare team. Students have a welfare class at the start of the day and a targeted Welfare lesson one day per week. These lessons aim to promote positive behaviours and culture amongst students. Welfare teachers and year level Welfare Leaders serve as a source of support for students. Welfare leaders have no responsibility for negative behaviour, only for student support. Welfare leaders meet with the school Guidance Officer and Deputy Principal fortnightly to discuss areas of concern and identify and celebrate student successes.

Student Academic Review (Years 11/12)

Students are reviewed by Heads of Department and Deputy Principal after reporting junctures and counselled in relation to their educational goals.

Targeted behaviour support

Targeted behaviour support employs a range of strategies which to manage unacceptable student behaviour (minor and major).

Refer to table Page 10 for possible support and intervention strategies to be employed. This list also provides some example behaviours, consequences and actions.

STRATEGIC SEATING PLAN

There may be a designated placement for each student in the class to maximise their learning opportunities.

DETENTION

Morning Break	with teacher (no longer than twenty minutes of break).
After School	with teacher in Detention Room. Parents to be notified in advance, half an hour detention.

PARENT/CAREGIVER CONTACT

Teachers may contact parents/caregivers to discuss student behaviour and progress. Teachers may refer to Welfare Leader or Deputy Principal who will liaise with parents/caregivers by phone or in person.

TIME-OUT

In a critical situation where a teacher perceives that a student requires an immediate supervised time-out from class due to:

- Misbehaviour - student to be sent to administration. Another student will deliver a note from teacher briefly outlining the problem.
- Stress - emotionally upset student may be sent to Support Personnel with accompanying student and note detailing problem.

CONFERENCES AND CONTRACTS

A conference involves the organisation of a meeting to discuss a student's behaviour or progress. It should involve those who have a right to be involved and others who have a responsibility to assist. This may involve the class teacher, Welfare Leader, a HoD, Guidance Officer and/or Deputy Principal, and the student(s) and parents/caregivers concerned, or other students involved in the incident.

A contract is a formal agreement outlining positive steps or directions the student is to take and assistance that the school is to provide. The student and the Deputy Principal/Principal both sign the contract. A contract can be developed for students in all year levels.

A **TRAVEL CARD** may also be issued to gather feedback from classroom teachers throughout the day regarding the effort and behaviour of a student. This can help inform any further strategies. Travel cards apply to students in Year 7 to 10.

FORMAL PROTRACTED TIME-OUT

Should only be used for students who display serious, inappropriate classroom behaviours.

Usually there will be a history of lower level interventions that have proven ineffectual. Placement will usually be with the Deputy Principal or Head of Department. Needs and conditions for this intervention to be negotiated between Deputy Principal, relevant HODs, and Support Staff. Parent/caregiver informed of procedures. Students will be given appropriate curriculum materials to ensure that their educational program continues.

RECORD OF BEHAVIOUR MANAGEMENT INCIDENTS

Records will be kept in student personal files/One School. Examples of these records are:

- OneSchool Behaviour reports;
- Referral sheets;
- HOD/Deputy Principal's reports;
- Minutes of meetings involving parents;
- Support and intervention strategies record as given by Support Staff;
- Individual Behaviour Contracts;
- Travel cards.

Intensive behaviour support

Students identified as needing intensive behaviour support are those who have had targeted support through the above strategies and are still at risk of significant educational underachievement due to inappropriate behaviour. The student's Individual Behaviour Contract has been reviewed regularly and further support is now deemed appropriate.

Deputy Principals assist in the co-ordination of a Case Management team involving specialist services. A collaborative consultation process is facilitated, involving the appropriate teachers, the student, the parents/caregivers, and relevant school support personnel such as the Guidance Officer and Welfare Leader.

The Case Management Team is focused on identifying significant, pupil-specific social, affective, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviours.

Interagency groups are used to coordinate services to meet the needs of students identified with persistent or extreme problem behaviours. Agencies contributing may include: Department of Communities, Child Safety and Disability Services, Child & Youth Mental Health, Qld Health, Queensland Police Service (QPS), Local Council, Neighbourhood Centre and EQ District Office.

From the Case Management Assessment and Interagency Input, the following supports may be put in place in the Individual Behaviour Contract:

- Counselling with the school Guidance Officer;
- Modified timetable or attendance;

- Invitation to parents/caregivers to attend Triple P program;
- Recommendation to parents to access outside agencies such as Child Youth Mental Health Service, Headspace or their General Practitioner;
- Referral to the Positive Learning Centre, STIP, LASER and GGG (see below).

Short Term Intervention Program (STIP)

Students in the compulsory phase of learning when on a 6-20 day suspension attend the STIP where they receive a targeted social skilling program and an academic course of work. This program is conducted by Metro North Behaviour Services.

Positive Learning Centre (PLC), LASER and GGG

The PLC, LASER and GGG Programs in this district aim to provide an alternative program for 14/15 year old students who at a given point in time require intervention beyond the capacity of a mainstream classroom. A student requiring intensive behaviour support may be referred to the PLC, LASER and GGG if the case manager and support team believe that curriculum delivered in a different setting would be beneficial to the student.

The referral goes through the reference group of the PLC, LASER and GGG. If a student is accepted into the program, the PLC staff works closely with the school in delivering appropriate curriculum and liaising with other government departments and community groups.

The aim of the PLC, LASER and GGG is to reintegrate the student into the school or into more appropriate learning or vocational pathways. Referral to PLC, LASER and GGG take place through the Deputy Principal or Guidance Officer.

CANCELLATION OF ENROLMENT

The enrolment of a post compulsory aged student can be cancelled when the student's behaviour amounts to a refusal to participate in the program of instruction provided by the school. Cancellation can be for a period up to a maximum of twelve (12) months.

SUSPENSION AND EXCLUSION

Excluding students from the school is the last resort to be employed. It means quite simply that the student has fallen so far below the expectations of the school that participation, without seriously disrupting the rights of others, is not possible, and other channels have been unsuccessful.

BEHAVIOUR IMPROVEMENT CONDITIONS (BIC)

This can only be used if behaviour warrants exclusion. The student's continued attendance at the school is subject to their complying with the BIC. The BIC requires the student to undertake a behaviour management program that is:

- reasonably appropriate to the behaviour
- designed to help re-engagement
- conducted by an appropriately qualified person

The BIC can be imposed for a maximum of three (3) months. Contravention of a BIC can be grounds for exclusion.

5. Consequences for unacceptable behaviour

Systematic efforts are made to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are consistent. Our school seeks to ensure that

responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and major behaviours

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

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to a member of the Executive Team

Minor problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause a staff member to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or the Executive Team
- repeated minor behaviour may be referred to the Head of Department

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, temporary removal of items of property, apology, restitution or detention
- a re-direction process where a staff member takes the student aside and:
 - identifies the behaviour that the student is displaying
 - asks student to name expected school behaviour
 - states and explains expected school behaviour if necessary
 - gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration as they constitute misconduct, disobedience, conduct prejudicial to the good order and management of the school

Major behaviours result in a referral to school Executive Team because of their seriousness.

When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member involves the appropriate person – Head of Department for classroom incidents, Deputy Principals for higher level major incidents. A report of the student's behaviour is recorded in OneSchool.

Major unacceptable behaviours may result in the following consequences:

- detention
- removal from activity
- restitution
- formal warning (including written) of future consequences for repeated or persistent inappropriate behaviour
- suspension from school
- proposal/recommendation for exclusion from Aviation High School
- cancellation of enrolment

- removal of invitations to school events including Graduation breakfast Ceremony and Year 12 Formal

In each case, a variety of actions may be undertaken as appropriate, including but not limited to:

- parent/guardian contact
- referral to Student Support Services Team, including Guidance Officers, Welfare Leaders, SBYHN, HoDs
- referral to external agencies, including QPS, behaviour support services
- formal monitoring of behaviour
- referral to Deputy Principal/Principal

Definition of consequences*

Time Out	<p>The Principal, teacher or HOD is responsible for using Time Out:</p> <ul style="list-style-type: none"> ▪ as one of a range of options for students to manage their own behaviour ▪ in order to assist a student in calming down process ▪ as a strategy to reduce the frequency of a particular behaviour <p>Time out is defined as giving a student time away from their regular class program/routine:</p> <ul style="list-style-type: none"> ▪ to a separate area within the classroom ▪ to another supervised room or setting
Detention	<p>The Principal, teacher or HoD may use detention as a consequence for disobedience, misbehaviour, or other breaches of school expectations.</p> <p>Detentions may take place during school time or after school hours, as determined by the Principal/teacher. After school detentions will be a supervised detentions at a time and place determined by the school (parents will be contacted before an after school detention is imposed) for uniform violations or as given by a HoD for repeat minor behaviour infringements.</p>
Community Service Intervention	<p>The Principal or HoD may, at their discretion, require a student to undertake community service activities as a consequence for poor behaviour. In these circumstances, students may be required to complete a community service intervention:</p> <ul style="list-style-type: none"> ▪ Under the direct supervision of the principal/teacher ▪ Under the supervision of a host organisation (students aged 14 years and over only)*
Temporary Removal of Property	<p>The Principal, HoD or staff member has the power to temporarily remove property from a student, as per the procedure <u>Temporary Removal of Student Property by School Staff</u>.</p>
Suspension	<p>The Principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> ▪ disobedience ▪ misbehaviour ▪ Conduct that adversely affects, or is likely to adversely affect, other students

	<ul style="list-style-type: none"> ▪ Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school ▪ The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school ▪ The student is charged with a serious offence.
Proposed exclusion or recommended exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> ▪ Persistent disobedience ▪ misbehaviour ▪ Conduct 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 school ▪ The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff ▪ 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 be enrolled at the school.
Cancellation of enrolment	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

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

The following behaviours are unacceptable at Aviation High School. The consequences and behaviour have been determined with a focus on natural justice principles and staff will then apply consequences from the range listed (not necessarily in the order listed). Every case will have the particular circumstances considered. Where there is a choice of consequences and/or extenuating circumstances, the Principal will make the final determination.

This list is not exhaustive – other behaviours will be dealt with as appropriate.

	Behaviour	Possible Consequences
Classroom	Late to class	<ul style="list-style-type: none"> ▪ Make up lost class time ▪ Detention/ afternoon detention
	Non-completion of classwork or homework	<ul style="list-style-type: none"> ▪ Completion of work under supervision ▪ Referral to HoD
	Refusal to complete work	<ul style="list-style-type: none"> ▪ Completion of work under supervision ▪ Referral to HoD ▪ Detention/Suspension ▪ Cancellation of enrolment (post compulsory students)
	Non-compliant with classroom instructions	<ul style="list-style-type: none"> ▪ Counselling by teacher ▪ Time out ▪ Detention ▪ Referral to HoD

	Disrupting the learning of other students	<ul style="list-style-type: none"> ▪ Time out ▪ Detention ▪ Removal from classroom to another learning environment ▪ Referral to Student Support Services ▪ Suspension
	Not completing course requirement	<ul style="list-style-type: none"> ▪ Removal of unit of credit (senior school) ▪ Cancellation of enrolment (post compulsory) ▪ Withholding of Graduation Breakfast/Formal invitation
Attendance	Truancy (partial and whole day)	<ul style="list-style-type: none"> ▪ Parent/guardian notified ▪ Make up lost time – afternoon detention ▪ Supervised breaks ▪ Travel card (Years 7 to 10) ▪ Cancellation of enrolment (post compulsory students) ▪ Intervention by Guidance Officers (compulsory school aged students with persistent truancy) ▪ Compulsory Schooling Order letters as required (T1, T2, T3). ▪ Liaison with external agencies as required
	Leaving school grounds without permission/leave pass	<ul style="list-style-type: none"> ▪ Parent/guardian notified ▪ Deputy Principal notified ▪ Travel card (Years 7 to 10) ▪ Detention/afternoon detention ▪ Supervised breaks ▪ Persistent offences will be considered disobedience
	Late to school (<i>without parent notification</i>)	<ul style="list-style-type: none"> ▪ Referral to Deputy Principal ▪ Parent/guardian contacted (repeated offences) ▪ Recording of absences on student reports
Electronic Devices	Inappropriate use of mobile telephones in classroom/outside the classroom	<ul style="list-style-type: none"> ▪ Student sent to hand device in to the school office (receipt issued). Collection at 2:45pm from office upon presentation of receipt. ▪ Detention ▪ Suspension ▪ Repeated misuse will be considered wilful disobedience
	Recording or photographing without permission	<ul style="list-style-type: none"> ▪ Student sent to hand device in to the school office (receipt issued). Collection at 2:45pm from office upon presentation of receipt. ▪ Detention/suspension ▪ Deletion of the media
	Inappropriate email or digital communication (e.g. offensive language)	<ul style="list-style-type: none"> ▪ Parent/guardian notified ▪ Internet/network access suspended/removed ▪ Detention/Suspension

	Visiting inappropriate internet sites/downloading inappropriate material on school owned devices or while connected to the school network e.g. pornography	<ul style="list-style-type: none"> ▪ Parent/guardian notified ▪ Internet/network access suspended/removed ▪ Limitations on network access ▪ Removal of computer device privileges (where appropriate) ▪ Detention/suspension
	Uploading inappropriate files, installing games, installing alternative operating systems	<ul style="list-style-type: none"> ▪ Parent/guardian notified ▪ Suspension ▪ Removal of network rights
	Accessing/attempt to gain unauthorised access to any part of the Network systems e.g. Via hacking, spyware or other back door methods	<ul style="list-style-type: none"> ▪ Parent/guardian notified ▪ Removal of network rights (minimum 1 term) ▪ Suspension ▪ Deliberate damage to network will result in recommendation for exclusion
	Using teacher/network administrators logins to access/damage the school network	<ul style="list-style-type: none"> ▪ Parent/guardian notified ▪ Removal of network rights (minimum 1 term) ▪ Suspension ▪ Deliberate damage to network will result in recommendation for exclusion
School Community	Inappropriate behaviour on excursions/camps/work experience	<ul style="list-style-type: none"> ▪ Parent/guardian notified ▪ Withdrawal/return from activity/camp ▪ Student may be excluded from attending further excursions/camps as determined by a member of the Executive Team ▪ Detention/Suspension/exclusion
	Placing/publishing inappropriate or abusive material about staff or Aviation High School in any public or school domain	<ul style="list-style-type: none"> ▪ Parent/guardian notified ▪ Parent/guardian to organise removal of offensive/inappropriate material ▪ Suspension/exclusion ▪ QPS involvement as appropriate
	Contacting media outlets without the authorisation of the Principal	<ul style="list-style-type: none"> ▪ Parent/guardian notified ▪ Suspension/exclusion
	Parking vehicles in school grounds (<i>All students who drive vehicles to school must register all appropriate details with the school, e.g. model, colour, registration number, name of driver, names of passengers, written consent from both driver and passenger parent/guardian</i>).	<ul style="list-style-type: none"> ▪ Students may not park their motor vehicles in school grounds. Students who park their vehicles in school grounds will be asked to move it. If students continue to park their vehicles in school grounds the matter will be referred to parents/QPS
Student Safety	Inappropriate behaviour at school	<ul style="list-style-type: none"> ▪ Students will be counselled about socially acceptable behaviour ▪ Parents/guardians will be contacted ▪ Detention/suspension
	Dangerous behaviour in class/at school	<ul style="list-style-type: none"> ▪ Student will be required to make the situation safe ▪ Parent/guardian contacted ▪ Detention/suspension/exclusion
	Possession of weapons/dangerous items	<ul style="list-style-type: none"> ▪ Items considered unsafe will be confiscated for collection by a parent/QPS ▪ Suspension/recommendation for exclusion

	Acting in a way that endangers self or others	<ul style="list-style-type: none"> ▪ Parent/guardian contacted ▪ Referral to Student Support Services/external agencies as appropriate ▪ Detention/suspension/exclusion
School Environment and Property of school and others	Damaging/destroying property of school or others (or intent to damage/destroy property of school or others)	<ul style="list-style-type: none"> ▪ Repair damaged property/replace damaged property at own/parent/guardian's expense ▪ Pay damages ▪ Suspension/exclusion ▪ Referral to QPS
	Graffiti	<ul style="list-style-type: none"> ▪ Repairing/replacing damaged property ▪ Community service intervention ▪ Suspension/exclusion ▪ Referral to QPS
	Littering (<i>whether dropped by individual/group</i>)	<ul style="list-style-type: none"> ▪ Cleaning up area/grounds
	Stealing (or intent to steal) Interfering with the property of others	<ul style="list-style-type: none"> ▪ Returning stolen property ▪ Student may face suspension/exclusion ▪ Referral to QPS
Interaction with others	Wilful disobedience – refusing to follow the reasonable instructions of school personnel, despite previous interventions	<ul style="list-style-type: none"> ▪ Parent/guardian contacted ▪ Detentions ▪ Possible suspension
	Inappropriate/abusive/offensive language (<i>incidental</i>) (<i>deliberate or persistent</i>)	<ul style="list-style-type: none"> ▪ Student redirected ▪ Student apology/redress ▪ Detention ▪ Student apology/redress ▪ Detention/suspension
	Bullying/Threats/Harassment - including verbal, physical, sexual, racial, cyberbullying	<ul style="list-style-type: none"> ▪ Parent/guardian notified ▪ Students made aware of policy ▪ Mediation ▪ Detention ▪ Commitment to intervention programs ▪ Suspension/exclusion ▪ Parents are to ensure that offensive/inappropriate materials are removed from public view or from electronic device ▪ Possible referral to QPS
	Violence/Fighting (<i>includes inciting violence/fighting</i>)	<ul style="list-style-type: none"> ▪ Parents/guardian notified ▪ Suspension/exclusion from school ▪ Possible referral to QPS
Personal Conduct	Inappropriate/abusive/offensive language (<i>incidental</i>)	<ul style="list-style-type: none"> ▪ Student redirected ▪ Student apology/redress ▪ Detention

<p><i>(deliberate or persistent)</i></p>	<ul style="list-style-type: none"> ▪ Student apology/redress ▪ Detention/suspension
<p>Failure to wear school uniform</p>	<ul style="list-style-type: none"> ▪ Students will be requested to rectify uniform by obtaining an item from home ▪ After school detention will be issued ▪ Parents/guardian notified ▪ Interview with parents to develop suitable plan to adhere to policy ▪ Failure to attend uniform detention will result in additional detention referral ▪ Repeated refusal to comply with uniform requirements will be treated as disobedience
<p>Smoking cigarettes in/around school grounds Smoking cigarettes while on a school activity</p> <p><i>(or while in school uniform or identifiable as an Aviation High School student)</i></p>	<ul style="list-style-type: none"> ▪ Suspension 1 – 3 days ▪ Repeated offence – suspension 3 – 5 days ▪ Referral to SBYHN or intervention program ▪ Extended suspension for repeated offences ▪ Students in the company of smokers can expect similar consequences
<p>Possession of cigarettes in/around school grounds Possession of cigarettes while on school organised activity</p> <p><i>(or while in school uniform or identifiable as an Aviation High School student)</i></p>	<ul style="list-style-type: none"> ▪ A student suspected of being in possession of cigarettes (or associated materials) will be escorted to a member of the Executive where he/she will be requested to empty his/her bag ▪ Suspension if in possession of cigarettes ▪ Cigarettes will be confiscated ▪ Parent/guardian notified
<p>Possession of drugs* or drug implements in/around school grounds Possession of drugs* or drug implements on school activity, or while in school uniform or while identifiable as an Aviation High School student</p>	<ul style="list-style-type: none"> ▪ Students suspected of being in possession of drugs* or drug implements will be escorted to a member of Administration ▪ Parents/guardians called and invited to attend the school ▪ QPS will be involved ▪ Students in possession of drugs or drug implements or any substance they purport to be a drug can expect to be excluded from Aviation High School ▪ Students who are in the company of those involved in a drug related incident can expect similar consequences. ▪ Students attempting to acquire drugs or drug implements can expect similar consequences. <p>Aviation High School does not tolerate drug possession.</p>
<p>Supply of drugs* on/around school grounds Supply of drugs* while on school organised activity or while identifiable as an Aviation High School student</p>	<ul style="list-style-type: none"> ▪ Parents/guardians informed and invited to attend the school ▪ Students supplying drugs or any substance purported to be a drug can expect to be

		<p>excluded</p> <ul style="list-style-type: none"> ▪ QPS will be involved ▪ Students who are in the company of those involved in a drug related incident can expect similar consequences <p>Aviation High School does not tolerate drug supply</p>
	<p>Use of drugs * on/around school grounds Use of drugs while on a school activity or while identifiable as an Aviation High School student</p>	<p>If a student is suspected of using a drug or being under the influence of a drug while at school the following will occur:</p> <ul style="list-style-type: none"> ▪ Student will be escorted to Administration to a member of the Executive ▪ Parents/guardians informed and invited to attend the school ▪ Student will be isolated and supervised until parents arrive ▪ Medical attention will be sought, where necessary ▪ Executive will conduct thorough investigation ▪ QPS involvement ▪ Students who are under the influence of drugs or who use drugs at school can expect to be excluded ▪ Students who are in the company of those involved in a drug related incident can expect similar consequences. <p>Aviation High School does not tolerate drug use.</p>
	<p>Possession of alcohol on/around school grounds Use of alcohol on/around school grounds Use of alcohol while on a school activity or while identifiable as an Aviation High School student</p>	<p>If a student is suspected of possessing alcohol, using alcohol or being under the influence of alcohol at school the following will occur:</p> <ul style="list-style-type: none"> ▪ Student will be escorted to Administration to a member of the Executive ▪ Parents/guardians will be informed and invited to attend the school ▪ Student will be isolated and supervised until parents arrive ▪ Medical attention will be sought, where deemed necessary ▪ Executive will conduct a thorough investigation ▪ Suspension will occur ▪ Students supplying alcohol to others will be suspended and may be considered for a recommendation for exclusion.
	<p>Students charged with a criminal offence</p>	<p>If a student is charged with an offence, the Principal will consider whether student's behaviour constitutes one or more of the following grounds for suspension:</p> <ul style="list-style-type: none"> ▪ the offence is of a serious nature; or ▪ the student is charged with an offence,

		<p>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. In either or both cases the Principal will</p> <ul style="list-style-type: none"> ▪ notify the parents and the student and invite them to consider the relevant evidence ▪ Give the student and parent the opportunity to discuss the allegations and respond if they choose ▪ Verbally notify the student and parent of the suspension and the date on which it will commence ▪ Arrange for the provision of an educational program for the student while they are suspended ▪ Ensure that a regional case manager is allocated to support the student and parents <p>As soon as the charge is dealt with the Principal may:</p> <ul style="list-style-type: none"> ▪ Decide to propose to exclude the student; ▪ Decide not to propose to exclude the student and notify the student and parent in writing that the suspension has ended.
	Students convicted of an offence	<p>If a student is convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school, the Principal will:</p> <ul style="list-style-type: none"> ▪ notify the parents and the student and invite them to consider the relevant evidence ▪ Verbally notify the student and parent of the suspension with a proposal to exclude and the date on which it will commence ▪ Arrange for the provision of an educational program for the student while they are suspended ▪ Ensure that a regional case manager is allocated to support the student and parents <p>Within 20 school days of giving the student the proposed exclusion notice, the principal may:</p> <ul style="list-style-type: none"> ▪ Decide to exclude the student; ▪ Decide not to exclude the student and notify the student and parent in writing that the suspension has ended.

*Drugs as referred to in this table may include illicit and prohibited substances, prescription drugs, inhalants and any substance purported to be a drug.

Ensuring consistent responses to inappropriate or unacceptable behaviour

Staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Training activities, work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

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

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

6. Emergency responses or critical incidents

It is important that all students and staff at Aviation High School have a consistent understanding of how to respond to emergency situations or critical incidents.

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

In the case of a fire or a circumstance where the school has to be evacuated, the school will action its **Fire and Evacuation Procedure**.

In the situation where there has been a school "invasion" by dangerous persons or there is a natural disaster such as a storm or as the Principal considers appropriate, the school will implement its **Lock Down Procedure**.

These procedures are displayed in classrooms as well as every Student Diary. On a regular basis the school will practice these Procedures to ensure all students and staff are aware of the process.

In all circumstances involving emergency situations or critical incidents, the safety of all students and staff is paramount.

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- avoid escalating the unacceptable behaviour
avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language
- maintain calmness, respect and detachment
model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally
- approach the student in a non-threatening manner
move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates

Reinforcement and Correction Strategies

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

Follow Up Strategies

- Restore normal school operations as soon as possible
- Provide post incident opportunities that include:
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer
 - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations
 - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions

Physical Intervention

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

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others

Appropriate physical intervention may be used to ensure that staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

- be reasonable in the particular circumstances
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- School Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice)

7. The network of student support

- Teacher
- Year level coordinator
- Guidance officer
- School Based Youth Health Nurse (SBYHN)
- Chaplain
- Head of Department
- Deputy Principal
- Principal
- Parents/caregivers
- District Behaviour Support Services
- CYMHSS (Child and Youth Mental Health Services Specialist)
- Department of Communities, Child Safety and Disability Services
- Queensland Health
- Queensland Police Service
- Advisory Visiting Teachers (AVT)
- Senior Guidance Officer

Consideration of individual circumstances

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

- Promoting a teaching/learning environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account student's age, cultural background and their emotional state

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

Students and parents have the right to enquire regarding the application of aspects of this plan, providing it is done in a respectful manner, with the appropriate staff member and does not cause disruption to the effective running of the school.

Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy(IP) Act 2009

Related DETE procedures

- Safe, Supportive and Disciplined School Environment
<http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx>
- Inclusive Education
<http://ppr.det.qld.gov.au/education/learning/Pages/Inclusive-Education.aspx>
- Student Protection
<http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx>
- Managing Student Absences and Enforcing Enrolment and Attendance at State Schools
<http://ppr.det.qld.gov.au/education/management/Pages/Managing-Student-Absences-and-Enforcing-Enrolment-and-Attendance-at-State-Schools.aspx>
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
<http://ppr.det.qld.gov.au/education/learning/Pages/Appropriate-Use-of-Mobile-Telephones-and-other-Electronic-Equipment-by-Students.aspx>
- Student Dress Code
<http://ppr.det.qld.gov.au/education/management/Pages/Student-Dress-Code.aspx>

Some related resources

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

Principal

P&C President

Assistant Regional Director

Appendix 1

The Use of Personal Technology Devices at Aviation High School

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

Communication Device (including mobile phones) Policy

The school recommends that communication devices be left at home as there is a risk of damage or theft. However, if communication devices are brought to school they are to be switched off and out of sight during lessons and organised school activities (this applies to school excursions, camps and extra-curricular activities). It may also be handed in to the office and a receipt for collection will be provided.

Devices must be turned off and out of sight during classes and assemblies unless they are used during a lesson under the direction of a teacher.

Devices may not be used at morning and afternoon break times, before and after school.

Students who need to contact parents or guardians must see a Deputy Principal.

Music Devices – The school is aware that students may wish to use a personal music device (MP3 player, i-Pod or other such instrument) for their commute to the school.

All such items are to be OFF during school time. These items are not conducive to effective learning, distract other students and teachers, and may interfere with the student's capacity to be aware of teacher instruction and emergency warnings.

Any such music devices are brought to school at their owner's risk. No liability will be accepted by the school in the event of loss or damage. Students should ensure that these items are always stored in a safe and secure place. (The school office is available).

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Aviation High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student who uses a personal technology device to record private conversations, ordinary school activities or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc.); and/or
- knowingly being a subject of a recording

Breach of this policy may be subject to disciplinary action (including suspension and proposal/recommendation for exclusion).

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

Confiscation

Any personal technology devices used contrary to this policy on school premises will be confiscated by school staff. A receipt for the item/s will be provided to the student by the school office. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

Text communication

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

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Assumption of cheating

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

Special Circumstances Arrangement

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

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyber bullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

1. Aviation High School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment created is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community
2. There is no place for bullying in Aviation High School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Aviation High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care
5. At Aviation High School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, the school will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching,

rather than intervening to help the person being bullied. Whilst the school would never encourage students to place themselves at risk, anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, school wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students are aware of the school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Cyberbullying often does not occur at school. Students are explicitly taught Cyber safety for example how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
 - Not to respond to messages but keep them to report to parents and/or teachers immediately
 - Report any instances they see as a bystander of cyber bullying to parents and/or teachers immediately.

Aviation High School will then investigate and respond to any incident of cyberbullying.

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

WORKING TOGETHER TO KEEP AVIATION HIGH SCHOOL SAFE

We can work together to keep knives out of school. At Aviation High School:

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

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

What kinds of knife are banned?

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

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

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

How can parents help to keep Aviation High School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact 07 36370111.