Keebra Park SHS

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. Keebra Park State High School is committed to achieving the best possible educational and learning outcomes for all students.

Keebra Park State High School’s Code of Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

2. Consultation and data review

Keebra Park SHS developed this plan in collaboration with the school community. A review of the school data, relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development of this plan.

This was achieved by formalising a written Code of Behaviour that clarified expectations of behaviour, outlined the rights and responsibilities of all students and list the consequences of not following the Code. The Code was developed in consultation with parents, students and teachers and endorsed by the principal, P&C president and Assistant Regional Director.

3. Learning and behaviour statement

Keebra Park State High School empowers all students to achieve best possible learning outcomes:

- Within a safe caring and disciplined learning environment
- For a lifetime in our local, national and global communities

We provide a personalised Future Pathways Curriculum which recognises the individual needs of our students and equips them to contribute to a socially, intellectually, economically and culturally vibrant society.

Our values are:
Keebra Park State High School is committed to the six values of The Queensland Department of Education, Training and Employment and the nine values of the National Charter:

- **Excellence in Endeavour**: Doing your best, honesty, trustworthiness, integrity.
- **Inclusiveness**: Understanding, Tolerance & Inclusion, Freedom
- **Participation**: Fair go
- **Safety**: Respect, Care and Compassion
- **Accountability**: Responsibility
We believe that:
• all young people can learn
• every young person has the right to learn in a safe and supportive environment
• all school community members have the responsibility of ensuring all young people

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

• Universal behaviour support

Whole School:
Keebra Park SHS and its teachers use many and varied classroom and departmental practices that vary from time to time to encourage positive and correct behaviour from our students. Also, the creation of a positive school culture that incorporates quality teaching and learning practices combined with a balanced, relevant and engaging curriculum encourages positive student behaviour.

The school’s staff work collaboratively, in a supportive environment, to develop programs and procedures that encourage consistency and a shared understanding of students’ rights and responsibilities.

Keebra Park State High School has one general school rule which is clearly articulated and understood within the whole school community. That is, “Do the Right Thing”. This rule has been further unpacked into a set of student rights and responsibilities which are employed across the school in classrooms, in the playground and when students are representing the school.

Students have the right to:
• A safe and supportive learning environment, free from fear, harassment and bullying.
• Be treated with respect and courtesy.
• Study and learn in an environment free from disruption, intimidation, harassment and prejudice.
• Participate in aspects of school learning appropriate to the individual.
• Express ideas and ask questions at the correct time and place and in the correct manner.
• Learn to think independently.

Students have the responsibility to:
• Do their best to ensure their learning and the learning of their peers are optimised.
• Work cooperatively with others.
• Use language and actions that encourage mutual respect and courtesy.
• Accept responsibility and consequences for their own actions and decisions.
• Dress correctly in accordance with the student Dress Code Policy.
• Behave in a respectful manner towards all adults and students in the school community.
• Be prepared to learn.
• Be on time.
• Complete set tasks to the best of their ability and on time.
• Be in the right place.
• Care for personal, school and public property.

Appropriate behaviours and excellent learning outcomes are celebrated and communicated through:
• Year and whole school assemblies
• School newsletter, Annual School Magazine
• Induction to the “Platinum, Gold, Silver, Bronze" Academic Awards List"
• Annual Awards presentations – Academic, Cultural and Sport

**Targeted behaviour support**

At Keebra Park State High School, targeted behaviour support is provided to students in need of assistance to optimise their learning and the learning of others. The following roles and procedures apply:

<table>
<thead>
<tr>
<th>SUPPORT AREA</th>
<th>SUPPORT OF</th>
<th>WH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Appropriate Classroom behaviour expectations and learning routines are outlined in the staff handbook</td>
<td>Classroom Teacher, Learning Support, Teacher-Aides, Head of Department</td>
</tr>
<tr>
<td>Social Emotional</td>
<td>Appropriate social interaction, health, safety and welfare actions</td>
<td>Pastoral Group Teacher, Year Co-ordinator, School Based Youth Health Nurse/ YSC/ GO</td>
</tr>
<tr>
<td>Behaviour Management</td>
<td>As outlined in the Responsible behaviour consequences table outlined in section 6</td>
<td>Classroom teacher, Head of Department, Deputy Principal</td>
</tr>
</tbody>
</table>

Targeted support intervention tends to be immediate and most likely will involve low level and intermittent behaviours and appropriate consequences (as listed below). The purpose of targeted intervention support is to modify the student behaviour before it requires intensive support.

**Intensive behaviour support**

Keebra Park SHS intensive behaviour support is provided, in the first instance, through a referral process to the **Student Support Team**.

This group meets regularly to discuss referred students (referred via the correct referral processes) and distribute caseloads depending on the specific needs of each referred student. Case Managers from the Student Support Team are appointed to support students at risk.

Programs and activities include individual and group counselling, referral to personal development, self-esteem and employability workshops, hosted both within and outside of the school. Where necessary, interagency support is also utilised through an extensive network on the Gold Coast.
The following roles apply for students requiring Intensive Behaviour Support:

<table>
<thead>
<tr>
<th>SUPPORT</th>
<th>WHO AT SCHOOL</th>
<th>INTERAGENCY SUPPORT</th>
</tr>
</thead>
</table>
| Curriculum | Classroom teacher  
             | HOD  
             | ESL Teachers / HOSES  
             | Deputy Principal  
             | International Co-ordinator  
             | Youth Support Coordinator  
             | Indigenous Youth Support Officer  
             | Industry Liaison Officer  
             | Principal | SCISC  
             | Annex  
             | CPU  
             | PLC |
| Social emotional  
   Physical | Year Co-ordinator  
           | Guidance Counsellor  
           | School Based Youth Health Nurse  
           | YSC  
           | Deputy Principal  
           | Principal | Department of Communities and Child Safety  
           | CHYMS  
           | Re-Connect  
           | Reach |
| Behaviour  
   Management | Year Co-ordinator  
              | HOD  
              | Deputy Principal  
              | Principal | Police  
              | JAB  
              | CPU  
              | PLC/Annex |

**Bullying**

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

What Bullying may look like;

Repeated Verbal threats and cruelty
- Name calling and persistent teasing
- Ridiculing another person’s appearance, physique or actions

Repeated Physical threats and cruelty
- Punching, pushing, poking, shoving, spitting, etc
- Deliberate property damage.

Repeated indirect threats and cruelty
- Malicious gossip, spreading rumours
- Deliberately hiding property
- Ignoring and persistent exclusion from friendship circles, social exclusion
Cyberbullying is the use of the Internet and related technologies to harm other people, in a deliberate, repeated, and hostile manner. As it has become more common in society, particularly among young people, legislation and awareness campaigns have arisen to combat it. Please refer to the some related resources/cybersafety and school resources section at the back of this document.

These actions demonstrate there has been a breakdown in relationships between students and need to be reported to administration immediately. Mobile phones must be turned off and out of sight during class time.

When Bullying occurs, what should be done?

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

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

By staff
- Model appropriate behaviour at all times
- Reassure the individual that bullying is unacceptable
- Listen to the student and ask what you can do to help
- Act appropriately to the student’s concern by use of an intervention tool
- Provide advice, intervene and monitor.

PLEASE NOTE:
The bringing of any weapon to school will not be tolerated and will be dealt with in accordance with relevant legislation and police will be notified.

Teachers have the right to confiscate potentially dangerous items or disruptive devices, including mobile phones, from students and these will be held in a secure location in administration.

5. Emergency responses or critical incidents

5.1 Lockdown Procedure
Lockdown procedure is the securing of persons within a building to prevent a potential threat of harm or injury to all members of the School Community.

POTENTIAL THREATS INCLUDE:

a) Dangerous Person/s
b) Toxic Spill
c) Livestock Running Loose

d) Bad Weather

5.1.1 NOTIFY OFFICE
Teachers should notify office immediately
Provide as much information as possible regarding:
- Time of incident
- Nature of incident
- Details of Offender and if armed
- Type of weapon

5.1.2 Alarm Activation
Upon identification of threat at school, an alarm is activated from Administration. The alarm system will sound intermittently with a slow beep for approximately 15 seconds. The volume increases over the time.

5.1.3 Notify
- Police/Emergency Services
- Administrative Staff will immediately contact Police/Emergency Services and then secure themselves in the building and remain, awaiting instructions.

5.1.4 School Personnel Action
All teaching staff and students are to:
- during class time remain in their current classrooms or
- during a break follow instructions or go to nearest block
- between classes move on to nearest building

Other staff are to return to their respective staff rooms / offices. (remaining calm at all times).
- Once in their respective areas, secure all doors and windows.
- Teaching staff are to take control of students.
- Teachers should direct students to close and lock all doors and windows and be seated on the floor out of sight. (All persons should keep a low profile, out of sight until the ‘Evacuation Alarm’ is rung)
- Staff members are required to include and take charge of any visitors/contractors that are in their vicinity at the time of Alarm activation.
- Heads of Department/Block coordinators are to notify Admin of ‘secure lockdown’ by using intercom 519 / 510 / 506
- If staff and students are not in their respective classroom/area at the time of alarm or are engaged in an activity in another building, eg. Library lesson, computer room, they are to participate in the lockdown procedure for that building.
- If staff and students are on the main oval they are to proceed to the Alicia Street exit.
- If staff and students are on the Soccer or Touch Ovals they are to proceed to the area behind the Touch Oval near Anne Street.

5.1.5 Arrival of Emergency Services
When Police/Emergency Services arrive advise them of the situation. Ask if they want to take control. If so, hand over control to them and provide assistance as required.

5.1.6 All Clear
When the threat is over, Administration will contact Block Supervisors personally to announce the “all clear”.

Template Version Control: July 2012
The Evacuation Procedure will then be initiated and all personnel will proceed to
the oval.
The Principal will debrief staff and students regarding the incident and announce
‘All Clear’.

5.2 Evacuation Procedure

Evacuation Drill
➤ The first responsibility of each and every teacher is to relocate students out of
buildings to a safe location as quickly as possible and to maintain supervision
of them.
➤ Each drill should be under a different set of assumed conditions, which may
arise in an emergency.
➤ At least one practice per term should be maintained in order to ensure a high
standard of efficiency.

Log Book of Evacuation Procedures and Evacuation Drills.
➤ Evacuation plan
➤ Staff acknowledgment register
➤ Evacuation drill register

In the event of an emergency, the following procedures should be adopted:

5.2.1 When the emergency has been identified, use the nearest staffroom
intercom to contact the Administration Assistants in the front office. Advise immediately the exact location and extent.

5.2.2 On receiving the advice, the Administration Assistant will activate the alarm which sounds a continuous siren (like a whoop). (Should the electricity not operate at the time, constant sounding of the loud hailer siren will take place).

5.2.3 If the emergency is real, the Business Services Manager/Administration Officers will ring the Fire Brigade/Police immediately on the phone number 000, advising of the exact location and extent.

In the event of a Bomb Hoax/ threat, the person answering this call DOES
NOT HANG UP THE RECEIVER AND REFERS to the E.O.G. procedures -
Bomb Threat Calls (see Appendix 2).

5.2.4 All personnel (staff, students, office staff, teacher aides, cleaners, canteen and other helpers/visitors, etc) will evacuate buildings in the direction indicated on the map (see Appendix 1). Please do not go on the roads.

The Business Services Manager/Administration Officer will wait on Anne
Street at entrance to Administration Block for Emergency Services to advise of situation.

5.2.5 PROCESS: ALL CLASSROOM/STAFFROOM/OFFICE OCCUPANTS
WILL MOVE TO SAFETY AREAS (AROUND FENCE LINES) FIRST
AND THEN TO THE SOCCER OVAL.

All personnel must remain on soccer oval until the all clear signal is given.
The “all clear” will be indicated by an announcement from a member of the
Administration.

This is given after the appropriate Emergency Service (Police/Fire Brigade)
has declared the area safe.
Should a full evacuation from the school grounds be necessary, all personnel should proceed up Lilli Pilli Street to the area under Little Hands Childcare carpark (Myall Street shops). Students should re-assemble in Assembly Order for Roll Marking.

No student or staff member should leave area until all personnel are accounted for and after a clear announcement is given by Administration.

5.3 SPECIFIC ROLE STATEMENTS FOR:

1. STUDENTS
2. CLASS TEACHER
3. BLOCK COORDINATOR
4. CARE TEACHER
5. YEAR LEVEL COORDINATOR
6. ADMINISTRATIVE ASSISTANTS

5.3.1 STUDENTS
In the event of a student identifying an emergency situation
- report to class teacher
- report to office advising EXACT LOCATION and EXTENT.

On receiving advice, the alarm will be sounded.
- The alarm is a CONTINUOUS SIREN (like a whoop repeated)
- Should the electricity not operate at the time, the alternate alarm is the CONSTANT SOUNDING OF THE LOUD HAILER SIREN.

All students will evacuate buildings in the following manner under the direction of class teachers, leaving all belongings behind:
- Stand and file out from classroom quietly.
- Class teacher is required to account for all students on the class list as they leave the classroom.
- Move in direction of arrows on Map, to the safety areas.
- On reaching safety area, Class teacher will account for students on the class list again.
- Students are to follow directions of class teacher.

Move from the safety areas to the soccer oval via Anne Street and sit in assembly order (according to Home Group list) so that roll can be marked effectively and efficiently.

The Janitor will extend a rope with cards showing where each class is to sit.
Year Level Coordinators will assist you to find the correct place.
Remain quietly on oval until “ALL CLEAR” is announced.

5.3.2 CLASS TEACHER
Acknowledge emergency, alert class, (practical activity shutdown). Immediately direct students to the nearest safety area. LEAVE ALL BELONGINGS.

Take your CLASS LIST with you.

Account for students on the class list as they leave room in an orderly fashion.
Keep students as settled as possible. Reinforce the need for responsible behaviour and quick movements. Direct students not to run. Follow the class to the Safety area.

On arrival at safety area, account for students on the class list.

**REPORT “ALL ACCOUNTED FOR” OR NAMES OF STUDENTS MISSING FROM GROUP TO BLOCK COORDINATOR.**

Direct and accompany students to soccer oval, using routes indicated on Map.

### 5.3.3 BLOCK COORDINATORS

**BLOCK CO-ORDINATOR’S DUTY**

Immediately move your class out of the building following same procedure as Class Teacher.

Attach them and your **CLASS LIST** to another group going to the same “safety area”.

Check that all rooms are empty (including toilets, withdrawal rooms, etc) then direct and accompany any unsupervised classes/students to the nearest safety area.

**PLEASE NOTE:**

ADMINISTRATION BLOCK COORDINATOR CHECK FIRST AID ROOM and INTERNAL SUSPENSION ROOMS, ADMINISTRATION TO CHECK B BLOCK TOILETS

Assist in the direction of students to the Oval.

On arrival on oval, report “BLOCK ALL CLEAR” immediately to DEPUTY PRINCIPAL on duty.

The names of any missing students to be reported urgently to DEPUTY PRINCIPAL on duty.

### 5.3.4 HOME GROUP TEACHER (ON OVAL)

Direct students to sit in assembly order. Actively supervise students.

Collect the Home Group roll from Year Co-ordinator.

Mark the roll quickly and report names of missing students to Year Co-ordinator.

Await the “**all clear**” signal, which will be announced by DEPUTY PRINCIPAL on duty.

### 5.3.5 YEAR LEVEL COORDINATORS

Follow Class Teacher Duty (process no 2) until students are safe on oval.

Collect Class rolls from Rolls Room Teacher Aide and distribute to Home Group Teachers for marking.

Report names of missing students to Deputy Principal on duty.

Collect class rolls from Home Group teachers and return to Rolls Room.
Assist in active supervision of students.

5.3.6 ADMINISTRATIVE OFFICERS / NON TEACHING STAFF
On receiving advice of emergency, SOUND ALARM by CONTINUOUS RINGING OF SCHOOL SIREN. (Should the electricity not operate at the time, CONSTANT SOUNDING OF THE LOUD HAILER SIREN.)

If real emergency, the BUSINESS SERVICES MANAGER / ADMINISTRATIONOFFICERS should immediately phone 000 to advise FIRE BRIGADE/POLICE of EXACT LOCATION AND EXTENT OF EMERGENCY SITUATION.

BSM to take the mobile phone to gate on Anne Street to await Emergency Services. BSM to stop any visitors from entering school at this point.

If BOMB HOAX/THREAT, DO NOT HANG UP receiver AND DO NOT PUT ON HOLD. Refer to Procedure for Bomb Threat Calls - Appendix 2.

For REAL and PRACTICE EVACUATIONS:

Collect:
✓ Mobile phone
✓ Home Group rolls
✓ Internal Relief Roster for DAY. (hand to Principal or 2nd Deputy Principal)
✓ Sick Bay Book
✓ First Aid Kit
✓ Emergency Evacuation folder

Move to OVAL via safe area.
Distribute Home Group rolls to Year co-ordinators.
Collect Home Group rolls after roll marking.
Await all clear.
Stand with Deputy Principal on duty to eliminate roll discrepancies.

5.3.7 REMAINING NON-TEACHING STAFF
Exit school buildings to the nearest safe area and then proceed to the oval.

Cleaners to report to the facilities officer, who in turn will note their presence to the BSM.

All other non-teaching staff to report directly to BSM.

Await “all clear” signal

Exit school buildings to nearest safe area then proceed to oval. Assemble at front of Assembly.

5.3.8 OTHER DEPUTY PRINCIPAL OR PRINCIPAL
Mark teacher roll using staff list from Emergency Evacuation Folder and Internal Relief Roster from Office Staff.

FIRE PRECAUTIONS
Principals are responsible for minimising in all possible ways the possibility of loss through fire.

Avoid the storage of inflammable materials in classrooms or storerooms, with the exception of necessary school supplies.

Paper, twine, shields or other similar material should not be attached to electric light bulbs or fixtures. Only standard devices intended for use with electric bulbs and fixtures should be used in school buildings.

No change may be made in the wiring for electric lights or power in any school building unless the work is done by Q BUILD or with the permission of this Department.

Avoid the use in school buildings of candles, oil lamps or other lights which constitute fire hazards.

Avoid the use of inflammable material for decorative purposes.

Particular care should be taken in the storage of science materials likely to cause combustion.

Arrange for a check each afternoon against the chance of electrical appliances being left on.

Particular attention should be paid to Science Laboratories, Art, Home Economics and Manual Arts sections and storerooms as potential danger areas.

It is the duty of every Principal to see that teachers and students have been thoroughly drilled in the procedures to be adopted should an emergency occur.

➢ In each school there should be a precise and carefully considered plan of action which takes into account the particular circumstances that exist at the school.

➢ This plan should contain specific details concerning the type of alarm, which will depend upon conditions existing at the school, the sounding of the alarm, notifying the local police/fire brigade and fire drill and evacuation procedure.
6. Consequences for unacceptable behaviour

The following guidelines outline the range of consequences employed at Keebra Park State High School to modify unacceptable behaviour. They are provided to assist with the management of student (mis)behaviour.

Keebra Park State High School will demonstrate zero tolerance of any unlawful act/s committed within the school community.

<table>
<thead>
<tr>
<th>Inappropriate Behaviours</th>
<th>Possible Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low Level</strong></td>
<td><strong>CLASS TEACHER</strong></td>
</tr>
<tr>
<td>Unprepared for learning</td>
<td>A. Request to comply</td>
</tr>
<tr>
<td>Late to class / inattendence</td>
<td>B. Community Service</td>
</tr>
<tr>
<td>Not listening to the teacher</td>
<td>C. Teacher Detention</td>
</tr>
<tr>
<td>Talking inappropriately/ backchatting</td>
<td>D. Removal from room</td>
</tr>
<tr>
<td>Off task/ non completion of class work</td>
<td>E. Student Behaviour Tracking Sheet</td>
</tr>
<tr>
<td>Inappropriate language</td>
<td>F. Supervision in / removal to Senior class</td>
</tr>
<tr>
<td>Inappropriate behaviour</td>
<td>G. Phone call home</td>
</tr>
<tr>
<td>Disrespect of a teacher / staff member / adult</td>
<td>H. Workplace Health and Safety Retraining</td>
</tr>
<tr>
<td>Minor Harassment of other students</td>
<td>I. Referral to Year Coordinator / HOD</td>
</tr>
<tr>
<td>Failure to follow teacher directive</td>
<td></td>
</tr>
<tr>
<td>Failure to complete teacher directed detention</td>
<td></td>
</tr>
<tr>
<td>Unsafe workplace behaviour</td>
<td></td>
</tr>
<tr>
<td><strong>Medium Level / Persistent Low level</strong></td>
<td><strong>HOD / YEAR CO-ORDINATOR</strong></td>
</tr>
<tr>
<td>Repetitive Low Level Behaviour</td>
<td>Any Low Level consequence plus/ or:</td>
</tr>
<tr>
<td>Leaving class without permission</td>
<td>J. Formal Lunch time detention</td>
</tr>
<tr>
<td>Truancy</td>
<td>K. Letter home</td>
</tr>
<tr>
<td>Violation of Computer Use Agreement</td>
<td>L. Attendance monitoring</td>
</tr>
<tr>
<td>Failure to follow safety instructions</td>
<td>M. Individual Behaviour Contract</td>
</tr>
<tr>
<td>Failure to complete formal lunchtime detention</td>
<td>N. Removal of computer access privileges</td>
</tr>
<tr>
<td>Smoking at school / in school uniform</td>
<td>O. After school detention</td>
</tr>
<tr>
<td>Disobedience</td>
<td>P. Parent interview with teacher / HOD</td>
</tr>
<tr>
<td>Swearing at other students</td>
<td>Q. Internal suspension with HOD</td>
</tr>
<tr>
<td>Bullying including Cyberbullying</td>
<td>R. HOD referral to Deputy/ Principal</td>
</tr>
<tr>
<td>Swearing in response to instructions from a staff</td>
<td>S. Referral to Student Support Team</td>
</tr>
<tr>
<td>member / adult</td>
<td></td>
</tr>
<tr>
<td>School Travel behaviour breach</td>
<td></td>
</tr>
<tr>
<td>Disruption of Class/ abuse of equipment</td>
<td></td>
</tr>
<tr>
<td><strong>High Level / Persistent Medium level</strong></td>
<td><strong>ADMINISTRATION</strong></td>
</tr>
<tr>
<td>Repetitive Medium Level Behaviour</td>
<td>AA Parental interview with Deputy / Principal</td>
</tr>
<tr>
<td>Theft</td>
<td>AB Referral to Deputy / Principal</td>
</tr>
<tr>
<td>Fighting</td>
<td>AC Behaviour Monitoring Sheet</td>
</tr>
<tr>
<td>Gross insubordination / disobedience</td>
<td>AD Referral to Student Support Team</td>
</tr>
<tr>
<td>Alcohol – under the influence</td>
<td>AE Police involvement</td>
</tr>
<tr>
<td>Drugs – under the influence</td>
<td>AF Surfside Bus Lines &amp; Q Rail involvement</td>
</tr>
<tr>
<td>Alcohol – possession</td>
<td>AG Cancellation of Enrolment (Senior Phase only)</td>
</tr>
<tr>
<td>Drugs – possession</td>
<td></td>
</tr>
<tr>
<td>Drugs – dealing</td>
<td></td>
</tr>
<tr>
<td>Vandalism</td>
<td></td>
</tr>
<tr>
<td>Encouragement of unauthorised persons to enter the school grounds</td>
<td></td>
</tr>
<tr>
<td>Weapons – possession / threat of use / use</td>
<td></td>
</tr>
<tr>
<td>Major harassment / sexual harassment</td>
<td></td>
</tr>
<tr>
<td>Use of internet site &amp; electronic media to abuse or denigrate the school or any member of the school community</td>
<td></td>
</tr>
<tr>
<td>Behaviour prejudicial to the good order and management of the school</td>
<td></td>
</tr>
<tr>
<td>Gross misconduct – either at school, representing the school or travelling to and from the school</td>
<td></td>
</tr>
<tr>
<td>Refusal to participate in the school’s program of instruction, (Senior Phase only)</td>
<td></td>
</tr>
</tbody>
</table>
7. Network of student support

Students are supported via a variety of means and personnel within the school community. The Principal, Deputy Principals, Heads of Department, Teachers, Teacher Aides and volunteers work collaboratively to ensure barriers to optimal student learning outcomes are addressed.

Sometimes, students require further support and assistance. In these cases, members of the Student Support Team may be accessed by students, their families or a staff member who wishes to refer a student. Access to the following personnel may be made via the school office. All staff are located in the Student Support Services (Blue) Building.

8. Consideration of individual circumstances

At Keebra Park SHS we recognise that we have a diverse range of students with diverse backgrounds and needs. To accommodate this, each student’s particular situation is taken into account when dealing with behaviour management and support needs.

9. Related legislation

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

10. Related departmental procedures

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff
11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying, No way!
- Take a Stand Together

Endorsement

Principal ____________________________  P&C President or Chair, School Council ____________________________  Principal's Supervisor ____________________________

Date effective:

from ........................................... to ...........................................