



# Injune P-10 State School

## Prep-Yr10 Campus

**The promotion of excellence in a supportive environment**

## ***Responsible Behaviour Plan***

### **1. Purpose**

Injune P-10 State School is committed to providing a disciplined, high performing and enjoyable learning environment for students and staff. We aim to create the leaders of the future and provide students with opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The ethos or climate within a school is a major factor in establishing and maintaining a high standard of behaviour and discipline. A positive ethos is based upon the quality of relationships between staff, staff and students and staff and the community. This positive ethos permeates all the school's activities and helps form a strong sense of social cohesion.

At Injune P-10 State School we are committed to;

***'Delivering High Quality Futures for Engaged Learners & Leaders'***

Our motto is **'Work to Progress'** and with a strong commitment to our four core values, the school community knows that every student can achieve this goal. Our four core values are;

#### **RESPECT:**

- For everyone's opportunity to learn
- For ourselves and how we treat others
- For school and community property/ environment

#### **RESPONSIBILITY:**

- To engage in the teaching & learning that is available
- To be on time and ready to work
- To produce work you and the community would be proud to display

#### **RESILIENCE:**

- To keep striving to continually improve
- To bounce back from disappointments
- To learn from our mistakes and strive for excellence

#### **RELATIONSHIPS:**

- Between community/ industry and the school that are positive and mutually beneficial
- Between staff and/ or students that are courteous and cooperative
- Between the school and parents where parents are partners with staff in their child's learning.

Underpinning this Wellbeing Plan for the School Community are these four Core Values designed to facilitate high standards of behaviour, so that the learning and teaching in our school can be effective and students can participate positively within our school community.

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### 2. Consultation and Data Review

Injune P-10 State School developed this plan in collaboration with our school community. Consultation with the school community was undertaken in meetings held in Semester 2, 2015.

The plan was endorsed by the Leadership team, the Principal, the P&C and the Executive Director School Improvement in March 2016, and will be as per requirements stipulated above & as required in legislation

### 3. Learning and Behaviour Statement

Effective teaching and learning in a safe, positive and productive learning environment ensures the wellbeing of staff and students. This is the responsibility of every school community member.

At Injune P-10 State School we believe there are six conditions for quality learning outcomes:

1. ***There must be a warm, safe and supportive school environment*** where students, teachers and school community families can develop caring, positive relationships.
2. ***Specific opportunities for learning are provided for students in the areas of self awareness and self management and social awareness and social management.***
3. ***Students should only be asked to do useful and engaging work.*** The classroom teacher should be able to explain how the learning will benefit students. That is not to say it must be of immediate practical use, but of some future aesthetic, intellectual, artistic or social use.
4. ***Staff and students are always asked to do the best they can.***
5. ***Staff and students are asked to evaluate their own work and improve it.*** It is our belief that all students can develop into self-regulated, self-directed learners.
6. ***Effort and progress is to be encouraged and celebrated.***

At Injune P-10 State School we strive to produce students who have

◆ Knowledge and skills for active and informed citizenship in local and global communities.	◆ Knowledge and skills for responsible and equitable participation in family, community and the workplace.
◆ Respect for other cultures.	◆ Commitment to lifelong learning.
◆ Respect for social / cultural diversity.	◆ Respect for democracy.
◆ Knowledge and skills to participate in decisions about emerging social, cultural and economic concerns.	◆ Skills to contribute to ongoing human rights development at local, national and global levels.
◆ Skills to make decisions in matters of morality, ethics, and social justice.	◆ Skills to be socially and vocationally reflexive in a rapidly changing national and global environment.

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This *background* is exemplified by Injune P-10 State School's four core values:

- Respect
- Responsibility
- Resilience
- Relationships

By providing students with learning opportunities that strive to maximise learning outcomes, we aim for all Injune P-10 students to be active citizens, who take responsibility for their own learning and wellbeing in their ever-changing life roles as family, community and workforce members.

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

We believe that staff, students and parents are in partnership to support the wellbeing of each student. This partnership is based upon shared responsibility, mutual respect and an understanding that we all have a role to play in maintaining a safe school environment. We aim to develop an understanding of the values and ethics within our community and foster the social outcomes of schooling through a cycle of feedback and continual development.

##### Roles:

We support and encourage all members of the school community to uphold the high expectations as they support the development of a positive and productive environment.

*At Injune P-10 State School students are expected to:*

- Participate actively in the school's education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, members of school community and environment
- Always have a go and aim to achieve their best
- Communicate their needs and emotions

*At Injune P-10 State School parents/ caregivers are expected to:*

- Show an active interest in their child's schooling and progress
- Collaborate with the school to achieve the best outcomes for their child
- Contribute to a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding learning, wellbeing and behaviour
- Contribute positively to plans that concern their child

*At Injune P-10 State School staff are expected to:*

- Provide safe and supportive learning environments
- Provide an engaging curriculum that caters to the needs of all students
- Share information about successful practice
- Initiate and maintain constructive communication and relationships with students / parents
- Promote and model the skills of emotional awareness, social cohesion and personal responsibility and engagement

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### Our Core Values – What We Believe and Live Every Day!

The expectations outlined below align with the Personal and Social Capability of the Australian Curriculum and apply to all members of the school community.

<b>The 4 Rs</b>			
<b>Core Value</b>	<b>Looks Like</b>	<b>Sounds Like</b>	<b>Feels Like</b>
<b>Respect</b>	<ul style="list-style-type: none"> <li>Being honest, kind and helping others</li> <li>Taking care of equipment</li> <li>Actively listening to others</li> </ul>	<ul style="list-style-type: none"> <li>Using appropriate language for school</li> <li>Being polite and courteous</li> <li>Encouraging others</li> </ul>	<ul style="list-style-type: none"> <li>Feeling safe</li> <li>Feeling your opinions and beliefs are being heard and respected</li> <li>Treating others how you wish to be treated</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>Doing your best work</li> <li>Being a role model for others</li> <li>Being prepared and organized</li> </ul>	<ul style="list-style-type: none"> <li>Being honest and owning your actions</li> <li>Helping others to do the right thing</li> <li>Reflecting on your progress and work</li> </ul>	<ul style="list-style-type: none"> <li>Feeling positive about the choices you have made</li> <li>Feeling proud that you have put in your best effort</li> <li>Feeling ownership of your achievements</li> </ul>
<b>Resilience</b>	<ul style="list-style-type: none"> <li>Recognizing your emotions and processing before you react</li> <li>Trying your hardest and never giving up</li> <li>Learning from mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Setting goals to improve</li> <li>Encouraging and believing in yourself</li> <li>Communicating how you feel</li> </ul>	<ul style="list-style-type: none"> <li>Feeling proud and undefeated</li> <li>Feeling able to cope with change and learn from mistakes</li> <li>Feeling confident to try new and difficult things</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>Working collaboratively and constructively with others</li> <li>Using positive language and gestures to communicate</li> <li>Supporting your peers in their learning</li> </ul>	<ul style="list-style-type: none"> <li>Greeting others positively and by name</li> <li>Building on the ideas of others</li> <li>Discussing ways of overcoming issues together</li> </ul>	<ul style="list-style-type: none"> <li>Feeling valued and noticed</li> <li>Feeling included and supported</li> <li>Feeling capable of being a good friend</li> </ul>

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### Whole School Proactive Programs / Strategies

With this understanding, we have the following proactive programs and processes in place to support all school members to follow our four core values, Respect, Responsibility, Resilience and Relationships.

**Recognition** - Students are rewarded for demonstrating our core values in their learning and interactions.

<b>Attendance</b>	<b>Extended Learning / Alternative Pathways</b>	<b>CARE Philosophy</b>	<b>Achievement</b>
<ul style="list-style-type: none"> <li>• Student Absenteeism Policy</li> <li>• Parental contact (via letters, emails and phone calls) to request explanation of absences</li> </ul>	<ul style="list-style-type: none"> <li>• Work Experience</li> <li>• School based apprenticeships and traineeships – Year 10</li> <li>• Active involvement in academic competitions</li> <li>• Cultural and sporting activities</li> </ul>	<ul style="list-style-type: none"> <li>• Camps / excursions</li> <li>• Health and personal development programs</li> </ul>	<ul style="list-style-type: none"> <li>• Celebration Parades</li> <li>• Presentation Night</li> </ul>

**\*Please Note\*** – The occurrence of these programs are at the discretion of the school.

**Program Achieve** – Program Achieve outlines *5 Keys to Success* that provide a framework to support members in demonstrating our four core values – Respect, Responsibility, Resilience and Relationships. These are explicitly taught and embedded in learning activities, to support members of the school community in actively developing their social and personal capabilities.

### **5 Keys to Success:**

- Getting Along
- Persistence
- Resilience
- Confidence
- Organization

**Restorative Justice** – The restorative justice approach aims to create a positive learning environment in which each individual is valued and cared for in a manner which will assist them to reach their full potential and to become self-disciplined. This process is embedded into the school community through the use of conferencing circles, social skilling and activities aimed at developing emotional awareness.

### **Targeted behaviour support**

Students who demonstrate challenging medium-level to high-level behaviours and are at risk of disengaging from school are supported to improve their ability to demonstrate our four core values in the following ways.

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**Behaviour Monitoring Cards** - Behaviour Monitoring Cards are completed in consultation with relevant staff, students and parents/ caregivers, with the aim of supporting students to reflect on their behaviour and progress.

**Discipline Improvement Plan** – Discipline Improvement Plans are developed in full consultation with relevant staff, students and parents / caregivers, with the aim of providing emotional guidance and supporting students in changing their behaviour.

**Restorative Justice** - Students may be referred to the Student Welfare Officer to participate in a restorative justice process to make amends and repair harm with members involved in the incident. This process supports emotional and social growth by using strategies that ask students to step back and view the incident from a different perspective.

**Counseling** – The Guidance Officer is available to the school if there is a critical incident.

#### Intensive behaviour support

The small group of students who have highly challenging behaviours and have disengaged from school require specialized, intensive support.

Our strategy consists of a **Case Management Team** including the Student Welfare Officer, Classroom Teacher, Principal, Support Teacher Literacy and Numeracy and the parents / guardians of the student. Information is collated and shared amongst the members of this team to devise a re-engagement plan. This plan may include Behaviour Monitoring Cards and Discipline Improvement Plans as outlined above. The plan is shared with the student and modified where necessary. Regular meetings with the student and the case management team are established and monitoring continues until improvement is made.

#### 5. Consequences for unacceptable behaviour

Injune P-10 State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. Behaviour and Consequence Charts are displayed across the school campus as a strategy to ensure that when unacceptable behaviour occurs, students experience predictable consequences. Our staff seek to ensure that responses to unacceptable behaviour are consistent across the school and proportionate to the nature of the student's behaviour. All factors are considered when addressing unacceptable behaviour and differentiated approaches are employed to suit the needs of the students involved. Behaviour incidents are recorded in OneSchool.

#### Behaviour Management Flow Chart

The flowchart is a guide only. In individual circumstances alternative processes may be undertaken at the school's discretion. At Injune P-10 State School the Behaviour Expectations apply to classroom and playground, school and extracurricular activities. The flowchart describes the consequences process for low to medium level behaviour. High Level inappropriate behaviour will be referred to administration.

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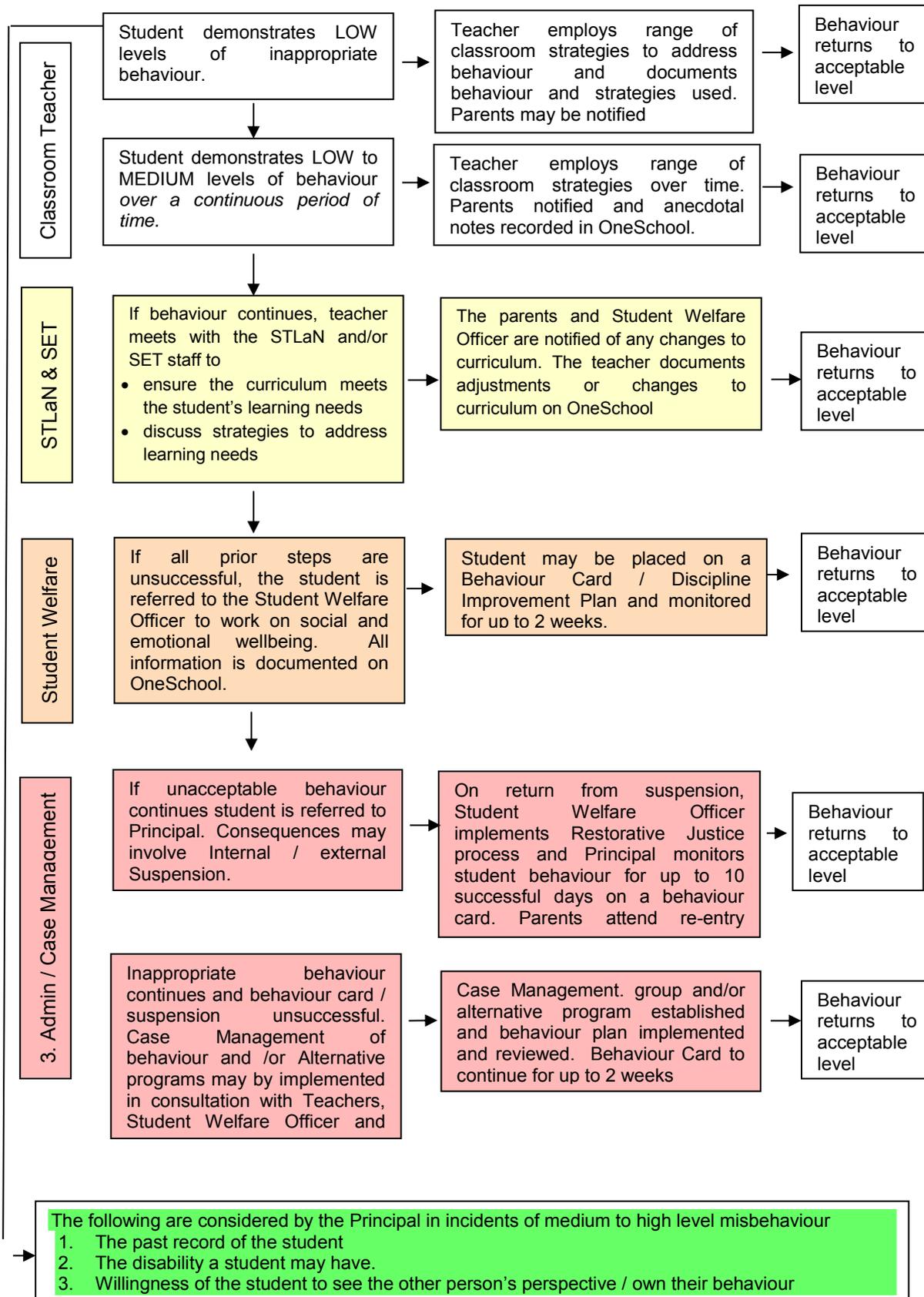
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### Examples of Low Levels of Unacceptable Behaviour & Possible Responses

<u>Low Level</u>	
<i><b>Inappropriate Behaviours</b></i>	<i><b>Possible Responses</b></i>
<p><i>This list is not exhaustive.</i></p> <ul style="list-style-type: none"> <li>• Talking in class</li> <li>• Moving around teaching area without permission</li> <li>• Lateness to class</li> <li>• Not wearing the uniform</li> <li>• Failing to complete homework</li> <li>• Littering</li> <li>• Not bringing materials to class</li> <li>• Swearing (not directed at others)</li> <li>• Failing to attend detention</li> </ul>	<p><i>This list is not exhaustive and one or more responses may be applied depending on the situation.</i></p> <ul style="list-style-type: none"> <li>• Isolation within the classroom.</li> <li>• Removal from the room to another teacher's supervision.</li> <li>• Detention in student's own time.</li> <li>• Meeting with parents/guardians.</li> <li>• Verbal/written apologies</li> <li>• Withdrawal from class/activity.</li> <li>• Loss of privileges e.g. lunch hour etc.</li> <li>• Pick up papers</li> </ul>

### Examples of Medium Levels of Unacceptable Behaviour & Possible Responses

<u>Medium Level</u>	
<i><b>Inappropriate Behaviours</b></i>	<i><b>Possible Responses</b></i>
<p><i>This list is not exhaustive.</i></p> <ul style="list-style-type: none"> <li>• Persistent repeating of 'low level' behaviours</li> <li>• Arguing/physical disagreement</li> <li>• Harassment/Bullying</li> <li>• Being out of bounds or off school premises without permission</li> <li>• Direct disobedience of a staff member's directions</li> <li>• Misuse of the Internet/technologies</li> <li>• Deliberate damage of school property</li> <li>• Graffiti</li> <li>• Continual obscene language (not directed at teacher)</li> </ul>	<p><i>This list is not exhaustive and 1 or more responses may be applied depending on the situation.</i></p> <ul style="list-style-type: none"> <li>• Parents/Guardians notified.</li> <li>• Detention</li> <li>• Loss of lunch privileges</li> <li>• Case management</li> <li>• Counselling (internal/external agencies)</li> <li>• Behaviour Monitoring Card</li> <li>• Restorative Justice Process</li> <li>• Verbal/written apology.</li> <li>• Loss of school representation</li> <li>• Loss of participation in celebratory events or extracurricular activities / camps.</li> <li>• Suspension</li> </ul>

### Examples of High Levels of Unacceptable Behaviour & Possible Responses

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<b>High Level</b>	
<b><i>Inappropriate Behaviours</i></b>	<b><i>Possible Responses</i></b>
<p><i>This list is not exhaustive.</i></p> <ul style="list-style-type: none"> <li>• Theft</li> <li>• Physical assault of staff/students</li> <li>• Abusive language directed toward staff member</li> <li>• Sexual Harassment</li> <li>• Selling/ possessing/ using illegal drugs</li> <li>• Consumption/ possession/ selling of alcohol</li> <li>• Smoking/ selling/ possession of cigarettes</li> <li>• Vandalism</li> <li>• Dangerous, careless and/or threatening actions at school or while travelling to and from school.</li> </ul> <p><b><u>High (Disobedience, Misconduct and/or conduct prejudicial to the good order and management of the school)</u></b></p> <ul style="list-style-type: none"> <li>• Conduct prejudicial to the good order and management of the school (NB. This includes incidents that occur outside of school grounds, school times and/or via social internet/ multimedia, that negatively affect the good order, management and reputation of the school in a significant manner)</li> <li>• Persistent disobedience and refusal to allow others to enjoy quality learning.</li> <li>• Persistent harassment/bullying.</li> <li>• Persistent Racist language or behaviour.</li> <li>• Continual refusal to comply with the school's Behaviour Management Policy.</li> <li>• Unacceptable moral behaviour.</li> <li>• Inappropriate intimacy.</li> <li>• Repeated truancy</li> <li>• Persistent Cheating/Plagiarism</li> <li>• Failure to comply with the requirements of the area of study currently undertaken.</li> <li>• Bringing the school, staff or other students into disrepute through internet social networking sites, Youtube, or texting inappropriate words / images / sounds.</li> <li>• Misuse of digital resources</li> </ul>	<p><i>This list is not exhaustive and 1 or more responses may be applied depending on the situation.</i></p> <ul style="list-style-type: none"> <li>• Parents/Guardians notified.</li> <li>• Case Management</li> <li>• Administration interview.</li> <li>• Alternative program.</li> <li>• Counselling. (internal/external agencies)</li> <li>• Suspension – internal/external</li> <li>• Exclusion</li> <li>• Police notified.</li> <li>• Behaviour Monitoring Card.</li> <li>• Discipline Improvement Plan.</li> <li>• Restorative Justice Process</li> <li>• Loss of school representation</li> <li>• Loss of participation in celebratory events or extracurricular activities / camps</li> <li>• Verbal/written apology.</li> <li>• Cancellation of enrolment.</li> <li>• If the incident constitutes a serious criminal offence on school grounds, <b>in an emergency</b> the principal contacts Police immediately by telephone and follows up using SP-4: Report of Suspected Harm or Risk of Harm form.</li> </ul>

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### Note Please

1. Principals/TIC will make determinations on what they contest has reasonably occurred based around the balance of probabilities from the evidence gathered.
2. At Injune P-10 State School we believe students have the right to a second chance and thus suspension is not a consequence applied lightly.
3. Principals have the right to exclude a student.

### Bullying and Cyber-bullying

Bullying is a deliberate act to hurt someone physically, verbally or psychologically. Bullying is an issue of power. Bullying behaviours at school may include:

- Hitting, kicking, punching, pushing, tripping, flicking, shoving, spitting, throwing objects, sexual abuse.
- Hiding, damaging or destroying property belonging to someone else or playing tricks, pranks or stunts.
- Making someone give money, food or other property.
- Non-physical: Threatening any of the above physical behaviours. Threatening to 'get' someone or singling out someone or unfair treatment.
- Name-calling, using offensive, hurtful or abusive language, making comments the other person finds offenses.
- Inappropriate use of SMS, email or use of public internet pages.
- Putting others down, spreading rumours.
- Repeatedly giving hurtful looks, rude gestures or making faces at someone. Yelling, slamming doors, windows or throwing objects at or in response to someone.
- Leaving someone out of a group or process on purpose.
- Writing offensive messages or emails about or to someone.

### What does Injune P-10 State School do to prevent bullying?

- Injune P-10 State School makes reference to aspects of bullying within the curriculum.
- Ongoing explanation and discussion of our bullying policy (see flowchart) with students and staff
- Monitoring of the teaching and learning environment for bullying by staff both inside and outside the classroom
- Collection and analysis of student behavioural data

### What to do if you are Bullied:

At Injune P-10 State School, it is your right and responsibility to report bullying, whether it happens to you or to someone else. If it occurs, the following action should be taken by you and/or your parents:

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**Report it now!** Tell the whole story – including anything that you may have done before or after the event. Remember that the bullying will continue if those responsible think they can get away with their behaviour.

### **At Injune P-10 State School the process is clear:**

Through the **Restorative Justice Process**, both bully and victim reflect in their behaviour and then repair the relationship. Both bully and victim are upskilled in how to act next time, so that the bully has his/her needs met in a non-violent way and the victim is upskilled in ways to stop being bullied. If bullying behaviour persists, suspension may be the consequence. If bullying behaviour is ongoing and persistent (despite intervention and support) and is considered conduct that is prejudicial to the good order and management of the school, then the Principal may determine that the behaviour is so serious that external suspension is inadequate and will consider exclusion.

## Bullying – we say “NO WAY”

### **Cyber Bullying:**

Cyber bullying is when one person is targeted by another through the use of digital technology, mobile communication devices or through the internet. The aim of this targeting may be harassment, stalking, threats or other forms of harmful behaviour.

Cyber bullying takes many forms and may involve the use of websites, mobile phones, chat rooms, email, SMS and the uploading of pictures or video. It could involve the sending of threatening messages, communicating false pretences, forwarding of other students private communication, establishment of websites designed to humiliate or the posting of humiliating messages or pictures.

**Consequences of cyber-bullying are the same as those for bullying.**

### **The Use of Personal Technology Devices at School**

#### **Mobile Phones, iPods and MP3 Players**

Injune P-10 State School has a policy of **no personal technology devices** unless it is used for a curriculum activity or as assistive technology. If a parent needs to contact a student during the school day, they are able to contact the office and a message will be forwarded onto the student directly. When a student needs to bring a mobile phone to school, it should be left at the school office before class starts and then collected again at the end of the school day.

There are three steps for students who are found to bring a device to school:

- **First occasion** – device is confiscated by Principal until the end of the day
- **Second occasion** – device is confiscated by Principal until the end of the week and a parent / caregiver needs to collect it from the school office.

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- **Third occasion** - the student will be considered to have directly chosen not to follow our school expectations. **This may result in suspension.**

#### **\*Please Note\***

At the Principals discretion, exceptions to these expectations may be made when students attend camps or when a device is used as a teaching tool to enhance student learning.

#### **Internet Use**

Students who use the Internet at school must be responsible in the choice of material they access. Sites which are not to be accessed at this school are those that:

- display erotic, pornographic or sexually suggestive material.
- display violent material.
- display pictures or script that promotes racist actions or thoughts.
- display or instruct people in the use of harmful materials, e.g. Drugs, weapons, explosives.
- allow students to download viruses or materials containing viruses.

Inappropriate use of the Internet will incur serious consequences that may include:

- parents being contacted.
- students being denied access to the Internet for a period of up to six months.
- students being placed on a behaviour card for that class.
- suspension for repeat offences.
- being required to pay for the costs incurred in cleaning the computers.

It is inappropriate to use any electronic device to up- or download images of school personnel, students, facilities or activities to any electronic site.

#### **Use of School Technologies**

When using any school technologies including (but not exclusive to) laptops, desktops, cameras and iPads, students must follow the guidelines outlined in the Technology Usage contract signed at the beginning of the school year. The focus of this contract is for students to recognise their responsibility in regards to:

- Care of devices
- Privacy regarding login details

#### **6. Emergency Responses or Critical Incidents**

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

*Responding to emergency situations / critical incidents involving severe problem behaviour:*

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<b><i>Basic Diffusing Strategies</i></b>	<b><i>Physical Intervention</i></b>
<ul style="list-style-type: none"><li>• Avoid escalating the problem behaviour</li><li>• Maintain calmness, respect and detachment</li><li>• Approach the student in a non-threatening manner</li><li>• Follow through</li><li>• Debrief</li></ul>	<p>Staff may make a Dynamic Risk Assessment decision to physically restrain a student if there is a risk of harm to the student, e.g a young student runs out to the street. The staff member will document this.</p> <p>If the harm is not identified as an isolated incident, but an ongoing risk, then a Risk Assessment is written to address the hazards and reduce the risks. Parents / carers must sign off on this Risk Assessment.</p>

### **7. Network of student support**

Students at Injune P-10 State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour sustained by:

- Parents
- Teachers
- StLaN & SEP
- Guidance Officer
- Student Welfare Officer

Support is also available through the following government and community agencies:

- Child and Youth Mental Health
- Department of Communities (Child Safety Services)
- Police

### **8. Consideration of Individual Circumstances**

Injune P-10 State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair and equitable consequences for infringement of the behaviour code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, abilities, cultural background, socioeconomic situation and their emotional state

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# Injune P-10 State School

## Prep-Yr10 Campus

**The promotion of excellence in a supportive environment**

### 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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

### 10. Related Policies

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Protection
- Student Dress Code
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police Interviews and Police or Staff Searches at State Educational Institutions
- Information Communication and Technology (ICT)
- Temporary Removal of Student Property by School Staff
- Inclusive Education
- Learning and Wellbeing Framework

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