



MANSFIELD

STATE HIGH SCHOOL

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

2018 - 2020

Amended – 25 August 2018

MANSFIELD STATE HIGH SCHOOL

RESPONSIBLE BEHAVIOUR PLAN

FOR STUDENTS

BASED ON THE CODE OF SCHOOL BEHAVIOUR

2018 – 2020



1. Purpose

Mansfield State High School is committed to providing a caring, safe, supportive, and disciplined learning environment where all of its members are valued, and where social and academic learning outcomes are maximised through a quality curriculum. This is emphasised in the school's vision of 'Quality Learning in a Caring Environment'. The school recognises the close relationship between effective teaching, quality learning, high achievement, and responsible and respectful behaviour.

Mansfield SHS is a culturally rich, inclusive and supportive learning environment built on mutual respect. A passionate commitment to high standards cultivates achievement and the development of individual talents for every student. The school is committed to achieving its objectives to:

- **Deliver the highest quality curriculum, teaching, learning and assessment practices.** A relevant, challenging and engaging educational experience prepares students for both academic success at school and the best possible pathway to life, study and work after school. This is predicated on teaching knowledge and higher order thinking skills in ways that respond to a student's learning needs and are academically rigorous.
- **Provide a whole school approach to achieve high standards in literacy and numeracy for all students.** It is every student's right to be given the opportunity to be literate and numerate in order to be fully functioning citizens who can participate in and contribute to an increasingly globalised and disconnected world.
- **Provide a safe and caring environment where all students and staff learn about and value the 'culture of care' within the school.** Understanding what it means to be a caring person who knows how to care for self and others requires a high school experience that imbues students with tolerance and an appreciation of difference. This requires a framework for thinking about pedagogies, assessment, intervention, and prevention support so students receive optimal benefit from their educational experience at Mansfield State High School.
- **Maintain a school climate where high standards of behaviour, performance and participation are the foundation for students to achieve their potential.** A school climate that enables students to reach their potential requires a safe and disciplined school environment. This is predicated on the assumption that every child can achieve and that every child should be expected to behave and perform. Every person's performance is critical in achieving an environment where students are engaged in both the curriculum and extra-curricular experiences.

The Responsible Behaviour Plan for Students provides a framework for teaching responsible and respectful behaviour that demonstrates respect for themselves and others. It affirms that students and teachers have the right to work to their potential, free from disruption, abuse or threat. It also affirms that parents have a joint responsibility to encourage students to be accountable for their behaviour and to contribute to the wider school community in a positive manner.

2. Consultation and data review

Mansfield State High School developed this plan in collaboration with our school community. A review of important data sets for this school was undertaken. They included but were not limited to attendance, unexplained absences, cancellations, suspensions and exclusions, behaviour incidents which included bullying and cyber bullying. Other inappropriate online behaviour including

inappropriate use of mobile phones or other electronic devices also informed the development process. The Plan was endorsed by the Principal, the School Council and the President of the School P&C and will be reviewed as required.

3. Learning and behaviour statement

At Mansfield State High School, our values and beliefs are driven by the school's vision of 'Quality Learning in a Caring Environment' and reflect Education Queensland's *School Code of School Behaviour* by affirming the following values:

- **Professionalism:** committing to the highest standards of accountability and performance
- **Respect:** treating all people with respect and dignity
- **Innovation and Creativity:** fostering safe environments that support innovative and creative practice
- **Diversity and Inclusiveness:** encouraging all members of the community to participate in education and cultural activities
- **Excellence:** supporting the pursuit of excellence.
- To help create **confident, informed and well-balanced Mansfield High graduates.**

We believe that:

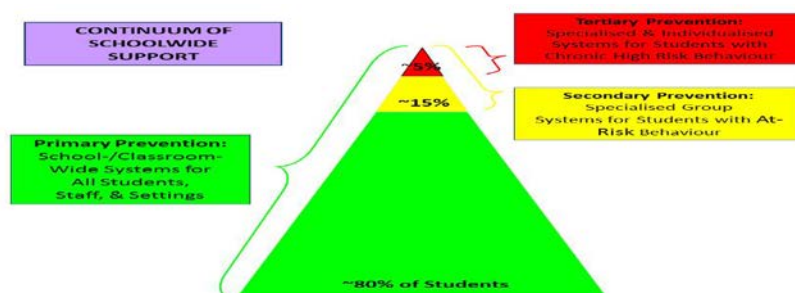
- Our school will promote high standards of personal achievement and behaviour
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum, and respectful relationships between staff and students
- Positive behaviour is enhanced through a whole-school approach and effective school organisation and leadership
- Partnerships with parents/carers, the wider school community and other support agencies contribute to positive behaviour in school
- Staff expertise should be valued and developed
- Standards of required student behaviour are linked to transparent, accountable and fair processes, interventions and consequences
- Responses to student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.

Our school community has identified the following school values and requirements:

- Pride in School and Self
- Acting with Integrity and Courage
- Responsibility/Accountability
- Achievement/Respect for learning
- Courtesy/Care
- Co-operation
- Health and Safety.

Our school rules have been agreed upon and endorsed by all staff and the School Council. They are aligned with the values, principles and expected standards outlined in Education Queensland's *Code of School Behaviour*. These responsibilities for students, parents and staff are noted in Appendix 1. This acknowledges that all areas of the school are learning and teaching environments. Mansfield State High School's approach to responsible behaviour is consistent with the *National Safe Schools Framework* and existing evidence of effectiveness. A whole school approach shapes, supports and recognises appropriate behaviours in all students.

DIAGRAM



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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Mansfield State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural requirements in specific settings has been attached to our school rules. The School-wide Requirements Teaching Matrix below outlines our agreed rules and specific behavioural requirements in all school settings.

SCHOOL-WIDE REQUIREMENTS TEACHING MATRIX				
	ALL AREAS	CLASSROOMS	SCHOOL GROUNDS INCLUDING OVALS	OUTSIDE SCHOOL GROUNDS
CO-OPERATE	<ul style="list-style-type: none"> Follow instructions immediately Use resources appropriately Be in the right place at the right time Comply with the dress code Support, encourage and assist classmates Be patient and kind with others 	<ul style="list-style-type: none"> Actively participate; be prepared Sit appropriately; do what is asked of you Enter and exit room in an orderly manner Use your Student Handbook as a <i>Passport</i> when not in classes 	<ul style="list-style-type: none"> Keep passageways clear at all times Share school spaces and resources Use toilets during breaks Be ready for class when the second bell goes Use the oval for active play and sporting activities Keep the grounds clean and free of litter 	<ul style="list-style-type: none"> Leave school promptly Follow road rules and rules of the place you are in Only bring to school what is appropriate and allowable
APPRECIATE	<ul style="list-style-type: none"> Acknowledge the contributions of others Always be well-mannered and say thank you Be courteous and polite Appreciate others' integrity and courage 	<ul style="list-style-type: none"> Appreciate others' points of view Encourage and praise others' efforts Take an active and positive role in classroom activities Care for the work spaces and resources Be honest; have a positive attitude 	<ul style="list-style-type: none"> Act peacefully and calmly Care for your skin; be sun-safe; wear the hat outside of classrooms Play fairly – take turns, invite others to join in Endeavour to eat well Appreciate the importance of your personal presentation and hygiene 	<ul style="list-style-type: none"> Be a good role model for your school and your school friends Act with integrity/courage Be proud and positive about your school Appreciate the importance of your personal presentation
RESPECT	<ul style="list-style-type: none"> Respect yourself. Respect others' dignity, feelings, cultural differences, property Respect all school resources Clean up after yourself Use polite language Expect more of yourself 	<ul style="list-style-type: none"> Respect others' rights to learn Talk in turns Be a good listener Show dignity, act with class and respect differences Be punctual 	<ul style="list-style-type: none"> Walk quietly and in an orderly fashion Always have sport shoes and a hat on when on the oval Return equipment to appropriate place before the bell 	<ul style="list-style-type: none"> Respect the privacy of others Respect the school's uniform when you are out of the school Be fair to yourself and others Respect others whilst on the internet Respect other travellers on public transport – be the first to offer your seat
EFFORT	<ul style="list-style-type: none"> Work hard and have a positive attitude Get involved; consistently have a go! Don't be afraid Work hard, be persistent 	<ul style="list-style-type: none"> Strive for excellence; embrace the expectations placed upon you Focus on positive self-talk Complete everything to the best of your ability 	<ul style="list-style-type: none"> Keep all areas clean Care for the environment Care for others Move on the first bell; be there by the second bell 	<ul style="list-style-type: none"> Commit whole-heartedly to all school activities Work hard to act with integrity and courage Be considerate to others on public transport and footpaths

These requirements are communicated to students via a number of strategies, including: open days, enrolment interviews with students and their parents, the prospectus, the school website, student enrolment packages, the Student Handbook, mail-outs to new students coming into our school. These important lessons are taught in SDP classes. The reinforcement of learning occurs in school assemblies and during active supervision by staff during classroom and non-classroom activities.

Mansfield State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- a clearly stated, positive purpose as outlined in the *Responsible School Behaviour Plan*
- a set of requirements through the *Code of School Behaviour*
- defined responsibilities and rights of students, parents and staff
- active engagement by students which includes all students annually signing a document to indicate they are aware of the school rules
- opportunities for teaching school-wide requirements, including in an annual designated lesson and
- access to a wide range of resources.

Other important processes include:

1. Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour requirements and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
2. Implementation of specific policies to address:
 - a. the use of personal property technology devices at school (See Appendix 2 - *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*)
 - b. procedures for preventing and responding to incidents of bullying (including cyber bullying) (Appendix 3)
 - c. procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 4).

Classroom teachers have a duty of care to monitor and promote high standards of behaviour of students in their classes. Engaging curriculum, inclusive practices and effective teaching are the starting points of our behaviour support strategies. Classroom teachers are supported in these endeavours through access to relevant professional development, mentoring from the relevant Head of Department, and open and informed communication with school leaders.

Student Development Program (SDP)

Every student in our school participates in the Student Development Program. In fact, it encompasses everything that happens in the school, both inside and outside of the classroom (in the areas of academia, culture, service, sport and social) to assist students to reach their potential.

As part of this Program, every student has an SDP lesson once per week. The Program includes aspects such as study techniques, life skills, and QCS preparation. Our Student Handbook plays a vital role in the SDP, as it contains much information which is used throughout the students' high school years to prepare students better for their futures.

We aim to do our best to create confident, informed and well-balanced Mansfield State High School graduates.

Some programs in operation to further develop this vision include:

Volunteer@Mansfield (V@M) – This is an overarching service initiative to ensure that students who contribute in positive ways to our school community are also acknowledged for their efforts. A points scheme is in place. Once students have completed 2000 minutes of service, if they continue to contribute to the school community in the area of service, they are eligible for a V@M badge. Minutes recorded count towards the school's Service Awards. These points accrue over

the student's years at school. Points gained from service to the Rauchle Service Club and the Environmental Council also contribute to V@M points.

Mansfield Star - Through the Mansfield Star program students are identified for having acted in accordance with the philosophy of the school and are acknowledged accordingly.

Senior Program - All prospective Year 12 Prefects and TIP Leaders attend workshops on developing positive relationships with their peers and younger students. In The Inter-Year Program (TIP) Senior students assist particularly Year 7 students in their induction into the school.

Buddy System - New students are 'buddied' with a responsible student.

Prefect Body - This Senior student body creates a positive role model for students, promotes positive student behaviour through assembly presentations, and supports students in positive behaviours in the various aspects of school life. The encouragement of House spirit helps develop a sense of belonging to the whole Mansfield State High School community.

Student Council - This Council, comprising Student Development Program (SDP) Class representatives, provides an avenue for students to voice issues and concerns which are presented to the Administration. Student Council members also help organise student activities.

House Spirit - Students are also actively encouraged to participate in their Houses (Hammarskjold, Gandhi, Schweitzer, U Thant), thus improving communication across the year levels and with a greater range of students and staff.

Rauchle Service Club - Students are able to join this Club, raise their level of social conscience and work together to help others and raise money for charities outside of the school. This Club also includes the **Environmental Council**, which is another avenue for students to be formally recognised for demonstrating positive behaviours.

Reinforcing required school behaviour

At Mansfield State High School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Anti-bullying Program - Students are aware of responsible reporting and strategies for dealing with harassment. Action for harassment is usually a three stage process: non-punitive conflict resolution, then counselling and consequences for actions; then suspension. Students need to report incidents of harassment when they occur, so that the situation does not become more serious.

A. Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of required school behaviour, then ask him/her to change his/her behaviour so that it aligns with our school's requirements.

Our preferred way of re-directing low-level problem behaviour is to ask students how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on

their own behaviour, evaluate it against required school behaviour, and plan how their behaviour could be modified so as to align with the requirements of our school community.

B. Targeted behaviour support:

Each year a small number of students at Mansfield State High School is identified through our data as needing extra support in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of the behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

This support develops strategies that prevent or minimise inappropriate behaviour. Where targeted or individual support occurs in the classroom setting, this support aligns with our whole school positive behaviour support approach and procedures.

Each Deputy Principal is allocated a year level group(s) for the purpose of providing behaviour support to students, parents and staff.

Targeted behaviour support occurs around a specific setting, issue, student or group of students. This include but are not limited to:

- (i) **Working It Out Sheet** (Appendix 5) - This is used when a student behaves inappropriately. The purpose is for the:
 - student to identify his/her behaviour
 - student to recognise why his/her behaviour is inappropriate
 - student to consider alternate behaviour which would be appropriate
 - school to document consequences, and
 - school to communicate to parents.
- (ii) **Behaviour Sheet** (Appendix 6) - This is used when a student or class requires additional support. The purpose is to:
 - monitor behaviour during each lesson providing feedback about behaviour to the student/s, parents (if individual behaviour sheet), teachers and Administration, and
 - provide support to modify behaviour.
- (iii) **Behaviour Contract** (Appendix 7) - This is used when a student continues to behave inappropriately or when he/she is returning from suspension. It is drawn up after a counselling session with the Guidance Officer, a Parent and the Student. It identifies behaviours, which the student will and will not exhibit, and the consequences of breaches of the contract.
- (iv) **Participation Agreement** - This is a formal agreement signed by the student and witnessed by the Parent and the Principal. This is ordinarily used for post-compulsory aged students. This agreement is a commitment to comply with the responsible behaviour plan with specific reference to:
 - working diligently in class
 - completing all homework and assignments on time and to an acceptable standard
 - behaving in a manner that does not infringe on the rights of others to learn
 - attending school regularly and punctually
 - complying with all school rules and presentation requirements.Teachers will communicate with the Guidance Officers about concerns and non-compliance by students with the terms of the agreement. The student will be issued with a warning of a possible cancellation of enrolment.
- (v) **Data Analysis** - Each term, the Heads of Departments conduct interviews with teachers who identify students at risk on the data placemats. The Heads of Departments in turn, discuss particular students in their interviews with their line managers and/or the Principal. Students identified are referred to appropriate personnel and/or the Student Services team.

- (vi) **Parent/Student/Teacher Evenings** - These evenings provide opportunities for open communication about student progress and behaviour at school.
- (vii) **Discipline Improvement Plans** - These are developed by schools with students and their parents to set out the requirements for behaviour, the consequences for inappropriate behaviour, the strategies to support the student to change their behaviour and the support the school will provide.
- (viii) **Community Service Interventions** - These require students to perform tasks out of school hours that are beneficial to the community.

C. Intensive Behaviour Support: Student Services Team

Mansfield State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. The students identified as requiring 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 their inappropriate behaviour.

Deputy Principals, Guidance Officers, HOD (Differentiated Learning), HOD (Senior Schooling), Coordinator (Junior Schooling) and Chaplain) co-ordinate the case management of students in need of intensive behaviour support. A collaborative consultation process is facilitated, involving the appropriate teachers, the student, the parents/caregivers, and relevant school support personnel. Interagency groups are used to coordinate services to meet the needs of students identified with persistent or extreme problem behaviours. Agencies contributing may include: Disability Services Qld, Child & Youth Mental Health, Qld Health, Department of Child Safety, Police, and EQ District Office.

Supports that may be put in place include:

- mentoring by selected teacher
- working with Special Education staff
- working with an Advisory Visiting Teacher
- counselling with the school Guidance Officer
- modified timetable or attendance
- Teacher Aide support through school or district behaviour funding
- invitation to parents/caregivers to attend a parenting program
- recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner, and
- referral to Behavioural Support Centre.

The Student Services Team works with other staff members to develop appropriate behaviour expectations and strategies. This team:

- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
- works with the school and community groups to achieve continuity and consistency.

The Student Services Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration, and specialist behaviour services staff.

5. Consequences for inappropriate or unacceptable behaviour

Mansfield State High School makes systematic efforts 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 predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

An office referral form (**Appendix 8**) should be used to record all major problem behaviour. However, behaviour incidents must be recorded on OneSchool.

Minor and major behaviours (Appendix 9)

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 the school Administration team.

Minor problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause one 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 Administration.

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, apology, restitution or detention for work completion
- a re-direction process where a staff member takes the student aside and:
 - names 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.

Major behaviours result in an immediate referral to school Administration 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 then escorts the student to Administration or otherwise makes arrangement for the student to be referred to the school's Administration. A report of the student's behaviour is recorded on OneSchool. Appendices 10 – 13 provide the documentation and process to be followed when a major behaviour issue occurs. Possible consequences depend on any or all of the following:

- the specific behaviour
- severity
- repetition
- behaviour record
- personal circumstances, and
- needs and rights of others.

Consequences could include: time out, detention, loss of privilege/position, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to Student Support Team, Parent contact, referral to Guidance Officer, referral to appropriate school support services team member, referral for specialist behaviour services, suspension from school, behaviour improvement conditions. Other strategies could include: counselling, compulsory program attendance, grounds duty, set tasks, confiscation of material, removal from an area, withdrawal from class/grounds/activity, reimbursement of expenses, and if illegal, a police report.

Student Service Team members and other school staff are used to extend support to students selected by the Student Services Team for case management. Once a student has been referred by the Administration, the processes that are carried out are dependent on the individual's circumstances. Some processes may include:

- Working one on one with the student or in small groups
- Initiating and implementing a proactive program
- Networking and liaising with outside support agencies
- Completing a student support plan to assist in the management of student behaviour
- Working with the parent to achieve the best outcome for the student
- Working with teachers to achieve the best outcome for the student.

The purpose of the student working with a Support Teacher is to enhance the student's self-concept and intrinsic motivation, enable the students to engage with the learning process, realise expectations, learn conflict resolution skills and social skills applicable in the school environment.

Another strategy utilised at Mansfield State High School is the Variation to School Programme. In some circumstances, students requiring intensive support may be offered a variation to the school programme, including adjustment of subject offerings, a part-time daily programme for a defined period, transition to work or alternative education programmes in consultation with the parent and student as well as school personnel, such as the Administration, Guidance Officer, Behaviour Support Teacher, Learning Support Teachers, Advisory Visiting Teachers and the Student Development/Senior Schooling Head of Department.

Parents of students requiring intensive behaviour support will be contacted to advise them of the processes and programmes to be implemented in response to unacceptable behaviour. Parents may be assisted in referral to appropriate support agencies outside of the school.

Students who engage in serious unacceptable behaviours such as major violent physical assault or the use, supply or possession of weapons (including knives) or drugs may receive a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour. There is a strong likelihood that unless there are mitigating circumstances that an exclusion may be recommended.

Relating inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour
- describe the likely consequences if the problem behaviour continues, and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process, but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to inappropriate or unacceptable behaviour

At Mansfield State High School staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we 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.

Definition of consequences*

Time out	A principal/deputy principal or other school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, the student is to be supervised and given an opportunity to re-join class.
Detention	A principal/deputy principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. These detentions could occur both in and out of school hours.
Temporary Removal of Property	A principal/deputy principal or staff member of Mansfield State High School has the power to temporarily remove property from a student, as per the procedure <u><i>Temporary Removal of Student Property by School Staff</i></u> .
School Disciplinary Absences (SDA)	
Suspension	The principal/deputy principal (on behalf of the principal) may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> ▪ disobedience ▪ misbehaviour ▪ conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school. ▪ conduct that adversely affects, or is likely to adversely affect, the good order and management of the school.
Behaviour Improvement Condition	The principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. <i>A Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: <ul style="list-style-type: none"> ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be excluded for the following reasons: <ul style="list-style-type: none"> ▪ disobedience ▪ misbehaviour ▪ conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school. ▪ conduct that adversely affects, or is likely to adversely affect, the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.
Cancellation of enrolment	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.

*Refer to departmental procedure **Safe, Supportive and Disciplined School Environment** for further details.

6. Emergency situation or critical incident responses

It is important that all staff members have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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

Severe 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 may 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 Mansfield State High School's staff demonstrates 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.

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 11)
- Student Record of Incident (as per process for Natural Justice).

7. Network of student support

Students at Mansfield State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

8. Consideration of individual circumstances

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 are considered at all times.

Mansfield State High 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, equitable and non-violent consequences for infringement of the Responsible Behaviour Plan ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the student's age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

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

Students who are faced with the consequences for unacceptable behaviour have the right to natural justice, which includes being advised by the Principal or member of the administration that such action is being considered, why it is being considered and being given the opportunity to present their view of the matter.

Note: In the context of administrative decision-making, *natural justice* means procedural fairness. The two fundamental rules of natural justice are:

- the **hearing** rule - this rule requires that persons must be allowed an adequate opportunity to present their case where certain interests and rights may be adversely affected by a decision-maker; and
- the **bias** rule - this rule requires that the decision maker must be unbiased when conducting the hearing or making the decision.

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Education \(Strengthening Discipline in State Schools\) Amendment Bill 2013](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related 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](#)

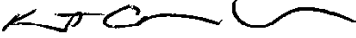
11. Some related resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

12. Endorsement

We endorse Mansfield State High School's 2018-2020 *Responsible Behaviour Plan*.

It will be reviewed in 2018 and 2019 as required in legislation



Karen Tanks
Executive Principal
Mansfield State High School



Jodie Mark
President
Parents' and Citizens' Association

Effective Date: 23 November 2017

MANSFIELD STATE HIGH SCHOOL

RESPONSIBILITIES OF THE SCHOOL COMMUNITY



This section seeks to outline the specific responsibilities of each of the key stakeholder groups in the school, specifically students, parents and the school.

Responsibility of students to:

- attend school regularly, on time, ready to learn and participate in school activities
- act at all times with respect and show tolerance towards other students and staff
- work hard and comply with requests or directions from all staff
- abide by school rules, meet homework, bookwork and assessment requirements
- abide by school policies and procedures
- be well presented and wear the school's uniform as prescribed
- behave in a responsible manner that does not infringe on others' rights to learn
- respect the property of the school and others
- maintain a clean and safe environment
- at all times be a worthy ambassador for Mansfield State High School.

Responsibility of parents to:

- take an active role in the child's academic and social development by attending school activities, parent evenings and interviews
- inform the school if there are any problems that may affect the child's ability to learn
- inform the school of the reason for any absence prior to or within 48 hours of the absence
- make arrangements to enable the child to arrive at school on time
- encourage the child to use safe practices
- treat school staff with respect and tolerance
- support the authority and discipline of the school enabling the child to achieve maturity, self-discipline and self-control
- abide by the school's policy regarding access to school grounds before, during and after school hours
- ensure the child is well presented and wears the school's uniform as prescribed.

Responsibility of school to:

- develop each individual student's talents as fully as possible
- inform parents and carers regularly about how their children are progressing
- inform students, parents and carers about what the teachers aim to teach the students each term
- teach effectively and to set the highest standards in work and behaviour
- take reasonable steps to ensure the safety, happiness and self-confidence of all students
- be open and welcoming at all reasonable times and offer opportunities for parents and carers to become involved in the school community
- clearly articulate the school's expectations and requirements regarding the responsible behaviour plan for students and the school's presentation code policy
- ensure that the parent is aware of the school's record-keeping policy
- set, mark and monitor homework regularly in keeping with the school's homework policy
- contact parents and carers as soon as is possible if the school is concerned about the child's school work, behaviour, attendance or punctuality
- deal with complaints in an open, fair and transparent manner
- consult parents on any major issues affecting students
- treat students and parents with respect and tolerance.

MANSFIELD STATE HIGH SCHOOL APPROPRIATE USE OF MOBILE PHONES AND OTHER ELECTRONIC EQUIPMENT* BY STUDENTS



This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. Bringing personal technology devices to school is not permitted by the school because of the potential for theft and general distraction and/or disruption associated with them. As a general rule at Mansfield State High School, and unless otherwise authorised by the principal in writing, no personal technology devices are permitted at school. A breach of this policy would likely result in a consequence being imposed. An example may include a two day suspension for bringing a mobile phone to school and not handing it in or locking it away in the appropriate place, as designated by the school.

Personal Technological Devices Banned From School

Students must not bring valuable personal technological devices like mobile phones (unless appropriate procedures are followed), cameras, tablet devices, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices, especially mobile phones will be confiscated by school staff and may be collected from the school office by the student's parent or guardian unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent. A breach of this prohibition may ordinarily result in disciplinary consequences unless there are mitigating, unusual or exceptional standards.

Devices, including mobile phones, 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.

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 personal privacy is being invaded by their being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Mansfield State High School. Students using personal technological 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) creates a culture of distrust and disharmony.

Students having permission to record for legitimate school purposes 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 student who uses a personal technological device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matters 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 technological 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 bullying, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may or will occur. (NOTE: *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*)

A breach of this policy may cause the student to be subject to discipline (including suspension and proposal/recommendation for exclusion), if he/she is involved in:

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

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.

Text communication

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 Queensland Police. 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 administration.

Assumption of cheating

Personal technological 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 technological 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 technological 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 Principal. Students need to discuss this in the first instance with the Head of Department – Information Technology.

The only other conceivable exception where a teacher has given express permission for students to bring a camera or video camera to school for the explicit purpose of a curriculum or other learning experience. The preferred protocol in this instance would be that the device is lodged with the teacher at the beginning of the day and collected at the end of the school day.

When mobile phones are required for the purposes of travelling to and from school these mobile phones need to be logged into the library immediately upon arrival at school. They can subsequently be logged out after school. If the student has a registered phone locker, he/she may leave the phone there for the day. The phone locker is not to be accessed during the day until just prior to the student exiting the grounds for the day. Students are not permitted to walk through the school grounds with a mobile phone visible at any time including before and after school.

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. This would include images or reference to the school, its community, its students and its staff.

** Electronic equipment Personal Technological Devices include, but are not limited to the following devices: portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, tablet PCs and devices of a similar nature.*

MANSFIELD STATE HIGH SCHOOL

**PROCEDURES FOR PREVENTING AND
RESPONDING TO INCIDENTS OF BULLYING
(INCLUDING CYBER-BULLYING)**



Purpose

Mansfield State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating 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.

There is no place for bullying in Mansfield State 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.

Bullying behaviours that will not be tolerated at Mansfield State 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.

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.

At Mansfield State High School there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. When considering whether or not bullying has occurred, we 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

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

The anti-bullying procedures at Mansfield State High School are an addition to our 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 to which our students are already accustomed.

Prevention

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, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know 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 Playground Duty Areas and other non-classroom areas.

Cyber-bullying often does not occur at school. Students are explicitly taught about Cyber-safety. For example, they are taught how to safely conduct an internet search, what cyber-bullying 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 cyberbullying to parents and/or teachers immediately.

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

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school-wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency. An initial introductory lesson is delivered, which teaches the process to be used by all students when experiencing bullying behaviour, either as a person being bullied, or the person bullying, or the bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults. Research indicates that a common outcome of anti-bullying programs is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Mansfield State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Mansfield State 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.

MANSFIELD STATE HIGH SCHOOL

**WORKING TOGETHER TO KEEP THE
MANSFIELD STATE HIGH SCHOOL
COMMUNITY SAFE**



We can work together to keep knives out of school. At Mansfield State 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, and it is against the law for a student to have a knife at school.

What kinds of knives 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 (or in the principal's absence, a deputy 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. Unless there are unusual circumstances Mansfield State High school would ordinarily move to recommend a student be excluded from the school in these circumstances.
- Police can search a student and his/her 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 his/her bag, the bag may be temporarily confiscated until police arrive. In some circumstances with the student's or parent's permission, a student's bag may be searched by school administration.
- 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 the Mansfield State High School community 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 the principal or a deputy principal.

**MANSFIELD STATE HIGH SCHOOL
WORKING IT OUT SHEET**



NAME:	SDP:	ID NO:	DATE:
Sent from (Teacher):		Period:	
Sent to (HOD, DP):			

What I did?

What I should have been doing?

These actions were against the following Rights / Responsibilities / Rules.
(Use your Student Handbook to identify and record the specific Right violated, Responsibility not accepted and/or Rule broken.)

I am going to solve this problem by:

Student Signature:	Parent's Signature:
---------------------------	----------------------------

Consequences (School use only)

Teacher's/Administrator's signature:	Date:
---	--------------

Date entered into OneSchool:

This Working It Out sheet must be taken home, signed by a Parent/Guardian and returned to the Issuing DP.



**MANSFIELD STATE HIGH SCHOOL
BEHAVIOUR SHEET**

MONDAY

TEACHERS OF							
DATE		SDP CLASS		DEPUTY PRINCIPAL			
At the end of each lesson, please indicate whether this student's behaviour has been entirely satisfactory or not AND make a comment.							
PERIOD	SUBJECT	SATISFACTORY	UNSATISFACTORY	COMMENTS PLEASE	TEACHER NAME	TEACHER'S SIGNATURE	
PARENT'S/GUARDIAN'S SIGNATURE:				DATE:			

MANSFIELD STATE HIGH SCHOOL BEHAVIOUR CONTRACT



NAME: _____ SDP CLASS: _____

Reason for suspension:

I WILL:

I WILL NOT:

Consequences of failure to abide by this contract:

- Sent to the office
- Parents notified
- Suspension
- Exclusion

STUDENT'S SIGNATURE: _____

PRINCIPAL'S SIGNATURE: _____

PARENT'S SIGNATURE: _____

GUIDANCE OFFICER: _____

DATE: _____

MANSFIELD STATE HIGH SCHOOL INTERNAL BEHAVIOUR REFERRAL FORM



Student Name:		SDP:	Location (please tick)	
Date:	Time:	Class:	Playground	
Referring staff member:			Specialist Lesson	
Referred to:			Classroom	
			Other	

Level 2, 3, 4 or 5 - Major Problem Behaviour (Please tick)

Defiance/Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions.						
Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, using weapons (including knives) kicking, scratching etc.						
Inappropriate / Abusive language Verbal message(s) that involve swearing or use of words in an inappropriate way directed at other individual or group or used in class for all to hear						
Disruption Significant and/or repeated behaviour causing an interruption in a class or playground. (eg. yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)						
Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property often causing significant inconvenience to others						
Bringing/using personal property at school Possess items that could potentially affect the safety and wellbeing of students and staff (eg. weapons including knives, lasers)						
Dress Code Refusal to comply with school dress code/code of presentation.						
Safety Student engages in significant and/or frequent unsafe activities where injury may occur.						
Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others						
Bullying Repeated teasing, physical and verbal intimidation of a student.						
Other						
OTHERS INVOLVED IN INCIDENT (indicate if none; peers; staff or other)						
None (tick)	Peers		Staff		Other	
	Names		Names		Names	

MANSFIELD STATE HIGH SCHOOL BEHAVIOUR and CONSEQUENCES



EXAMPLE BEHAVIOURS (Neither exhaustive nor all inclusive)	TYPICAL CONSEQUENCES (individual circumstances will be considered when determining consequences)
<p>LEVEL 1 – Minor Behaviour issues to be dealt with by teachers, HOD</p> <p>Defiance/Disrespect</p> <ul style="list-style-type: none"> • Failure to follow teacher directions • Failure to attend detentions • Refusal to work in class (check with GO/T&L first) • Low intensity language (eg shut up, idiot etc) • Lack of compliance with school policies and procedures • Failure to participate in lesson due to playing games, using unauthorised programs or visiting internet sites not related to course work. <p>Physical Contact</p> <ul style="list-style-type: none"> • Non-serious but inappropriate physical contact • Inappropriate intimacy (holding hands, hugging) <p>Disruption</p> <ul style="list-style-type: none"> • Low level disruption (e.g. calling out; talking in class or during Assembly) <p>Property Misuse</p> <ul style="list-style-type: none"> • Minor inappropriate use of school network • Littering <p>Bringing/using personal property at school</p> <ul style="list-style-type: none"> • Personal technological device other than mobile phone (first time) is visible <p>Dress Code</p> <ul style="list-style-type: none"> • Uniform code infringements that can be fixed immediately <p>Safety</p> <ul style="list-style-type: none"> • Brief or low-level safety violation not involving hurting any other individuals or groups. <p>Dishonesty</p> <ul style="list-style-type: none"> • Minor dishonesty (lying/cheating not involving any other person) • Minor plagiarism <p>Bullying</p> <ul style="list-style-type: none"> • Minor bullying or harassment e.g. silly teasing <p>Other</p> <ul style="list-style-type: none"> • Repeatedly unprepared for class • Failure to do homework • Failure to bring notes for lateness/absences including in a timely manner • Repeated lateness to class • Failure to complete assessment • Chewing gum 	<p>LEVEL 1: (1st and 2nd incidents)</p> <p>Classroom related</p> <ul style="list-style-type: none"> • Verbal warning • In class segregation/isolation • Placement in other classes • After school/lunchtime detention(s) • Phone call/note to parent/guardian • Removal of privilege – excursions/early times/loss of computer access. • Working It Out sheet • Recorded on OneSchool • Student to clean graffiti/gum off affected area <p>LEVEL 1:</p> <p>Out of class related</p> <ul style="list-style-type: none"> • Removal of privileges • Litter duties • After school/lunchtime detention(s) • Withdrawal of right to represent the school • Working It Out sheet • Recorded on OneSchool

EXAMPLE BEHAVIOURS (Neither exhaustive nor all inclusive)	TYPICAL CONSEQUENCES (individual circumstances will be considered when determining consequences)
<p>LEVEL 2 – (Refer to Head of Department or Administration - Use Internal Behaviour</p> <p>Referral Form – Appendix 8 Continuation or escalation of behaviours after Level 2.</p> <p>Defiance/Disrespect</p> <ul style="list-style-type: none"> • Refusal to comply with school policies/procedures • Refusal to provide name • Refusal to accept consequences • Continued refusal to follow directions, talking back and or socially rude interactions • Continuation or escalation of behaviours in level 1 (three + incidents) <p>Inappropriate language</p> <ul style="list-style-type: none"> • Inappropriate language used in general conversation <p>Safety</p> <ul style="list-style-type: none"> • Low level unsafe or unhealthy behaviours <p>Dress Code</p> <ul style="list-style-type: none"> • Repeated/significant dress code non-compliance <p>Property Misuse</p> <ul style="list-style-type: none"> • Minor vandalism/graffiti <p>Dishonesty</p> <ul style="list-style-type: none"> • Petty theft or canteen theft • Lying to staff member • Forging notes <p>Physical Contact</p> <ul style="list-style-type: none"> • Inappropriate intimacy (kissing etc) <p>Bullying</p> <ul style="list-style-type: none"> • Repeated teasing, physical and verbal harassment of a student. <p>Other</p> <ul style="list-style-type: none"> • Truancy/leaving school without permission • Being out of bounds in school time • Inappropriate use of school network • Transported by another student during school time without permission • Inappropriate behaviours travelling to or from School 	<p>LEVEL 2</p> <ul style="list-style-type: none"> • Refer to Year level Deputy • Working It Out sheet • After school/lunchtime detention(s) • Internal withdrawal from class • Behaviour card/contract • Parent phone contact/interviews • Refer to Support Staff (eg GO, Chaplain) • Restitution • Canteen theft: loss of access to canteen for at least 10 school weeks • Inappropriate use of the School Network (refer to IT HOD and computer access removed) • External suspension 1-10 days (non-appealable) followed by a behaviour agreement (except for mobile phone possession)

EXAMPLE BEHAVIOURS (Neither exhaustive nor all inclusive)	TYPICAL CONSEQUENCES (individual circumstances will be considered when determining consequences)
<p>LEVEL 3 (Refer to Administration – Use Internal Behaviour Referral Form – Appendix 8)</p> <p>Continuation or escalation of behaviours after Level 2.</p> <p>Defiance/Disrespect</p> <ul style="list-style-type: none"> • Continued refusal to follow directions, talking back and / or socially rude interactions. • Refusal to attend detentions • Refusal to comply with school policies and procedures <p>Physical Contact</p> <ul style="list-style-type: none"> • Fighting/assault <p>Inappropriate language</p> <ul style="list-style-type: none"> • Offensive or abusive language <p>Disruption</p> <ul style="list-style-type: none"> • Persistent wilful disturbance <p>Vandalism</p> <ul style="list-style-type: none"> • Wilful destruction of property/major vandalism <p>Bringing/using personal property at school</p> <ul style="list-style-type: none"> • In possession of mobile phone once at school <p>Dress Code</p> <ul style="list-style-type: none"> • Refusal to comply with school dress code/code of presentation. <p>Dishonesty</p> <ul style="list-style-type: none"> • Major Theft <p>Bullying</p> <ul style="list-style-type: none"> • Significant and/or ongoing (after a warning) bullying/harassment (physical, verbal or electronic) <p>Other</p> <ul style="list-style-type: none"> • In possession of cigarettes or a lighter or a vapour/e-cigarette (or similar devices) • Transporting students without parent permission during school hours • Immoral/indecent behaviour e.g. possession or dissemination of pornographic material or indecent images • Smoking (first offence) 	<p>LEVEL 3</p> <ul style="list-style-type: none"> • Working It Out sheet • External suspension 1-10 days (non-appealable) followed by a behaviour agreement (except for mobile phone possession) • Refer to Support Staff • Refer to Police • Parent Interview • Restitution

<p>LEVEL 4 (Refer to Administration – Use Internal Behaviour Referral Form – Appendix 8)</p> <p>Continuation or escalation of behaviours after Level 3</p> <p>Physical Contact</p> <ul style="list-style-type: none"> • Serious or unprovoked violent assault <p>Inappropriate language</p> <ul style="list-style-type: none"> • Offensive or abusive language <p>Other</p> <ul style="list-style-type: none"> • Smoking (second and third offence) • Serious misuse of mobile phones/personal technology device/internet to bully or harass students or staff • Consumption/possession of alcohol • Serious or repeated inappropriate use of school network 	<p>LEVEL 4</p> <ul style="list-style-type: none"> • Working It Out sheet • External suspension 11-20 days (appealable) followed by a behaviour agreement • Restitution • Refer to Support Staff • Parent Interviews
--	---

EXAMPLE BEHAVIOURS (Neither exhaustive nor all inclusive)	TYPICAL CONSEQUENCES (individual circumstances will be considered when determining consequences)
<p>LEVEL 5 - (Refer to Administration – Use Internal Behaviour Referral Form – Appendix 8)</p> <ul style="list-style-type: none"> • Continuation or escalation of behaviours after Level 4 <p>Safety</p> <ul style="list-style-type: none"> • Possession or use of a weapon <p>Other</p> <ul style="list-style-type: none"> • Supply, sale, possession or consumption of illicit substances or drugs 	<p>LEVEL 5</p> <ul style="list-style-type: none"> • Working It Out sheet • Recommendation of Exclusion
<p>LEVEL 5 - Refer to GO & Administration</p> <ul style="list-style-type: none"> • Year 11/12 students who persistently fail to participate in the program of instruction at the school and who choose not to respond to support options provided, place themselves at risk of having their enrolment at the school cancelled. 	<p>LEVEL 5</p> <ul style="list-style-type: none"> • Cancellation of Enrolment (Year 11/12 only)

MANSFIELD STATE HIGH SCHOOL INTERVIEW PLAN



INTERVIEWEE:
INTERVIEWER:
DATE:
TIME INTERVIEW COMMENCED:
TIME INTERVIEW CONCLUDED:
LOCATION:
SUPPORT PERSON (if applicable):
ANY ADJUSTMENTS PROVIDED FOR THE INTERVIEW (if applicable):

BEGINNING QUESTIONS

DATE OF INCIDENT:
TIME OF INCIDENT:
LOCATION OF INCIDENT:
WHERE WERE YOU?
WHAT TEACHERS/ADULTS WERE THERE:
WHAT STUDENTS WERE INVOLVED?

WHAT HAPPENED? (Write any questions you asked followed by the response.)

INTERVIEWEE'S SIGNATURE:	DATE:
INTERVIEWER'S SIGNATURE:	DATE:

MANSFIELD STATE HIGH SCHOOL DEBRIEFING REPORT



Formal debriefing

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented; however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

MANSFIELD STATE HIGH SCHOOL ATTENDANCE POLICY



Rationale

For all students all schools in Queensland are committed to providing safe and supportive learning environments which address the students' educational needs.

The Mansfield State High School attendance policy aims to ensure students, parents/carers are clear on the importance of regular attendance. It is important that students, staff and parents/carers have a shared understanding of the importance of attending school.

Under s176(1) of the Education (General Provisions Act) 2006 (EGPA) each parent of a child who is of compulsory school age must ensure that the child is enrolled and attends school on every school day for the educational program in which the child is enrolled unless the parent has a **reasonable excuse**.

Under s239(1) of the EGPA, each parent of a young person in the compulsory participation phase must ensure the young person is participating full-time in an eligible option, unless the parent has a **reasonable excuse**.

School community beliefs about the importance of attending school

It is important that students, staff and parents/carers have a shared understanding of the importance of attending school and understand that Mansfield State High School:

- Is committed to promoting the key messages of Every Day Counts
- Believes all children should be enrolled at school and attend school all day, every school day
- Monitors, communicates and implements strategies to improve regular school attendance
- Believes truancing can place a student in unsafe situations and impact on their future employability and life choices
- Believes attendance at school is the responsibility of all stakeholders within the school community.

Responsibilities

SCHOOL RESPONSIBILITIES:

- Regularly inform students and parents/carers regarding the attendance policy
- Monitor student attendance daily through roll marking procedures and in accordance with the departmental policy Roll Marking in State Schools
- Ensure that the student brings a note from a parent/carer within two days of any unexplained absence/lateness and notify the parent/carer if this does not happen
- Notify the year level Deputy Principal when absences and the explanations offered for that absence are not reasonable
- Discuss individual attendance with students, parents/carers and offer support and help to parents/carers and students when attendance does not meet Education Queensland guidelines
- Provide and support students with school work when they are absent for reasonable, legitimate and extended periods of time.

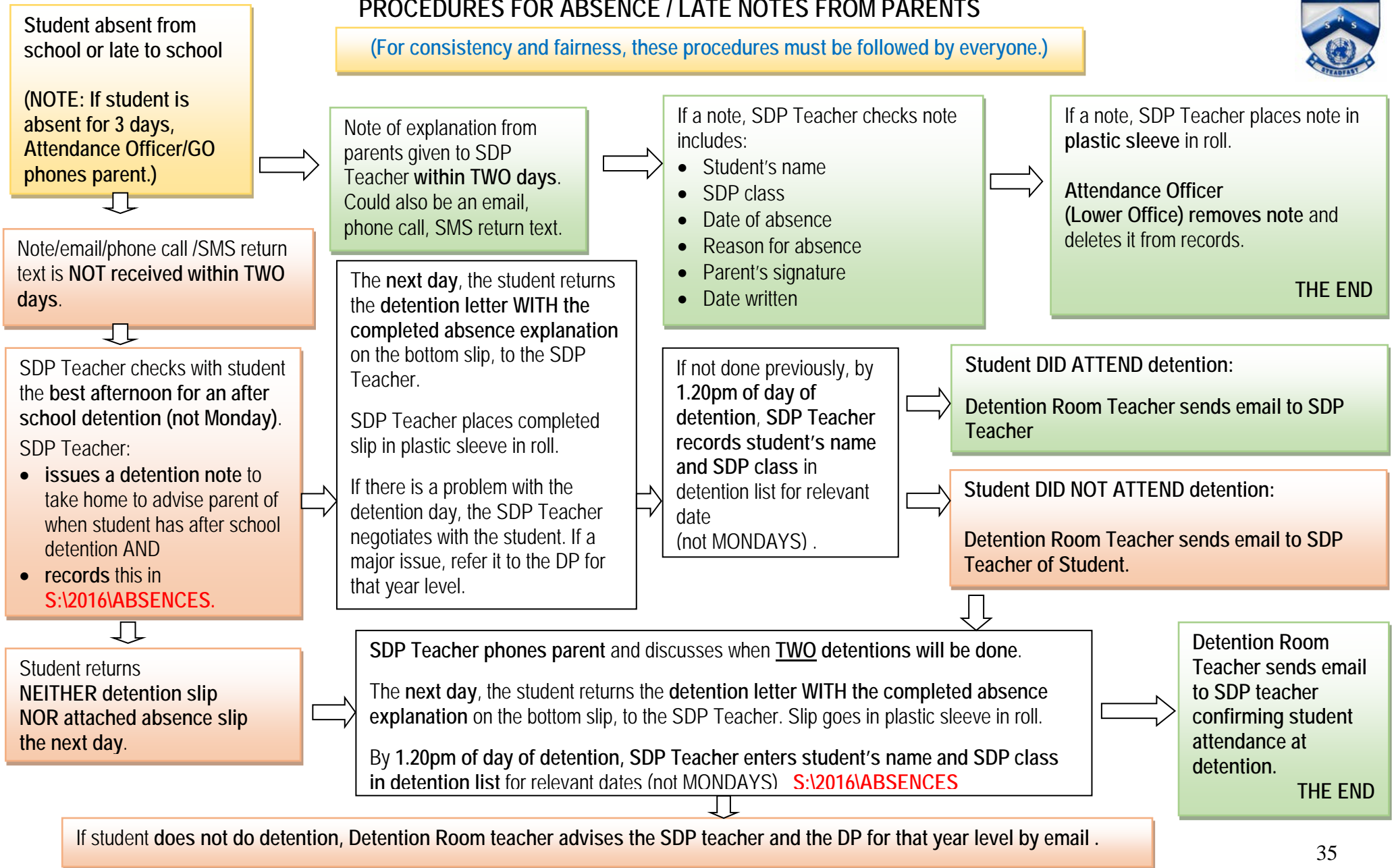
STUDENT RESPONSIBILITIES:

- All students who are enrolled at school, regardless of their age, are required to attend that school whenever instruction is provided
- Students must arrive at school no later than 8.30am ready to commence at 8.40am each school day.
- Report to administration to receive a late pass if they have arrived at school after 8.50 am
- Report to administration to leave school grounds and receive a leave pass at any time prior to 3.00pm
- The student brings a note from a parent/carer within two days of any unexplained absence/lateness otherwise the student must complete an afternoon detention until the note is received. The parent/carer is informed prior to the detention.



PROCEDURES FOR ABSENCE / LATE NOTES FROM PARENTS

(For consistency and fairness, these procedures must be followed by everyone.)



PARENT RESPONSIBILITIES:

- Ensure that their child is enrolled at school and regularly attends the educational program provided at Mansfield State High School
- Ensure that their child arrives on time each day by 8.30am
- Contact the school prior to any planned absence.
- respond to IDattend text/email on day of unplanned absence or within two days of returning to school via: **letter to SDP teacher from the parent/carer OR phone absence line 3452 5306 OR email info@mansfieldshs.eq.edu.au OR verbally inform school staff OR text back reason**
- If students have been away from school three days or more with illness a medical certificate should be provided.
- If students are absent on a day when assessment is due, they must ensure that they comply with the assessment policy.

Strategies

At Mansfield State High School we promote 100% attendance by:

- Providing a comprehensive, vibrant and engaging curriculum and a wide ranging curricular program
- Providing onsite student support services
- Celebrating regular student attendance
- Keeping routinely updated records and informing parents of student absences
- Using our attendance data to inform policy development and decision making about student absenteeism.

Responses to absences

At Mansfield State High School we are committed to achieving the following targets in improving attendance. When a student is absent without explanation or a pattern of absences has been identified, Mansfield State High School will take the following actions:

- The parent or carer may be contacted by email or phone call in the case of one day absences to determine if there is a reasonable excuse for the absence
- The parent or carer is required to contact the school with a reasonable excuse for the absence/s under Education (*General Provisions*) Act 2006 (Qld.)
- If the school receives no response and the absence/s remain unexplained, the parent or carer will be contacted
- Records of contact with parents and carers regarding unexplained absences will be recorded in OneSchool
- If, after three weeks, the student is still not attending school regularly, the school will follow the processes for managing student absences as outlined in the *Education (General Provisions) Act 2006*. This includes the reporting of persistent and/or unexplained absences to Education Queensland, The Queensland Police Service and the Department of Child safety.

What is not a reasonable excuse for absences

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

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

MANSFIELD STATE HIGH SCHOOL SPECIFIC REQUIREMENTS OF STUDENTS



DRESS AND GROOMING

1. Students must wear full school uniform (as specified in the prospectus) at all times whilst in attendance at school, whilst travelling to and from school and on special occasions. Formal school uniform is worn on school excursions and when a student is representing the school. All items must be clearly marked with the owner's name. Neatness and cleanliness of uniforms are essential.
2. Students must wear the school hat or cap (as prescribed) when outdoors.
3. Make-up and jewellery are not part of the school uniform and must not be worn. Girls may wear clear nail polish only; however, french-tips are permitted on short nails. Nails are to be of a safe length. No artificial nails are permitted. Girls may wear a wrist watch, and one pair of small, fine, plain round silver or gold sleepers or studs in the lower ear lobes. Boys may wear a wrist watch. Watch bands for both males and females are to be gold, silver or in subdued colours. Any religious necklaces are to be on a fine silver or gold chain, but they are not to be visible at any time. No other piercings or tattoos are to be visible. Clear earrings, band-aids etc are not to be used to cover piercings/tattoos. Wrist flash drives are not to be worn.
4. Hairstyles must be neat, tidy and conservative. Extreme hairstyles, unnatural colours or substances used to spike the hair are not permitted. Only one natural hair colour is permitted. A number 2 blade is the minimum hair cut length. For health and safety reasons, hair must be restrained if more than collar length. It is to be tied back in the middle of the head no more than five centimetres above the nape of the neck (in either one ponytail, or one bun, or one plait or one braid) with a band (in a colour similar to that of the hair) and covered by a ribbon for girls, in the school colour of teal, available only at the Uniform Shop. Girls may have a maximum of one hair braid on each side of the head to ensure that loose hair is kept from the face.
5. Students must be clean shaven at all times.
6. The wearing of thongs or sandals is not permitted and students will be denied entry to certain rooms if unacceptable footwear is worn.
7. Jumper sleeves are worn just past the wrist. Jumpers must not be tied around the waist/shoulders. While the wearing of a singlet or undershirt is allowable, this is not to be visible at the collar or sleeves.
8. Correct sports uniform is to be worn during sport or physical education. Students will change into sports uniform at the commencement of a period of sport or physical education and will change back before the period ends. Boys' trousers and girls' slacks are part of the formal uniform and will not be worn for sport or HPE. During breaks students may play on the ovals, if they are wearing sports shoes and not engaging in activities that might compromise their formal uniform; otherwise full sports uniform must be worn. Teachers' directions must be followed at all times.
9. Students who compete in inter-school sport may wear the complete sports uniform home after competition. Students going to the gym in the mornings may wear their correct sports uniform, as long as they are delivered by car to the school gate. Students training in a sport after school must wear the full formal/full school sports uniform home. The training/team uniform is not worn in public.

10. Students compelled by any circumstances to wear incorrect or incomplete uniform must report to a member of the Administration before school with a note of explanation. This note must be signed by the member of Administration and kept with the student. Where possible, arrangements will be made to correct the situation to allow students to engage in their usual learning activities.
11. For any occasion, extremes in dress or grooming that will cause undue comment or distraction or that will be a disruptive influence, are not allowed.
12. By collaborative decision-making of all concerned, it has been agreed that all students must wear the chosen uniform at all times. In instances when students are withdrawn from class for a breach of the uniform code, an alternative education program will be provided to ensure that the student's education is not compromised.

CLASSROOMS AND BUILDINGS

1. At no time are students to enter rooms without a supervising teacher.
2. Students are not permitted on verandahs before school or during breaks unless under the supervision of a teacher.
3. Food and drink are not to be taken into buildings. Students only take water bottles into classrooms if absolutely necessary. However water bottles are not to go into computer rooms, science laboratories or workshops.
4. Lesson changes are for movement between classes only. This is to be brisk and orderly. Students are not to visit lockers, eat food, socialise or visit toilets between lessons. On stairways and verandahs, students will keep to the left.
5. Classes must assemble in two lines close to the classroom wall to await the arrival of the teacher. Before entering the classroom, uniforms must be tidy and students must be presented appropriately. Hats are on heads.
6. Bags must be placed in the racks provided outside of the classroom or arranged in a tidy fashion outside of the room so as not to obstruct passage to rooms and not to create a safety issue.
7. Students must not sit on stairs during breaks and must keep the approaches to stairs clear of bags.
8. When moving from a classroom to a new location, students must move as a class in an orderly fashion under the direction of their teacher.
9. Students are not permitted to enter staff rooms.
10. Bags must be placed in the designated areas when lining up at the canteen

GROUNDS

1. Chewing gum is not permitted whilst students are involved in any school activity or whilst they are in school uniform.
2. Permanent marking felt pens are not permitted in this school.
3. No student is to be at the bicycle racks – except owners placing or retrieving their bicycles. Bicycles must not be ridden in the school grounds. Safety helmets must be worn to and from school.

4. Under normal circumstances, students are not permitted to leave the grounds at any time during the school day. There are no regular lunch passes. In emergencies, a student may approach the Principal or Deputy Principals for permission to go home and may be issued with a special pass to do so. Passes for appointments are issued at the Lower Office.
5. Students waiting to be served at the canteen must form queues. Students must be respectful and courteous to the canteen staff. They must be presented appropriately with hats on. Students at the canteen are under the direct control of the teacher on duty there.
6. All litter must be placed in the bins provided. Students will be requested to pick up litter in the areas they frequent.
7. Students are encouraged to use the sporting facilities available during the lunch break. Food and drinks must not be taken onto the ovals or into the hall. Students are not to sit on the ovals. The ovals must not be used at morning recess. The hall may only be used when a teacher is present. Students are not to play contact sports unless under the supervision of a teacher.
8. Students are only permitted on the ovals if they are engaged in playing sport.
9. Handball is only permitted in designated areas.
10. No student is to remain in the school grounds after school unless under the supervision of a teacher or with authority of the Principal.
11. Students must not loiter near any car parked in the school grounds.
12. Due to safety reasons, students are not to be unsupervised within 10 metres of the fence line. They are also not to interact with members of the public who are in the vicinity of the fence line or who enter the grounds, except to give them directions to the office. Students are also not to enter the bush on the boundaries.

STUDENT ABSENCE

1. A note/email/phone call/SMS reply from a parent or guardian in explanation of a student's absence must be presented to the SDP Teacher within two days of returning to school. Except in special circumstances, failure to do so will result in an after school detention.
2. If a student is to be absent for more than a couple of days, the parent needs to contact the relevant Deputy Principal to discuss the absence.
3. If a student will be knowingly absent for assessment, it is school policy not to administer the test earlier.
4. Students are not to be absent from school in order to study (without school approval) or to work on assessment.

GENERAL

1. Responsible behaviour is required of students at all times.
2. Common rules of courtesy must always apply. When addressed by a member of staff or a visitor, students must answer in a respectful manner.
3. Students are reminded that, to and from school, their conduct must be such that it reflects credit on the school community. Conduct that interferes with the good order of the school or damages its reputation will not be tolerated.

4. Students are encouraged to participate in all aspects of school life: academic, sporting, cultural, service and social. Students are discouraged from confining their friendship to a particular boy or girl during lunch breaks and between lessons. In a formal work environment, any physical contact needs to be appropriate.
5. Whilst students are encouraged to use roll-on or stick deodorant, no aerosol cans are permitted at school for health and safety reasons.
6. Carbonated drinks (soft drinks) are not to be brought to school unless expressly permitted by the Principal.
7. The possession, purchase, distribution or consumption of alcohol, tobacco or any prohibited substance is expressly forbidden at, or prior to school or any school function/event or while wearing the school uniform. Where there is evidence of involvement in illegal drugs, students are suspended pending exclusion and police are notified.
8. No knives of any type, including fruit knives, butter knives or craft knives, or any item that can be used as a weapon, such as laser pointers or shanghais, are allowed at school. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. If a student has a knife at school, the police might be informed. Possessing a knife (or an item that could be used as a weapon) at school may result in serious disciplinary consequences. Unless there are unusual circumstances, Mansfield State High School would ordinarily move to recommend a student be excluded from the school in these circumstances. 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 his/her bag, the bag may be temporarily confiscated until police arrive. In some circumstances with the student's or parent's permission, a student's bag may be searched by school administration. If the student does have a knife at school, it can be confiscated by the principal and given to the police.
9. Harassment of any kind is unlawful under the Anti-Discrimination Act 1991. All students need to be free of it in its various forms. Problems of this nature are to be reported to the Principal or a Deputy Principal. The School Bullying Policy usually adopts a three phase approach: 1. non-punitive consequences with mediation and/or conflict resolution; 2. consequences for repeat offence; and 3. suspension.
10. Students are not to have mobile phones in their possession at school during school hours. When it is necessary for a student to bring a mobile phone, it must be deposited at the Resource Centre on arrival (from 8am) and collected from the Resource Centre on departure. Prior to 8am, mobile phones must remain on the student's person, but they are to be neither in use nor visible. These rules also apply to students during exam block. Students found with a mobile phone in their possession and who do not have the Principal's express permission, are suspended. Students, who have permission to use a phone locker, must deposit the phone in the locker when they arrive and collect it when they depart. No other access is allowed. Students are not to congregate in the phone locker area. The mobile phone locker agreement conditions must be adhered to.
11. Personal computer devices (such as laptops, iPads and tablets) must not be brought to school. These devices are not usually necessary as the school provides access to an extensive number of computers and laptops. If a personal device is required, students must approach the Head of IT to discuss their special requirements.
12. Images (still or moving) of any student in a Mansfield High School uniform or any persons in the school grounds must not be placed on the internet or distributed unless express permission is given by the Principal.

13. Digital recorder/player devices are not permitted. The use of headphones/ear phones attached to playing devices is not permitted unless as part of the curriculum and with the relevant teacher's permission. Cameras may be used for an appropriate curriculum activity approved by the Head of Department.
14. Students must return directly to their homes after being dismissed from school. Students may be required to perform errands for their parents before or after school, but they must not loiter at shopping centres, and they are reminded that their conduct must be impeccable, as it will be observed at all times when they wear the school uniform which includes the school hat.
15. The utmost care and respect for all school property are required. Students must return all sporting equipment, book and non-book materials lent to them, when due or requested.
16. Students are not to use skateboards, scooters, rollerblades or the like as a means of transport to and from school. These items are not to be brought into the school grounds.
17. On school excursions, general school rules apply. Quiet and correct behaviour is required as it is when students are at any time in the public eye – at the theatre, at outside sporting venues, in buses, on the street. Students must always be good ambassadors for the school. Students will not be permitted to go on excursions if their presentation is not correct in all respects.

MANSFIELD STATE HIGH SCHOOL CODE OF CONDUCT FOR BUSES (AND OTHER PUBLIC TRANSPORT)



This Code of Conduct has been formulated by Education Queensland and Queensland Transport and applies to all students attending schools in Queensland and who use buses either to travel to and from school or for other school related activities, such as excursions and sport.

Students must ensure that they have made arrangements so that they pay for their journey at all times.

BEHAVIOUR	EXAMPLES OF HOW STUDENTS MEET THE CODE
Respect other people and property.	<ul style="list-style-type: none"> • <i>Treat other people and their possessions with respect.</i> • <i>Always stand and offer their seats to adults or anyone in need of a seat eg young children.</i> • <i>Follow the bus driver's directions without argument.</i> • <i>Politely offer adults your seat if they are standing.</i> • <i>Not wait on private properties.</i> • <i>Not interfere with bus property, equipment, shelters and signs by marking or damaging them in any way.</i>
Wait for the bus in an orderly manner.	<ul style="list-style-type: none"> • <i>Wait well back from the bus until it stops and allow other passengers to leave the bus first.</i> • <i>Stand quietly without calling out or shouting.</i> • <i>Not push other people in the line or push into the line.</i>
Whilst on the bus, students conduct themselves in an orderly manner.	<ul style="list-style-type: none"> • <i>Always follow instructions from the driver about safety on the bus.</i> • <i>Show their bus pass, ticket, go card or ID upon request.</i> • <i>Sit properly on a seat if one is available (in an allocated seat if directed by the driver).</i> • <i>If standing, remain in the area designated by the driver.</i> • <i>Store school bags under the seat or in appropriate luggage areas.</i> • <i>Speak quietly and do not create unnecessary noise.</i> • <i>Wear a seat belt where fitted.</i> <p><i>It is not appropriate for students to:</i></p> <ul style="list-style-type: none"> • <i>Bully or harass other students or the driver or other road users.</i> • <i>Place feet on the seats.</i> • <i>Fight, spit, use offensive language or behave poorly in other ways.</i> • <i>Throw any article around or from the bus.</i> • <i>Consume food or drink, or play music without permission of the driver.</i> • <i>Smoke (prohibited on all buses).</i> • <i>Travel under the influence of illegal drugs, alcohol or volatile substances.</i> • <i>Allow any portion of their body to protrude out of the bus windows.</i> • <i>Stand forward of the front seat.</i> • <i>Use a mobile phone to send threatening messages, or photograph others without consent.</i> • <i>Distract drivers through use of mobile phones or hand-held devices.</i>
Use designated stops.	<i>It is the responsibility of students to disembark at their correct designated stop.</i>
When alighting from the bus, do so in an orderly manner.	<ul style="list-style-type: none"> • <i>Wait until the bus stops before standing to get off.</i> • <i>Alight from the bus in a quiet and orderly fashion.</i> • <i>Never cross the road in front of the bus. Wait until the bus has moved away and it is safe to do so.</i> • <i>Use crossings or traffic lights if available.</i>
In case of an emergency or a breakdown, follow the driver's directions.	<ul style="list-style-type: none"> • <i>Follow the instructions of drivers at all times.</i> • <i>Wait until the bus stops before standing to get off.</i> • <i>Leave the bus in a quiet and orderly fashion.</i> • <i>Wait in the area indicated by the driver.</i>

Please note that this list of behaviours is not intended to be exhaustive. It forms the basis for any rules developed by individual operators for the management of behaviour on their buses.

MANSFIELD STATE HIGH SCHOOL SCHOOL UNIFORM DETAILS



The Mansfield High School P & C Association has decided on the policy of wearing the complete school uniform correctly every day. When practical classes demand a specialist uniform, such as the sports uniform for HPE, students will change before class into the required uniform and change back into dress uniform at the end of that class. The wearing of the uniform is an important part of the development of a healthy school tone and all students are required to wear the uniform with pride. **For reasons of uniformity, all items with the exception of shoes (in the style specified), need to be purchased from our school's uniform shop.** We believe that all items will be more than competitively priced.

GIRLS' FORMAL UNIFORM

Item	How / when worn
<i>Blouse</i>	White poly rayon with Mansfield teal trim on collar, short sleeves, chest pocket. Buttoned down front. All buttons done up. School badge on pocket.
<i>Skirt</i>	Poly rayon Mansfield teal pleated skirt.
<i>Shoes</i>	Black laced-up polished leather school shoes of plain, conventional design (with heels - maximum 2cm) and black laces – not leather sport shoes. No laces around the shoes. Just plain black with no silver or gold. Soft low/no heel ballet-like shoes are not acceptable. See the uniform shop for some acceptable shoe styles.
<i>Socks</i>	Short white socks with teal scalloped picot trim on turnover.
<i>Tights</i>	(Optional in Winter) Beige tights as supplied through our uniform shop.
<i>Jumper</i>	(Optional) Poly-cotton V necked with school badge on left chest. Teal and white stripes on bottom of sleeves and at neckline. Neither tight nor sloppy.
<i>Blazer</i>	(Optional) Junior Navy with school badge on front pocket. Orders are to be pre-paid.
<i>Slacks</i>	(Optional) Mansfield teal slacks. NB Long sleeved school blouse may be worn with slacks only. However there is no compulsion to purchase this blouse.
<i>Scarf</i>	(Optional) Navy polo fleece with small badge embroidered on end.
<i>Hat</i>	All students must wear the school hat, which is navy with the school badge on the front.
<i>Hair Ribbon</i>	The only hair adornment is teal ribbon as available at our uniform shop. It is to be 50-100cm in length.
<i>Moslem Girls' Formal Uniform</i>	Some Moslem girls are permitted to wear a slightly different uniform. The only variations are: <ul style="list-style-type: none"> • A plain white non-transparent head scarf with no ornamentation may be worn • A long sleeved Mansfield blouse may be worn (to be ordered with four weeks' notice) • School tights may be worn in seasons other than Winter • School slacks may be worn in seasons other than Winter • No skivvies etc are to be visible under the blouse.

BOYS' FORMAL UNIFORM

Item	How / when worn	
<i>Shirt</i>	Mansfield teal short sleeved collared shirt with white piping on sleeve and pocket. School badge on chest pocket. The shirt is of a conventional button-through style. The top button is not done up.	It must be worn tucked into shorts or trousers. The collar must be turned down. Long sleeved shirts must be worn by some students.
<i>Shorts / Trousers</i>	Poly rayon mid-grey shorts with two pleats on each side at front, six belt loops and zip at front. Two pockets at front and inner pocket on back right. Trousers are in the same style and fabric. Both items are only available at our uniform shop.	The length of the shorts is to the top of the knee. Shorts and trousers must be worn with the belt described below. Trousers are to be worn to the top of the heel at the back.
<i>Belt</i>	Black 30mm leather belt with plain silver buckle and black keeper. For reasons of uniformity, belts are available only at our uniform shop.	Shorts and trousers must be worn with the designated belt.
<i>Shoes</i>	Black laced-up polished leather school shoes of plain, conventional design (with heels - maximum 2cm) and black laces – not leather sport shoes. No laces around the shoes. Just plain black with no silver or gold. Soft low/no heel shoes are not acceptable. See the uniform shop for some acceptable shoe styles.	Laces are to be tied tightly with a bow at the top. The backs must always be firm to support the heel. Shoes must be in good order and polished.
<i>Socks</i>	Long mid-grey with Mansfield teal stripes at top are worn with shorts. May wear short plain mid-grey socks with long trousers.	Garters must be used if long socks are not self-supporting. Top of sock must be turned over appropriately and be worn just below the knee.
<i>Jumper</i>	(Optional) Poly-cotton V necked with school badge on left chest. Teal and white stripes on bottom of sleeves and at neckline. Neither tight nor sloppy.	Students may wear the school jumper and/or blazer. Sleeves are not to be pulled over the hands. They are to remain in good condition.
<i>Blazer</i>	(Optional) Junior Navy with school badge on front pocket. Orders are to be pre-paid.	May be worn with or instead of the jumper. Pockets are not for warming hands.
<i>Scarf</i>	(Optional) Navy polo fleece with small badge embroidered on end.	To be worn as prescribed by the school. May be worn without the jumper.
<i>Hat</i>	All students must wear the school hat, which is navy with the school badge on the front.	The badge is to be facing the middle of the student's front and the brim is turned down parallel to the ground. The brim is one centimetre above the eyebrows. To be worn at all times with the formal uniform, except inside buildings. Hats are named prominently INSIDE .

SPORTS UNIFORM (BOYS AND GIRLS)

<i>Shirt</i>	White polo shirt with teal side panels and collar and buttoned at neckline. School badge on left chest.	Shirt is not tucked in. Only the top button is undone.
<i>Long Sleeved Shirt</i>	This is similar to the short sleeved version. However it must usually be ordered four weeks ahead of time.	Shirt is not tucked in.
<i>Shorts</i>	Teal basketball style shorts. School badge on bottom front left leg.	To be worn at a length that finishes at the top of the knee.
<i>Sports Shoes</i>	Students are permitted to wear supportive sports running shoes of any colour.	Laces are to be tied tightly with a bow at the top. Shoes are to be clean and in good order. Slip on shoes, boots, canvas, 'Volleys' or leisure type shoes are not acceptable .
<i>Socks</i>	Short white socks with MANSFIELD written twice around the top.	They are worn up. Students must change into them for sport.
<i>Cap</i>	All students must wear the school sports cap.	The badge is to be facing the middle of the student's front and the brim is turned down parallel to the ground. The brim is one centimetre above the eyebrows. Caps are to be worn at all times with the

		sports uniform, except inside buildings.
<i>Swimming</i>	Suitable one-piece swimmers.	To be worn modestly. Sun shirt may be advisable.

INTER-SCHOOL SPORTS UNIFORM (BOYS and GIRLS)

Any interschool sport item would not be purchased until confirmation of team membership. For the most part, the school sports uniform is to be worn. The school usually provides special team uniforms. Teal long socks with white stripes (soccer socks) may be required for some interschool sports such as: soccer, football, hockey, softball, and baseball.

DANCE UNIFORM

The only variation is:

- Rather than the usual sports shorts, students are to wear the Mansfield Dance slacks.

Students must wear the school sport socks and hair must be presented in the usual manner.

SCHOOL BACKPACK AND SCHOOL SPORTS BAG

Every student must use the **Mansfield High School backpack**. It is a Spartan PhysioPack with a warranty. If properly cared for, it should last for at least **six** years. Students must name their backpack on the tag as well as obviously **inside**. They are not to name it obviously outside, nor write graffiti on it. They must also attach a small appropriate identifying item/ribbon on a zip. For health and safety reasons, the backpack must be worn correctly. Unnecessary school items should be left at home.

Students needing to carry an extra bag to school for sporting equipment or other items are to use the **Mansfield High School sports bag**. All students must have this bag; however, should further storage be required the school kit bag may also be used in addition to the other two bags. The purchase of the school kit bag is not compulsory but only Mansfield High School bags may be used.

CARE OF UNIFORM

Please follow laundering instructions on clothing items. The use of a solid garment bag when washing items, particularly darker items such as jumpers, should help keep the garments in a better condition. To avoid fading, garments should not be hung in the sun to dry. All clothing, books and other property are to be kept well marked with the student's name. Re-labelling each holiday period should occur.

Hats may be sponged to clean them, but not washed in the washing machine. When they fade substantially, they must be replaced.

SOME SUITABLE SHOE STYLES



MANSFIELD STATE HIGH SCHOOL INFORMATION TECHNOLOGY POLICY



Acceptable computer and internet use

Use of computers and the Internet is based upon the policy contained within [ICT-PR-004 Using the Department's Corporate ICT Network](#).

Staff must ensure that all communications through the internet and online communications services comply with the Department Policy.

The acceptable-use conditions apply to the use of school devices and internet, and staff must ensure that student use and communication through internet and online communication services comply with the Responsible Behaviour Plan available on the school website.

Students should not:

- create, participate in or circulate content that attempts to undermine, hack into and/or bypass the hardware and/or software security mechanisms that are in place
- disable settings for virus protection, spam and/or internet filtering that have been applied as part of the school standard
- bring or use unauthorised programs or any executable file to school without written permission from the IT department
- intentionally download unauthorised software, graphics or music
- intentionally modify, damage or disable computers, computer systems or Queensland DET networks
- use the device for unauthorised commercial activities, political lobbying, online gambling or any unlawful purpose
- use inappropriate or offensive language in any electronic communication through the school system

Note: Staff and students' use of internet and online communication services may be audited at the request of appropriate authorities for investigative purposes surrounding inappropriate use.

Cybersafety

Staff must be familiar with the cybersafety policy in the Student Handbook. A copy of this policy is provided below.

At any time, if a student believes they have received a computer virus or spam (unsolicited email), or they have received a message that is inappropriate or makes them feel uncomfortable, they must inform their teacher as soon as is possible.

Students are encouraged to explore and use the '[Cybersafety Help](#)' button to talk, report and learn about a range of cybersafety issues.

Students must seek advice if another user seeks personal information, asks to be telephoned, offers gifts by email or asks to meet a student.

Students must never initiate or knowingly forward emails, or other messages, containing:

- A message sent to them in confidence
- A computer virus or attachment that is capable of damaging the recipients' computer
- Chain letters or hoax emails
- Spam (such as unsolicited advertising).

Students must never send or publish:

- Unacceptable or unlawful material or remarks, including offensive, abusive or discriminatory comments
- Threats, bullying or harassment of another person
- Sexually explicit or sexually suggestive material or correspondence
- False or defamatory information about a person or organisation
- Email addresses of a staff member or student without that person's explicit permission
- Personal information including names, addresses, photographs, credit card details or telephone numbers or themselves or others.
- Information that is contrary to any individual's interest

Web Filtering

An internet filtering solution provides DET with the ability to restrict access to inappropriate material on DET's ICT network.

Content filtering is active 100% of the time on school devices. The filtering system is installed on each device, and will work regardless of whether the device is connected to a school, home or other network.

To help keep students safe when using the DET network (including the 3G connection), DET imposes a 'high' level of internet access filtering. A 'high' level provides a greater level of protection and therefore a high level of restriction. Sites that are blocked under a high level of internet access include:

- Social networking sites such as Facebook
- Open/Mixed Content such as YouTube
- Language translation sites
- Internet telephony sites such as Skype
- Alternative sexuality/lifestyles
- Intimate apparel/swimsuit.

Staff members have a greater level of access to sites (including Youtube) and do have access to some sites that are restricted to students. It is important that you test student accounts before including access to online resources for lessons.

Student Intellectual Property and Copyright policy

Students should never plagiarise information and shall observe appropriate copyright clearance, including acknowledging the original author or source of any information used. It is also important that the student obtain all appropriate permissions before electronically publishing other people's works or drawings. The creator or author of any material published should always be acknowledged.

Material being published on the internet or intranet must have the approval of the Principal or their delegate and have appropriate copyright clearance.

Student Misuse and Breaches of Acceptable Usage

Students should be aware that they are held responsible for their actions while using the internet and online communication services. Students will be held responsible for any breaches caused

by other person(s) knowingly using their account to access internet and online communication services.

The misuse of internet and online communication services may result in disciplinary action which includes, but is not limited to, the withdrawal of access to services.

Student Damage or Loss of Borrowed Equipment

Devices are covered by an insurance policy which protects against accidental damage. There is no cover for negligence, abuse or malicious damage. Costs incurred by the school for the repair or replacement of devices may be charged by the school as an excess to parents.

Any software or hardware issues, vandalism, damage, loss or theft of the borrowed device must be reported immediately to the school.

Wilful and Malicious Damage

Where the school determines that damage has been intentionally caused to a device or a student has disrespected school property, the full cost of repair or replacement may be charged.

Some Guidelines

Computer Lab Processes

1. Students must not enter a computer lab unless there is teacher supervision.
2. No food or drink is allowed in a computer lab.
3. All students must sit in their seating plan.
4. When students first sit down and before they log in, teachers must remind students to check their machines for damage. They should also remind students that if any new damage (there may be previous damage and students need to keep track of this) is found after this point, then the student using the machine will be held responsible for any damage. This is a basic procedure whenever equipment is being used in any classroom.
5. If damage is found, it must be logged immediately using Service Centre Online (as outlined at the beginning of this section), so that there is a written record.
6. Before students leave, teachers should inspect machines for damage. This also is a basic procedure whenever equipment is being used in any classroom.
7. Work stations must be left tidy eg. Keyboards pushed in and all rubbish, print-outs and USBs removed.
8. The Student computer / internet policy is detailed in Section 7 of the Student Handbook.
9. Student may NOT play INTERNET GAMES – not even during lunch
10. Students are expected to know and comply with this policy at all times when using school computers.
11. Inappropriate use will incur sanctions detailed in section 7.9 of the Student Handbook

If this process is followed, then there should be no damage to machines as they are being checked at the beginning and the end of the lesson. It is your responsibility to monitor and follow-up damage done to equipment in your classes. This process will negate the need to follow up damage, as no damage should occur when students are made responsible for their equipment and they know that teachers are being vigilant.

If you neglect to follow this process for some reason, then you will need to follow up on any damage after the fact. The HOD IT, who will need to arrange repairs, will require the name of a student for restitution purposes.

Laptop Usage

ALL laptops should be inspected before they are handed out to students. For your own accountability, you need to be able to determine who has each laptop in your lesson. Two common methods are:

1. Allocate students a set laptop number for every lesson they have with you. Record any variations.
2. Have students write their name and the number of their laptop on a dated sheet of paper.

If damage is found, while handing out laptops, the laptop should be sent immediately to the tech room for repairs. At the end of the lesson, ALL laptops should be inspected for damage and that they are fully shutdown, BEFORE they are returned to the trolley. For your own accountability, mark off student names on the sheet previously filled out and keep for your records. If damage is found, then technical staff should be contacted with the name of the student for restitution purposes and the laptop sent immediately to the tech room for repairs.

All laptops should be plugged in and the trolley should be returned to its storage location and plugged in for charging. If damage is found after your class, you may be required to supply your records.

