At Biloela State High School we aim to provide *Quality Futures* for students through a consistent focus on:

- Quality Learning
- Quality Teaching
- Quality Leadership
- Quality Relationships
- Quality Learning Environments

The most current version of this document can be found on the school intranet: Coredata/PublicRO/Responsible Behaviour Plan
1. **Purpose**

Biloela State High School is committed to providing a safe, supportive school environment where all members are respected and valued; where opportunities are maximised for all through a quality curriculum, caring relationships and school organisation; where individual responsibilities and doing your best are valued.

We are focused on developing quality outcomes for students with a clear focus on quality student learning, quality teaching, quality leadership, quality relationships and quality learning environments. We use Explicit Instruction techniques to teach responsible behaviour and to develop a positive approach to learning.

2. **Consultation and Data Review**

This plan has been developed in consultation with the Biloela State High School leadership team members, teaching staff, students and the school Parents and Citizens. It has been available for comment by the wider school community.

3. **School Beliefs about Behaviour and Learning**

Biloela State High School is committed to providing a safe, supportive school environment where all members are respected and valued; where opportunities are maximised for all through a quality curriculum, caring relationships and school organisation; where individual responsibilities and doing your best are valued. Students are prepared for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of our quality state school.

_Biloela State High School is guided by our motto, Honor Supra Honores (Honour on the top of Honours). We understand this to mean that it is important to have respect and distinction as well as achievements or awards. These achievements may be scholastic, sporting or cultural. As a result of this, the school values of Respect, Responsibility, Safety, Doing Your Best, Caring, Opportunity were agreed upon through consultation with parents, students, staff and the wider community._

**Our values:**

**Showing Respect**

Treating all people and possessions with respect and dignity and fostering safe environments that support _innovative_ and _creative_ practice.

**Demonstrating Responsibility**

Behaving sensibly and safely, reflecting the rights of others with a strong sense of fairness, encouraging all students to _participate in education and cultural activities_. Taking responsibility for one’s own actions.

**Doing Your Best**

Seeking to do the best you can within your own personal circumstances with a focus on extending your own gifts. The school is also committed to the highest standards of _accountability_ and _performance_ through high levels of _professionalism_. Doing your best equals seeking personal excellence.

**Caring**

We seek to support each other and consider the impact of our behaviours on others. Our focussed care systems include clear case management processes and collegial support.

**Providing Opportunity**

We seek to enable all learners to access the full range of opportunities available to students at Biloela State High School without favour.
Our beliefs:

We believe that to ensure effective learning it is essential to develop a safe, supportive and disciplined environment that respects the following rights:

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe.

Further, we believe that:

- Learning is a life-long process and all people learn at different rates.
- Innovative and creative practices which help people to achieve their best are encouraged and supported.
- All individuals have the right to teach and learn to their potential/Teachers have the right to teach and students have the right to learn to their potential.
- Behaviour occurs as a result of choice – people are therefore accountable for their choices of behaviour and actions. Consequences should escalate if students continue to make the same poor choices.
- Opportunities and experiences which produce social and academic outcomes for students are supported and encouraged.
- Behaviour management practices and process must be consistent, fair and sufficiently flexible to cater for the needs of the individual including taking account of disability and language skills (ESL).
- Students and teachers work best in environments that are positive, challenging and supportive.
- Supporting students is most effective when done in partnership with staff, parents and students.
- School policies and practices must reflect proactive steps which encourage self-worth, resilience, positive attitudes and self-discipline.

Our Responsible Behaviour Plan is underpinned by the following principles:

- Our State School expects 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 organization and leadership.
- Partnerships with parents/carers, the wider school community and other support agencies contribute to positive behaviour in schools.
- Staff expertise is valued and developed.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.
- Students can be leaders in modeling proper behaviours and mentoring younger students.
- Care and support for students is a critical issue considered in all decision making.
- Universal, targeted and intensive behaviour support includes quality learning and teaching practices, a balanced, relevant and engaging curriculum, supportive and collaboratively developed programs and procedures, managed professional development for all members of the school community and adoption of practices that are non-violent, non-coercive and non-discriminatory
- a continuum of whole school positive preventive action for all students:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal</td>
<td>80-90%</td>
</tr>
<tr>
<td>Targeted</td>
<td>10-15%</td>
</tr>
<tr>
<td>Intensive</td>
<td>2-5%</td>
</tr>
</tbody>
</table>

Our School Improvement Agenda:
- Quality Learning
- Quality Teaching
- Quality Leadership
- Quality Relationships
- Quality Learning Environments
Our Expectations:

All members of our school community are expected to:

- Uphold and recognize the significance of appropriate and meaningful relationships between all members of our community and model these for others
- Conduct themselves in a lawful, ethical, safe and responsible manner that recognizes and respects the rights of others
- Respect the processes of natural justice.

Our Responsible Behaviour Plan is designed to provide:

- Supportive classrooms where learning comes first
- Positive support to promote high standards of achievement and behaviour
- Clearly articulated responses and consequences for inappropriate behaviour.

Students are expected to:

- Participate actively in the school’s education program including work at school, off site and at home
- Take responsibility for their own behaviour and learning, displaying good manners
- Demonstrate respect for themselves, other members of the school community and the environment
- Behave in a manner that respects the rights of others, including the right to learn
- Co-operate with staff and others in authority ensuring proper workplace health and safety principles
- Wear the school uniform with pride
- Develop their leadership skills and assertive behaviours.

Parents/carers are expected to:

- Show an active interest in their child’s schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, well-being and behaviour
- Contribute positively to behaviour support plans that concern their child.

Staff members are expected to:

- Maintain high standards of ethical behaviour as in Education Queensland’s Code of Conduct, acting as role models both within the school and in the general community
- Show an active interest in each student’s schooling and progress – be positive
- Work at developing a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with students, their parents and each other regarding the student’s learning, well-being and behaviour
- Communicate personally with those managing incidents as well as collecting written statements and completing OneSchool documentation when an incident occurs
- Contribute positively to behaviour support plans that concern their students
- Display assertive behaviour management strategies and reduce aggressive behaviours
- Ensure appropriate consequences are given in response to inappropriate behaviour
- Provide learning experiences within the school’s curriculum that promote positive learning and innovative and creative practice
- Provide opportunities for students to explore their gifts including access to the ACE extension program and other gifted programs and activities
- Respect the processes of natural justice and support management decisions.
- Manage the behaviour of students in their care both in and outside the classroom. HODs and Administration members support this process. The teacher remains part of the final resolution.

Our School aims to:

- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students/parents/carers
- Promote the skills of responsible self-management
- Work towards consistency and fairness in implementing our school’s Responsible Behaviour Plan
- Communicate high expectations for individual achievement and behaviour
- Review and monitor the effectiveness of school practices and their impact on student learning
- Support staff in ensuring compliance with the Responsible Behaviour Plan and facilitate professional development to improve the skills of staff to promote responsible behaviour.
### Maintaining and Encouraging Responsible Behaviour at Biloela State High School

<table>
<thead>
<tr>
<th>Least intrusive strategies</th>
<th>Relationships</th>
<th>Maximise the quality of teacher-student relationships to enhance learning and educational outcomes and develop positive relationships with parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Least intrusive strategies</td>
<td>Physical environment</td>
<td>Maintain a safe and clean environment with no graffiti to encourage students to take pride in their surroundings.</td>
</tr>
<tr>
<td>Whole School Support and Preventive Action (All students need)</td>
<td>Responsive curriculum</td>
<td>Allow appropriate choice from a relevant, engaging and challenging curriculum related to individual student needs both in the classroom and in subject selection.</td>
</tr>
<tr>
<td>Positive classroom management and planning</td>
<td>Positive classroom management and planning</td>
<td>Encourage students to set goals and develop strategies for improvement and use positive classroom management programs such as Excellence in Teaching, William Glasser, Bill Rogers programs, etc.</td>
</tr>
<tr>
<td>Student Leadership</td>
<td>Student Leadership</td>
<td>A focus on quality student leadership enhances positive relationships including leaders, student council and Year 8 Advisors.</td>
</tr>
<tr>
<td>Professional development</td>
<td>Professional development</td>
<td>Assist teachers to reflect on their knowledge, skills and practices, investigate issues and alternatives, challenge themselves, remain life-long learners and raise their self-awareness.</td>
</tr>
<tr>
<td>Pro-active programs</td>
<td>Pro-active programs</td>
<td>Provide pro-active alternatives for student management including Student support team early identification and case management, literacy/numeracy support and district behaviour support programs.</td>
</tr>
<tr>
<td>Recognise and Reward students</td>
<td>Recognise and Reward students</td>
<td>Recognise and reward positive behaviours communicating these to parents through good news calls, by the presentation of certificates and awards and through recognition at school parades.</td>
</tr>
<tr>
<td>Conflict resolution</td>
<td>Conflict resolution</td>
<td>Carefully discover all sides of a conflict situation, encourage openness and negotiation, and aim for a win-win solution.</td>
</tr>
<tr>
<td>Peer mediation</td>
<td>Peer mediation</td>
<td>Involve peers or senior students (mentors) in supporting students or helping with situations.</td>
</tr>
<tr>
<td>School community conferencing</td>
<td>School community conferencing</td>
<td>Encourage regular contact with parents and mandatory contact where behavioural referrals take place, recognising the two-way nature of information sharing.</td>
</tr>
<tr>
<td>Counselling</td>
<td>Counselling</td>
<td>Refer to trained counsellors where appropriate.</td>
</tr>
<tr>
<td>Responsible Thinking Classroom</td>
<td>Responsible Thinking Classroom</td>
<td>Refer students to the RTC when students are failing to respond to warnings of improper behaviour. Negotiation with the class teacher will occur prior to returning to class.</td>
</tr>
<tr>
<td>Professional development</td>
<td>Professional development</td>
<td>Provide professional development on conflict resolution, assertiveness training, conferencing and referral processes.</td>
</tr>
<tr>
<td>Curriculum issues</td>
<td>Curriculum issues</td>
<td>Encourage review of curriculum, career options and goal setting.</td>
</tr>
<tr>
<td>Support services</td>
<td>Support services</td>
<td>Refer to individual Support Team members where appropriate. Provide Reflective workbooks for withdrawal and/or suspension.</td>
</tr>
<tr>
<td>Inter-agency teams</td>
<td>Inter-agency teams</td>
<td>Refer to the Student Support Team for case management systems to be put in place.</td>
</tr>
<tr>
<td>Individual management plans</td>
<td>Individual management plans</td>
<td>Develop contracts for behaviour and more detailed individual management plans where appropriate. This can include alterations to timetable and support from outside agencies.</td>
</tr>
<tr>
<td>Restitution</td>
<td>Restitution</td>
<td>Ensure restitution occurs where appropriate.</td>
</tr>
<tr>
<td>Suspension or withdrawal</td>
<td>Suspension or withdrawal</td>
<td>Refer to the school’s Responsible Behaviour Plan Flowchart carefully recognising that all situations are not “black and white”, but attempting to apply suspensions and withdrawals consistently and fairly. Consider use of Behaviour Improvement Conditions.</td>
</tr>
<tr>
<td>Alternative programs</td>
<td>Alternative programs</td>
<td>Where extended suspensions occur, arrange for alternate programs with appropriate support agencies. Also arrange for modified learning programs for students at risk.</td>
</tr>
<tr>
<td>School community conferencing</td>
<td>School community conferencing</td>
<td>Ensure regular contact with parents occurs, recognising the two-way nature of information sharing.</td>
</tr>
<tr>
<td>Exclusion with a way back</td>
<td>Exclusion with a way back</td>
<td>Consider carefully length of exclusion applications and provide guidance and support in developing plans for return or alternate support education.</td>
</tr>
<tr>
<td>Restoring relationships and Re-integration</td>
<td>Restoring relationships and Re-integration</td>
<td>Regular reviews of case management strategies, encourage positive communication, support and reward systems, recognise improvement, formal re-integration interviews and support for return to schooling.</td>
</tr>
</tbody>
</table>
4. Processes for Facilitating Standards of Behaviour and Responding to Unacceptable Behaviour

At Biloela State High School, we believe that effective behaviour support relies on maintaining a positive whole school culture, quality learning and teaching practices, relevant and engaging curriculum and a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices. The table above shows they range from positive preventative action for all students, through to intensive intervention for specific individuals or groups. Coordinated support systems provide effective and timely support for students.

5. Emergency Responses or Critical Incidents

Where an emergency response is required or a critical incident occurs, the Principal will follow procedures as set out in the school’s Critical Incident Plan. The principal takes overall charge of the incident and delegates the various immediate responses, support measures and communication required. Support teams will be engaged as required to assist victims, witnesses or concerned members of the school community. District Office staff will support as required and assist in the management of media enquiries. Discipline responses will take a back seat whilst the immediate needs of all concerned are met. All care and concern will be directed to those involved or affected by the incident as health and safety is our prime concern.

6. Consequences for Unacceptable Behaviour

The Responsible Behaviour Plan Flowchart describes the usual responses to unacceptable behaviour. Student behaviour that does not comply with the expected standards is not acceptable. Our Responsible Behaviour Plan Flowchart sets out the range and level of responses and consequences for student behaviour that is not consistent with these standards. It is based on the belief that certain unacceptable behaviours demand a higher level of response in the first instance. “Failure to respond will put you here” and “One occurrence will put you here”, clearly outlines to students ‘who’ will deal with the unacceptable behaviour and ‘what’ the expected consequences might be. In determining appropriate consequences, all staff members are expected to follow principles of fairness and social justice and will respond after taking all known factors into consideration. We believe that parents and carers should know about unacceptable behaviours and the consequences that are applied in response. Staff members are encouraged to contact home to share information and seek assistance in solving problems as they arise. Contact with parents/carers is mandatory for the more serious behaviours as outlined in the Responsible Behaviour Flowchart.

Consequences will be applied to:

- Provide the opportunity for all students to learn
- Ensure the safety of staff and students
- Assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. The range of consequences that are authorised by Education Queensland will be used at Biloela State High School. These include:

- Warnings
- Discussions about the expected behaviours
- Detentions
- Referral to support staff
- Parent contact etc.

For more serious types of behaviour, the range of consequences includes:

- Withdrawal
- Referral to the Responsible Thinking Classroom (RTC)
- Suspensions
- Behaviour Improvement Conditions
- Exclusions
- Cancellations of enrolment.
These consequences will be used after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

The RTC is a temporary withdrawal of the right to attend class. It provides reflection time for the student, sends a clear and serious message that the student is now seriously infringing on others’ rights and involves negotiation with class teachers and advice to parents in the resolution of the problem. During periods of withdrawal in the RTC, students have lost the right to engage in class work.

Suspension is a temporary withdrawal of the right to attend school. It provides reflection time for the student, sends a clear and serious message that the student is now seriously infringing on others’ rights and involves parents in problem resolution. During periods of suspension, students are not to attend school. The care of the student becomes the responsibility of the parent/carer. Proposal to exclude is a possible disciplinary absence.

Suspensions will generally follow a pattern of 2 days (first offence), 4 days (2nd offence) and 5 days (3rd offence). Longer periods of suspension can also be used. The latter are normally for more serious offences or situations, or for repeated failure to respond to short-term suspensions.

The Responsible Behaviour Plan Flowchart displays the types of offences that invoke suspensions at this school. The types of offences considered serious enough to lead to suspension include “E-offences” e.g. electronically recording, storing, forwarding, or posting to the Internet or other highly public forum, material that the Principal deems to be highly inappropriate and connected to the school, especially that containing violent, sexually explicit or illegal images or material or defamation of a student or a teacher or other person connected to the school.

The Principal will consider Exclusion (expulsion) for any instances of:
- Repeated failure to respond, even to repeated suspensions and/or behaviour improvement conditions
- Possession of illicit or illegal drugs
- Threatening or use of knives and other weapons
- Immediate and serious threat to the safety of staff or students
- Posting on the Internet of grossly inappropriate material concerning students or a staff member e.g. threats, abuse, gross denigration, insinuations or privacy breaches
- Or other very serious misbehaviour which threatens the good order and management of the school.

Before making a decision to exclude, the principal may consider using a Notice of Behaviour Improvement Condition. If used, this will include details such as the behaviour(s) to be addressed, the support to be provided and a case manager’s name.

Post-compulsory Students can have their enrolment Cancelled for:
- Failure to actively participate satisfactorily in the program of instruction.

Students in the senior school can have credit for subject achievement withdrawn if they do not complete the substantive requirements of their courses. Such withdrawal of credit can have implications for Overall Position (OP) or Qld Certificate of Education (QCE) eligibility. Students will be given a clear warning when the Principal is beginning consideration for cancellation of enrolment.

Expectations of All Students

All Students need to attend, behave and work to the standards expected of them at this age. Those students in the post compulsory years (i.e. 16 years or have finished Year 10) have particular responsibilities towards themselves, their family, the school and society at large, to make the best of the opportunities presented to them. More specifically, all students are required:

Attendance
- To be at school at least 95% of the time, unless legitimate excuse - illness, medical or similar
- To be at school ON TIME i.e. before 8.40am
- To report through the office when leaving the grounds early or arriving late
- To bring a note from parents that explains their absence.
- Attend off-campus classes or study classes as per their timetable
Behaviour
- To comply with the school’s rules and expectations, to the standard expected of a Senior student
- To speak respectfully to other members of the school community.

Dress Code
- To comply with the school’s dress code—uniform and presentation—including:
  - To wear the full school uniform every day, including during winter
  - On the odd occasion (once or twice a term) this is not possible, to bring a note.

Electronic Devices
- To follow the school’s policy on the use of electronic devices and follow teachers directions in relation to their use.

Equipment
- To bring their school diary and use it properly to plan missed work, homework and assessment
- To bring equipment required for particular subjects or activities.

Safety
- To behave in a safe manner at all times, in presentation, attitude and behaviour.
- To bring and wear the required personal protective equipment (PPE).

Work
- To work conscientiously in class, produce quality bookwork or electronic work to a high standard.
- To complete homework and assignments on time and sit exams as scheduled.

Getting help
- To seek assistance from the Student Support Team or others if need be.

Futures
- To set genuine goals for each term and beyond
- To commit to these goals through time, effort and persistence.

Students who fail to meet these expectations will have disciplinary action put in place following the Responsible Behaviour Plan Flow Chart.

Post-compulsory students who fail to meet these expectations will receive a written warning due to a failure to participate satisfactorily in the program of instruction. Parents will be involved in this process. Any student who fails to heed such warnings will be given a Show Cause notice, asking him or her to explain to the Principal why his or her enrolment should not be cancelled.

7. The Network of Student Support

Biloela State High School uses a team approach to behaviour support that includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies. Positive support measures aimed at promoting high standards of achievement and behaviour include:
- Quality Student/Teacher relations that reduce the incidence of situations requiring behavioural interventions. Where Quality Relationships extend to parents and carers, there is a much greater likelihood of Quality Teaching and Learning occurring in every classroom, every lesson, every day.
- A strong emphasis on goal setting and developing strategies to reach goals
- The development and review of goals and aspirations as well as Senior Education and Training Plans
- Informal advice from teachers and administration members
- Pastoral care by Care Group Teachers, Year Level Coordinators and the School Chaplain
- Education with regard to bullying, harassment, rights and responsibilities
- Anti-bullying support provided by all school staff and the support team
- Two-way communication with parents/carers
- Referral to Guidance Officer, Special Needs/Learning Support Staff, Police Adopt-a-cop, School Youth Health Nurse, Youth Worker or Psychologist
- Links to Outside Support Agencies including Youth Mental Health, Anglicare, PACE Coordinator (Indigenous support), Youth Support Officers, Centrecare, Behaviour Management Teacher
- Student leadership opportunities
- Student self-reflection and behaviour review sheets
- Recognition and celebration of good behaviour – Certificates and Awards, Good News phone calls.
8. Consideration of Individual Circumstances

In dealing with inappropriate behaviours, staff at Biloela State High School aim to ensure that educational outcomes for the diverse needs of students are maximised. In responding to inappropriate behaviours the particular situation and context, the individual circumstances and the actions of the student and the needs and rights of school community members are all considered.

Where consideration of individual circumstances has been taken account, the usual disciplinary responses may be altered and the decision documented and communicated.

Individual behaviour and support plans will be written as required. Students will be appointed Case Managers to meet individual needs. These will be communicated to staff.

9. Related Legislation

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

10. Related Policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department’s Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some Related Resources

- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)

12. Responsible Behaviour Plan Flowchart

The Responsible Behaviour Plan Flowchart referred to in this document forms an important part of our overall plan. It is intended that this flowchart would be placed in all classrooms and would be an aid to managing responsible behaviour providing clear guidance to both teachers and students about our expectations, possible consequences and who might deal with the variety of issues that occur in our day-to-day management of behaviour.

In applying the strategies and consequences in this flowchart, all school staff will need to ensure a proper balance between the expected rules and consequences whilst ensuring that social justice is observed.
Responsible Behaviour Plan

Flowchart

To be read in conjunction with the Biloela SHS Responsible Behaviour Plan

Teacher Behaviour Record

Mandatory Parental Contact and Record on OneSchool

Escalating Consequences for Repeated Behaviours

ALL STAFF

Teachers and other staff

HEAD OF DEPARTMENT

YEAR LEVEL COORDINATOR

ADMINISTRATION

PRINCIPAL

No Response

Suspension Parental Contact

Possible Consequences

- A safe environment
- Enjoy school
- Effective learning
- Clean, well maintained environment
- School pride
- Opportunities
- Awards & Certificates

Positive Consequences

- Warning/Re-positioning
- Confiscation of ICT device
- Detention/Make up time
- Support Staff Contact
- Litter duty
- Parental contact
- Discussion with HOD
- Record on OneSchool

Possible Consequences

- Detention
- After-school Detention
- Support Staff Contact
- Check of behaviour in other subjects
- Monitoring sheet (subject specific)
- Removal of school laptop

Possible Consequences

- Restitution
- Detention/after school
- Parent collects ICT device
- Monitoring sheet
- Subject withdrawal
- Community service
- Central withdrawal
- Possible Suspension

Possible Consequences

- Bullying / Harassment
- Graffiti or vandalism
- Insolence, Verbal abuse
- Repeated safety breaches
- Theft

Possible Consequences

- Smoking/implements
- Assault/fighting
- Dangerous behaviour
- Gross moral offences, disrespect, stalking
- ICT abuse, student/adult
- Provocative or aggressive swearing or abuse
- Substance abuse/alcohol
- Serious theft / vandalism / graffiti / ICT misuse

Possible Consequences

- Suspension+ 1 to 5 day Suspension
- Exclusion (E)

Possible Consequences

- Suspension+ 6 to 20 day Suspension
- Referral to External Agencies
- Police contact
- Restitution/apology
- Enrolment Cancellation (C)

YOU RESPOND AND ACCEPT YOUR RESPONSIBILITIES

* Following withdrawal or referral to the RTC you will be required to negotiate an agreement for re-entry with the parties involved