



# ***Responsible Behaviour Plan for Students***

## **1. Purpose**

*At Kawana Waters State College, we are R.E.D.E. to learn when we show Respect, strive for Excellence, value Diversity, and experience Enjoyment.*

***Respect  
Excellence  
Diversity  
Enjoyment***



This Responsible Behaviour Plan for Students (RBPS) is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

### **Our Philosophy:**

Staff and students at Kawana Waters State College have the right to work to their full potential, free from disruption, abuse or threat in a safe and supportive environment. We respect the importance of the individual's intellectual, social, emotional and physical growth whilst maintaining that the exercise of individual rights and responsibilities must contribute to a positive community spirit. We teach all students that they are responsible for their own behaviour and choices. Parental consultation, support and involvement are essential to our supportive school environment. We also believe that it takes a community to raise a child and we evoke a three-way partnership with students and the community in our College.

## **2. Consultation and data review**

In 2018 Kawana Waters State College reviewed our 2015 RBPS with supporting College data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents. This plan has been endorsed by the Principal and the College Council and will be reviewed as required and in 2020 as required by legislation.

## **3. Learning and behaviour statement**

All areas of Kawana Waters State College are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximizing the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our College Plan, shared expectations for student behaviour are explicitly explained to all, assisting Kawana Waters State College to create and maintain a positive and productive learning and teaching environment, where ALL College community members have clear and consistent expectations (see REDE Expectations for the whole College on the next page) and understandings of their role in the educational process.

# POSITIVE BEHAVIOUR LEARNING

## REDE to learn

	<b>R</b> espect	<b>E</b> xcellence	<b>D</b> iversity	<b>E</b> njoyment
<p><b>REDE</b> to Learn in every part of the College.</p> <p>Expectations of all students.</p>	<p><b>RESPECT</b> for <b>ourselves, others and the environment</b> by:</p> <ul style="list-style-type: none"> <li>• Allowing others to learn.</li> <li>• Being safe.</li> <li>• Following the College rules and instructions.</li> <li>• Follow all adult directions.</li> </ul>	<p><b>EXCELLENCE</b> in learning by:</p> <ul style="list-style-type: none"> <li>• Attending every day and being on time.</li> <li>• Always doing our best in all that we do.</li> <li>• Wearing our uniform with pride.</li> <li>• Effort equalling outcomes.</li> </ul>	<p><b>DIVERSITY</b> in the College by:</p> <ul style="list-style-type: none"> <li>• Being prepared and working together.</li> <li>• Being a positive role model.</li> <li>• Celebrating our differences.</li> <li>• Representing KWSC positively in our community.</li> </ul>	<p><b>ENJOYMENT</b> and celebration through:</p> <ul style="list-style-type: none"> <li>• Celebrating success.</li> <li>• Thinking positively.</li> <li>• Being involved in College life.</li> </ul>

We follow the research validated 'Positive Behaviour for Learning' (PBL) framework to achieve our identified social behaviour and academic outcomes. The seven Essential Features of PBL are integral to our College and student success:

1. Administration and community support, participation and leadership
2. Defining expected behaviours
3. Teaching expected behaviours
4. Encouraging expected behaviours
5. Building essential classroom practices
6. Responding to unproductive behaviours
7. Data informed decision-making.

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

At Kawana Waters State College our approach shapes, supports and recognises appropriate behaviours in all students. We follow the PBL three tiered support approach.

##### **Tier 1 WHOLE COLLEGE GREEN ZONE**

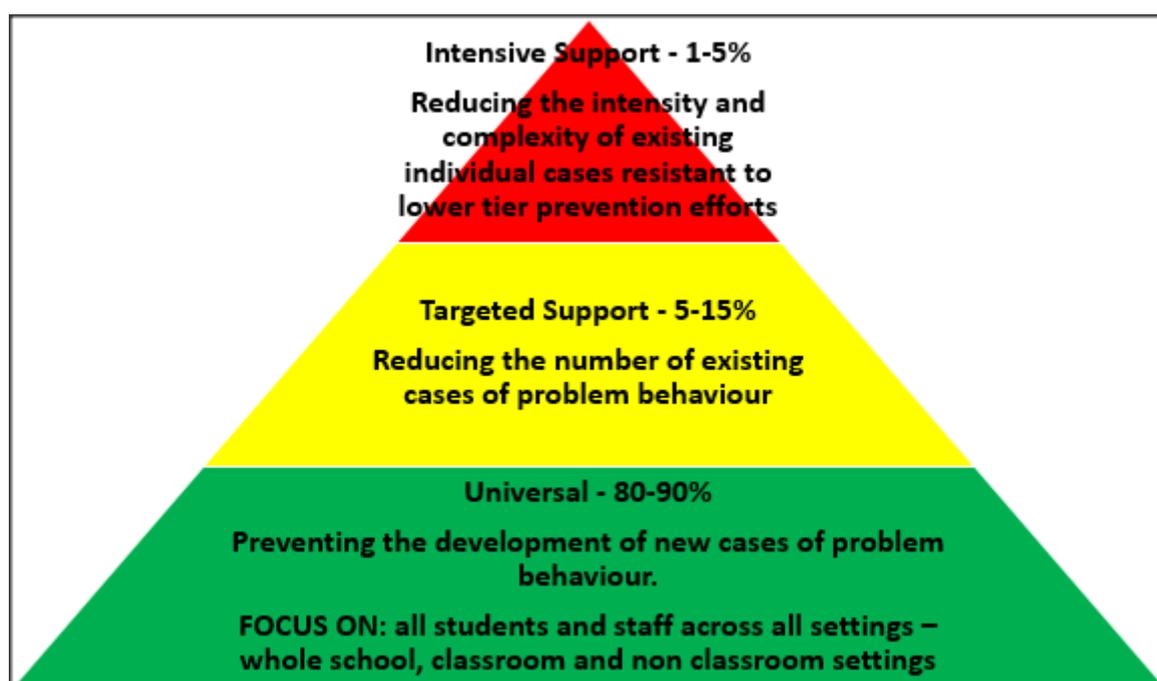
All students are provided with Tier 1 interventions. REDE expectations and acknowledgements are explicitly taught and are used to encourage all students to want to continue these behaviours.

##### **Tier 2 TARGETED SUPPORT YELLOW ZONE**

At Kawana Waters State College, we have specifically targeted support programs for students who require additional adjustments or intervention.

##### **Tier 3 INTENSIVE SUPPORT RED ZONE**

Flexible learning options are available to assist students who need intensive support with highly challenging and complex behaviours.



## **Tier 1 Whole College Support (GREEN ZONE)**

### **Pro-active Processes**

At Kawana Waters State College, we implement the following proactive and preventative processes and strategies to support all students across the whole College:

- Provide and train staff to facilitate quality pedagogy that engages all students
- Train and implement ***Essential Skills for Classroom Management*** for all staff
- Provide meaningful positive relationships with all students
- Train staff in Marzano's- ***Art and Science of Teaching***, focusing especially on Design Questions 5, 6, 7, 8 and to manage student engagement by 'enacting on the spot'
- Explicitly teach all students what is expected in all environments of the College through our REDE lessons and the REDE matrix.
- Reinforcement our or REDE expectations on Parades and during active supervision by staff during classroom and non-classroom activities
- Supporting staff in pro-active strategies of improving their pedagogical skills through Classroom profiling
- Regular communication with our community through Principal updates, school newsletter and facebook, enabling parents to be actively and positively involved in College behaviour expectations
- REDE Positive Behaviour Learning team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Kawana Waters State College Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Staff REDE handbook is updated and distributed to staff yearly, containing all relevant information on the REDE process
- REDE classes are the basis of our social and emotional education program. This is where students take part in projects around the school and local area with members of the community, guest speakers are invited in to speak about a range of topics and members of the school Support Services team (Chaplain, Nurse, Police Officer, Indigenous Education Worker) work closely with staff to respond to data trends in student pastoral care.
- Development of specific policies to address:
  - Cyber Safety- [Choose Your Own Device Charter - 2016](#)
  - [College policy for preventing and responding to incidents of bullying \(including cyberbullying\)](#)
  - [Appropriate use of social media](#)
  - [Working together to keep Kawana Waters State College safe- possession/use of knives at school](#)
  - [Uniform Policy](#)

### **Reinforcing REDE Behaviours**

At Kawana Waters State College communication of our REDE expectations is backed up through reinforcing 'instructional feedback' for students engaging in expected College behaviour. Throughout the College REDE lessons are conducted on a weekly basis using our College expectations and linking to research based on social and emotional programs in our KWSC journals. Instructional feedback is both verbal and non-verbal acknowledgement and is supplemented by a formal recognition and monitoring system attached to the environment in which it occurs. The REDE to Learn Card system is designed to increase the quantity and quality of the positive interactions between students and staff.

Positive relationships, appropriate behaviours and supportive wellbeing are modelled and developed through a range of whole-school strategies. Emphasis is on teaching, modelling and practicing positive behaviours.

## **Recognition Systems**

**Free and Frequent** - all teachers are trained to give consistent and appropriate acknowledgment and reinforcers.

We encourage and acknowledge all students to follow our College expectations utilising:

- REDE to Learn Acknowledgement Cards
- REDE to learn certificates
- REDE to learn acknowledgment days.

**Short Term Celebrations** - KWSC acknowledges positive students achievements on a weekly basis at College parades through:

- Student of the week certificates
- REDE reward card draws
- Positive affirmation
- Staff regularly email home including REDE e-postcards

**Long and Strong Celebrations** - KSWC College acknowledges positive behaviour, attendance and academic success through:

- Termly recognition ceremonies
- End of Semester 1 and Semester 2 - REDE acknowledgment event for selected students or classes.
- Awards Night recognising excellence in academic, cultural, community, service and sporting areas.

## **Responding to Unacceptable Behaviour**

### **Tier 1 Whole College Support GREEN ZONE**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Staff at Kawana Waters State College apply a preventative approach to re-direction and make appropriate use of least to most intrusive redirection strategies based on the Essential Skills for Classroom Management.

#### **Least intrusive strategies include:**

- pre-correction
- prompts
- selective attending
- proximity
- non-verbal cueing.

When students' exhibit low-level and infrequent problem behaviour, the first response of College staff is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our REDE expectations.

#### **Most intrusive strategies include:**

- giving choices
- following through

- removal to time out
- use of buddy class.

### **Tier 2 Targeted Behaviour Support** **YELLOW ZONE**

Each year a small number students at Kawana Waters State College are identified through data as needing targeted behavioural support. Students requiring targeted support are managed by a line-manager (HOD, DP) who implements a variety of strategies to support them including:

- Use of behaviour data to accurately identify students requiring Tier 2 support
- Daily monitoring cards
- Seating plan
- Check in and Check out
- Targeted small group social skilling programs
- referral to Student Support Services
- Alternative education programs such as CTC (Co-operation Trust Challenge) or Rock and Water
- referral to learning support
- Parental contact
- External counselling
- Students are provided with positive feedback via acknowledgements

All staff are provided with ongoing professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of the staff and of the students being supported.

### **Tier 3 Intensive Behaviour Support** **RED ZONE**

Kawana Waters State College is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Student Support Services team/s work together with staff, parents/carers and community to manage and support students in the Red Zone by;

- Parental meetings and involvement in support plans
- Work with other staff members to develop appropriate behaviour support strategies
- Restorative Justice conversations/meetings
- Individual Behaviour Support Plans (based on data) which enable staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- Monitor the impact of support for individual students through continuous data collection
- Make adjustments as required for the student, such as a Flexible Learning Arrangement timetables
- Work with the Leadership Team to achieve continuity and consistency
- Work with parents and families to support students
- Case manage these students with a collaborative approach, linking with outside agencies for support
- External alternative programs

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

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

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 problem behaviour is defined as, behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic Defusing Strategies	Action
Avoid escalating the problem 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 problem situation, 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.
Follow through	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 problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
Debrief	Help the 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.

### **Physical Intervention- Restraints (Individual Plans)**

Physical Restraint, involving the manual restriction of a student's movement for reasons of safety may be used in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage.

When provision is made for the use of physical restraint in a student's individual plan as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), plans will:

- Be approved by the Principal with a copy provided to the Principal's supervisor
- Include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- Not use physical restraint processes in isolation
- Develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- Identify strategies to reduce and eliminate the need for physical restraint
- In preventing self-harming behaviours, strategies may include:
  - Restoring safety in other practicable ways such as removing harmful objects;
  - Employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff; and
  - Use of movement limiting and / or protective devices at times of high risk
- Complete documentation according to Student Protection requirements.

Where physical restraints are included as part of a student's individual plan deemed necessary due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), staff will:

- Be provided with physical restraint training and professional development that is documented
- Complete the required documentation following a physical restraint
- Employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- Establish a regular review process to monitor effectiveness of planned strategies and procedures.

### **Physical Intervention and Restraints – Immediate or Emergency Response**

Appropriate physical interventions and restraints may be used to ensure that Kawana Waters State College's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical restraints (manual restriction of a student's movement for reasons of safety) is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Staff may make legitimate use of physical restraints if all non-physical (including defusing strategies) and more moderate physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member; or
- Posing an immediate danger to him/herself or to others

**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 and the underlying function of the behaviour.

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

- College disruption
- Refusal to comply
- Verbal threats
- Property destruction, unless severe; and
- Leaving a classroom or the school, unless student safety is clearly threatened or they are in immediate danger

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 achieve the desired result
- Take into account the age, stature, disability, understanding and gender of the student.

**Physical Restraint** is the manual restriction of a student's movements for reasons of safety where a student is behaving in a manner that is potentially injurious to themselves or other, or to prevent serious property damage.

Physical restraint is a last resort, where staff will:

- Give clear verbal instruction before physical restraints is used, unless the urgent nature of the situation makes this impractical
- Call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- Notify the Principal (if not directly involved) and the student's parent of the incident detailing:
  - The behaviour that preceded the use of physical restraint
  - The type and duration of restraint used
  - Staff members and other witnesses present during the period of the restraint
  - Student's physical condition before and after the period of physical restraint
  - Planned future action to prevent further incidents of the behaviour
- Assess the risk of restraint verses the current risk of harm:
  - Identify hazards
  - Assessing the risks
  - Controlling the risks
  - Monitoring and reviewing safety measures
- Consider the staff Code of Conduct and Student Protection procedures
- Consider their own behaviours that might escalate the situation:
  - Proximity, Posture and Position (non-verbals)
  - Tone, Volume and Cadence
  - Students sensitivities/preferred methods of communication
  - Remain calm
- Maintain observations/monitoring of student during and after physical restraint
- Follow appropriate response process (including reporting and debriefing)

### **Debriefing**

Following each instance involving the use of physical intervention/restraint:

- Debriefing is to be provided for the student and any other students after a suitable interval of time has elapsed
- A debriefing meeting with the relevant staff members to be held
- An individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy

### **Record Keeping**

Each instance involving the use of physical intervention/restraints must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

Following each instance involving the use of physical intervention/restraints, the following records are to be maintained:

- [Physical Intervention Incident Report](#)
- [Debriefing Report](#)

## 6. Consequences for unacceptable behaviours

Kawana Waters State College makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our College seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Staff are required to enter inappropriate behaviours onto OneSchool.

The [College Consequence system](#) outlines what our College's approach is to unacceptable behaviour, what strategies can be implemented to provide opportunities for students to display appropriate behaviours and also how any student can achieve positive behaviours.

In alignment with the Code of School Behaviour, the individual circumstances and actions of the student and the needs and rights of the school community members are considered at all times. The consequences for unacceptable behaviour endeavours to ensure that:

- are commensurate to the negative behaviour and there is a focus on the use of consequences to teach students appropriate ways to get their needs met
- students are encouraged to own their responsibilities through using Restorative Practices and alternative positive behaviours taught and modelled
- use of behavioural data is used to evaluate both the effectiveness of consequences
- school processes and decisions are clearly communicated to all relevant stakeholders ensuring the best outcome for our students and school community.

When responding to problem behaviour, staff first determines if the problem behaviour is major or minor, following the [KWSC Minor vs. Major Table](#).

### Minor and major behaviours

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

- Minor problem behaviour is handled by staff members at the time it happens
- Major problem behaviour may be handled by a staff member or referred directly to the College Leadership Team.

Minor Behaviours	
Minor behaviours are those that:	Minor problem behaviours may result in the following consequences:
<ul style="list-style-type: none"><li>• Are minor breaches of the school expectations</li><li>• Do not seriously harm others or cause you to suspect that the student may be harmed</li><li>• Do not violate the rights of others in any other serious way</li><li>• Are not part of a pattern of problem behaviours</li><li>• Do not require involvement of specialist support staff or Administration.</li></ul>	<ul style="list-style-type: none"><li>• Staff will use Essential Skills for Classroom Management to correct students exhibiting minor behaviours (least to most intrusive)</li><li>• A re-direction procedure. The staff member takes the student aside and:<ol style="list-style-type: none"><li>1. Names the behaviour that the student is displaying</li><li>2. Asks the student to name expected REDE behaviour</li><li>3. States and explains expected school behaviour if necessary</li><li>4. Gives positive verbal acknowledgement for expected school behaviour.</li></ol></li></ul>

A minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal, individual meeting with the student, apology, restitution or detention for work completion.

<b>Major Behaviours</b>	
<p>Multiple Incidents of Minor Behaviour are those that:</p> <ul style="list-style-type: none"> <li>• Follow the recording of persistent minor behaviours.</li> </ul>	<p>Single Incident - are those that:</p> <ul style="list-style-type: none"> <li>• Significantly violate the rights of others</li> <li>• Put others / self at risk of harm</li> <li>• Require the involvement of school Administration.</li> </ul>

When unacceptable behaviour occurs, students experience predictable consequences. Including is the use of Time Out, Buddy Class, reflections rooms, detentions, community service and suspension.

#### **Time Out**

Time out is a behaviour management strategy used by teachers to give a student time away from their regular class/program/routine, to calm a student. It can also be used to reduce the frequency of a particular behaviour.

#### **Time Out Procedures:**

All staff, students and parents are made aware of the appropriate use of, and procedures for, Time Out. These include:

- Giving the student opportunity to re-join class at intervals of no more than 10 minutes
- Provide the student with opportunities to complete assessments to fulfil educational requirements
- Ensure when using Time Out as a management technique that it is consistent with:
  - Developmental stage of the student
  - Any special needs that the student may have
- Ensuring the student is safe and under supervision at all times
- Ensuring emergency procedures are in place for students 'out of class'
- The regular review of time out procedures, frequency of use with particular students, and effectiveness measured using data.

#### **Buddy Class:**

- used to temporarily remove students who are disrupting the learning and teaching environment
- is set up prior to incident with agreement between referring teacher and buddy class teacher
- still allows students to continue with class work or assessment
- ensures the student is safe and under supervision at all times
- is regularly reviewed for frequency of use with particular students, and effectiveness measured using data.

#### **Reflection room/Detentions:**

- teachers are responsible for giving and supervising
- Lunchtime Detention for Lateness/Uniform (Secondary)
- Afternoon Detention (Secondary)
- Lunchtime Reflection Room (Primary)

- detentions can be given during the school day during breaks (20 minutes)
- out-of-school hours detention can be given and parents notified of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent. It is the parents' responsibility to arrange travel to and from the detention.

**Community Service:**

The Principal or delegated staff member reserves the right to select appropriate responsive strategies in accordance with relevant Legislation and Regulations.

**Suspension:**

Student Disciplinary Absences are only used after consideration has been given to all other responses, and the unique circumstances of the situation have been considered.

School documents that will govern decision making include:

- Schoolwide Positive Behaviour Matrix
- Essential Skills of Classroom Management
- Senior School Good Standing Policy
- Bullying and Cyber-bullying Policy
- Acceptable Electronic Device Use Policy
- Hands Off Policy
- Drug and Alcohol Free School Policy
- Attendance Policy
- Assessment Policy
- Uniform Policy

Possible consequences and referral process for Minor and Major can be seen at [Minors and Majors Consequence Chart](#).

**Relate problem behaviours to expected school behaviours**

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

- Articulate the relevant expected school behaviour;
- Explain how their behaviour differs from expected school behaviour;
- Discuss who is affected by their choices;
- 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 a problem 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.

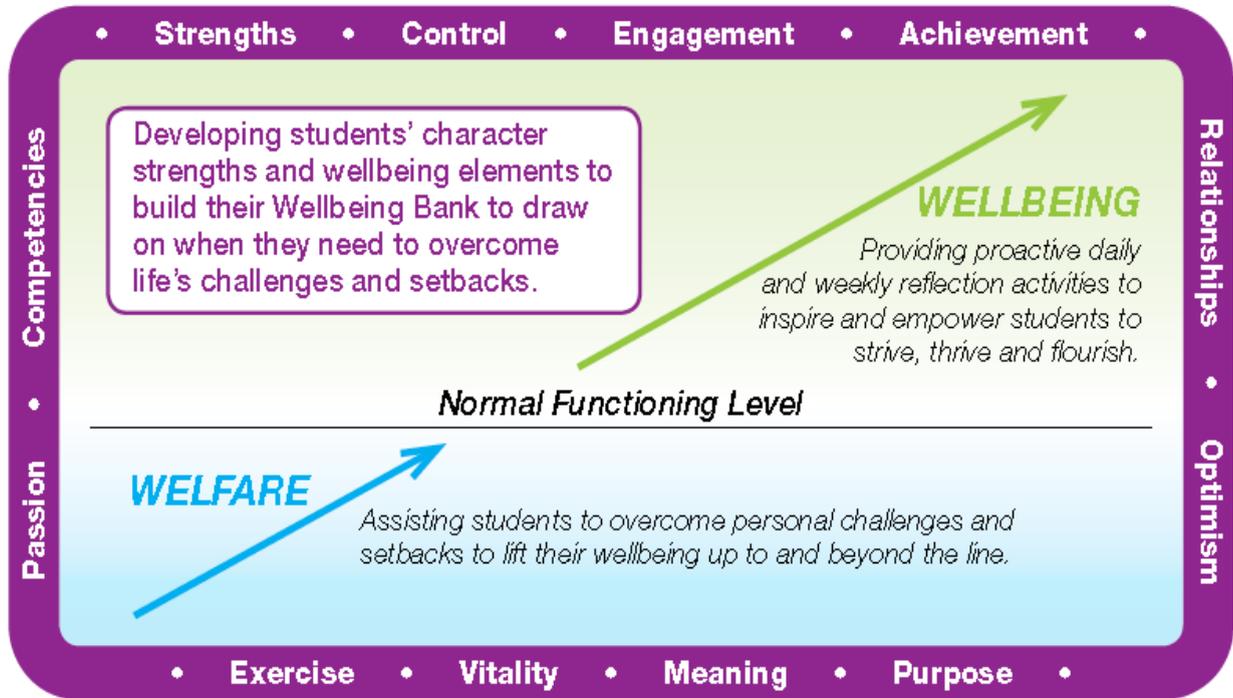
**Ensuring consistent responses to problem behaviour**

At Kawana Waters State College, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

## 7. Network of student support

Kawana Waters State College community is dedicated to supporting the Learning and Wellbeing of all of our students.



Students at Kawana Waters State College are supported through positive reinforcement and the three Tiered REDE system. They can also access a network of personnel who provide support for the whole school community such as Classroom Teachers and Year Level Coordinators (Secondary).

Student Support Staff (Whole College):	Support is also available through the following government and community agencies:
<ul style="list-style-type: none"> <li>• Guidance Officers</li> <li>• Head of Department – Student Support Services</li> <li>• Chaplain</li> <li>• School Based Police Officer</li> <li>• School Based Youth Health Nurse</li> <li>• Indigenous Education Worker</li> <li>• Vocational Education Officer</li> <li>• Support Teacher- Literacy and Numeracy</li> <li>• Heads of Department/Curriculum</li> <li>• Deputies, Campus Principals and College Principal</li> <li>• Heads of Special Education</li> <li>• Regional Behaviour Support</li> <li>• Senior Guidance Officer</li> </ul>	<ul style="list-style-type: none"> <li>• Disability Services Queensland</li> <li>• Child and Youth Mental Health / SCEDLINQ</li> <li>• Queensland Health</li> <li>• Department of Communities (Child Safety Services)</li> <li>• Police</li> <li>• Sunshine Coast Council</li> <li>• Community Solutions</li> <li>• United Synergies</li> <li>• Other external support agencies</li> </ul>

## 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.

Kawana Waters State College 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 code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- 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, and
  - Receive adjustments appropriate to their learning and/or impairment needs.

## 9. Related legislation

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

## 10. Related policies

- Cyber Safety - [Choose Your Own Device Charter - 2016](#)
- [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](#)
- [Temporary Removal of Student Property by School Staff](#)

## 11. Some related resources

- [Bullying. No Way!](#)

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

***Endorsement***

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**Principal**

**Effective Date: 14 June 2018**