Responsible Behaviour Plan for Students
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Related Legislation

- Education (General Provisions) Act 2006 (Qld)
- Education (General Provisions) Regulation 2006 (Qld)
- Disability Discrimination Act 1992 (Clth)
- Disability Standards for Education 2005 (Clth)
- Age Discrimination Act 2002 (Clth)
- Anti-Discrimination Act 1991 (Clth)
- Racial Discrimination Act 1975 (Clth)
- Sex Discrimination Act 1984 (Clth)
- Criminal Code Act 1899 (Qld)
- Commission for Children and Young People and Child Guardian Act 2000 (Qld)
- Judicial Review Act 1991 (Qld)
- Weapons Act 1990 (Qld)
- Work Health and Safety Act 2011 (Qld)
- Work Health and Safety Regulation 2011 (Qld)
- Right to Information Act 2009 (Qld)
- Information Privacy Act 2009 (Qld)

Related Policies

- Safe, Supportive and Disciplined School Environment Policy
- Inclusive Education (The Melbourne Declaration on Educational Goals for Young Australians)
- 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 and Police or Staff Searches at State Educational Institutions
- Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Varsity College Assessment Policy
- Varsity College Attendance Policy
- Varsity College Appearance Policy

Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Bus Travel
- Everyday Counts
Rationale
Varsity College prides itself on having high expectations which aim to uphold a culture of excellence in learning. Varsity College is committed to providing a safe, respectful and responsible learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Our Responsible Behaviour Plan for Students (RBPS) is designed to facilitate high standards of behaviour so that learning and teaching in our College is effective and students can participate positively within our school community. The Plan outlines the approach to promoting positive behaviour, the range of student support provided and how the College responds to unacceptable behaviours.

Consideration of the Individual
As stated in 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.

Varsity 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 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; 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 disability needs; and
  - provide a written statement during the incident investigation process.

Consistency of Practice
At Varsity College, appropriate training and professional development is provided to all staff members for addressing problem behaviours to ensure there is a consistent approach and responses to behaviour across the College. Staff also engage in conversations regarding the appropriateness of consequences with their colleagues to ensure consistency across the College.

Students receive training about how to respond when other students display problem behaviour, and the respectful way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour. Students engage in explicit instruction regarding behaviour through Positive Education programs.

Consultation and Review Data
As part of the ongoing improvement program, Varsity College continually reviews the available data pertaining to our Responsible Behaviour Plan. Our College rules have been agreed upon and endorsed by our staff in consultation with our school community and P&C.

This Plan was endorsed by the Executive Principal and the P&C.
Behaviour and Learning Statement

All areas of Varsity College are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school learning and wellbeing, including behaviour management, is founded on principles of Positive Education.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Expectations for student behaviour enables the College to maintain and create a positive and productive teaching and learning environment, where ALL College community members have clear and consistent expectations and understanding of their role in the educational process.

At Varsity College, behaviour management is founded on a Positive Education model, underpinned by three College rules (outlined below).

College Rules

The College values and character traits underpin the three Varsity College Universal College Rules which are:

- Be Respectful
- Be Responsible
- Be a Learner
Positive Education

Behaviour Framework and Expectations

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Varsity College we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school and in the wider school community. Communicating behavioural expectations is a form of universal behaviour support—a strategy directed towards all students and designed to prevent problem behaviour. It provides a framework for responding to unacceptable behaviour.

Students at Varsity College are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff (teacher aides)
- Deans
- Heads of Curriculum
- Heads of Department
- Administration Staff
- Guidance Officers
- Psychologists
- School Based Youth Health Nurse
- Youth Support Coordinator

Support is also available through the following South-East Region, government and community agencies such as:
Departmental Programs (such as Coral House, the Annexe, Senior Guidance Officers)
- SER Emergent Funding for Behaviour Support
- Benevolent Society and other outside agencies
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police
- Local Council
- Positive Learning Centre Staff

Varsity College communicates our approach to behaviour support to students through:

- College non-negotiable school rules of Be Respectful, Be Responsible, Be a Learner
- College values and character traits
- Positive Education Lessons (focused on the learning and wellbeing framework of Flourishing)
- Explicit and detailed emphasis during the process of enrolment for all new students
- Lessons which explicitly teach classroom routines and expectations, based on Positive Education and Positive Psychology, are conducted at throughout the year by classroom teachers and through year level and sub-school assemblies.

College Values
At Varsity College it is an explicit expectation that our students model our College Values. These are:

- Wisdom
- Courage
- Compassion
- Citizenship
- Integrity

College Character Traits
To support the development of the College Values in students, staff and our community, our students are taught to develop the following character traits that underpin the values:

Refer to Appendix One

Learning and Wellbeing Framework

Varsity College is committed to helping students live a rich, meaningful life so that they may flourish. We know that a student’s learning and wellbeing are inextricably linked and that they learn best when their wellbeing is optimised. When a student develops a strong sense of wellbeing, they will experience greater success in learning and demonstrate more effective personal and social functioning.

In line with Education Queensland’s Learning and Wellbeing Framework, Varsity College supports student wellbeing by providing challenging, interactive and engaging learning experiences and by nurturing relationships with families and the wider community. The Learning and Wellbeing Framework is used as a guide in the development of a school-wide positive learning culture that enhances student mental health and emotional and social wellbeing.

To maximise student success, parent partnership and active participation is strongly encouraged. Our Wellbeing Team is responsible for working with families by helping them to effectively deal with a range of learning and wellbeing issues. Specifically, our team help with:

- Social and emotional concerns
- Mental health (including anxiety, depression and stress)
- Relationships (including family dynamics)
- Grief and loss (including transitions and major adjustments)
- Learning difficulties
- Behaviour concerns
- Study skills
- Career development (including subject selection and career counselling)
- Referrals to external support agencies

These extensive services are outlined in more detail in our Wellbeing Services for Students and their Families brochure which can be found on our website http://www.varsitycollege.eq.edu.au.

Positive Education
At Varsity College, we passionately believe that happy, confident young people grow into responsible, respectful and successful adults. Our wellbeing program is the foundation of all our educational endeavours.

We are aware that one in four young people will experience a mental illness in their adolescence and that many of these young people do not receive diagnosis or treatment. This reality requires us as a school expand our focus beyond academic learning to the explicit promotion of wellbeing.

Our wellbeing curriculum builds upon the traditional pastoral care model by drawing upon the growing field of Positive Psychology; a scientific field that studies the flourishing and optimal functioning of individuals, groups and institutions. This new program is known throughout the school as Positive Education.

Positive Education brings together the science of positive psychology with best practice teaching to encourage and support individuals, schools and communities to flourish. We refer to flourishing as a combination of “feeling good and doing good”.

Positive education focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.

Underpinning the Varsity College Positive Education model is the identification and exploration of character strengths. Character strengths are “ways of thinking, feeling and behaving that come naturally and easily to a person and that enable high functioning and performance” (Linley & Harrington, 2006).

Through the Positive Education Program our students will identify, embrace and develop their unique strengths to become resilient and persevere in difficult times. They will learn how to foster a growth mindset to achieve their learning and life goals by stepping outside their comfort zone whilst learning the importance of having a positive outlook and a zest for life.

Process for facilitating standards of behaviour and responding to unacceptable behaviour
Whole School Behaviour Support

Targeted and strategic support

- Serious or persistent breaches of the responsible behaviour plan that requires intervention by the DHOS or HOS
- Referral to external agencies
- Suspensions 10-20 days
- Exclusions

Well-being and Welfare practice

- Referral to HODs, Deans, Guidance Officers, School based Psychologists, School Health Nurse, ATSI coordinator, SEP, Youth Support Officer
- Performance Teams - PSPT, JSPT, SSPT (at risk students and case management)
- Suspensions 1-10 days and intervention programs

Signature Practices Whole School Approach

- Positive Education: Explicitly taught program P-12
- School Expectations
- Be Respectful, Be Responsible, Be a Learner
- Flourish: Our Strengths are in our Character
  - Compassion, Courage, Wisdom, Integrity, Citizenship
- APR – Annual Performance Review
- Academic board and Curriculum Reviews
- Coaching and profiling
- Professional development plan

Academic

- Cancelation of support, ICP process
- SEP support and flexible learning arrangements
- Professional development agendas
- Layer 3 learning support

Layer 2 Learning support
- Differentiated teaching groups
- Personal Improvement Plans

Targeted Behaviour Support

Students come to school to learn. Each year a small number of students at Varsity College are identified through our data as needing extra in the way of targeted behaviour support. In most cases the problem behaviours of
these students may not immediately be regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

The Reset Class (Primary) and Buddy Class (Secondary) is a process by which teachers can provide a disruptive free learning environment for all students. All classroom teachers incorporate a Behaviour Management Plan for each of their classes on an ongoing basis. Students who choose to disrupt teaching and learning in the classroom after being given opportunities to rectify their behaviour through the Behaviour Management Plan will be directed to a reset class. Each time there is a referral the classroom teacher must record the incident on One School and refer to the relevant person for follow up Refer to Appendix Two.

Intensive Behaviour Support

Varsity College is committed to educating all students, including those who present as ‘at risk of significant education underachievement’, and those students who present with complex and challenging behaviours. A co-ordinated approach of more intense case management and communication takes place.

The Student Support Services for both Primary School and Secondary meet on a weekly basis to:
- Identify any student who may be at risk.
- Assign the appropriate Case Manager through the Performance Team Meeting.
- Develop appropriate behaviour support strategies.
- Devise an Individual Positive Behaviour Support Plan in consultation with the student and the caregiver, the purpose of which is to support and assist the student to reintegrate and achieve positive learning outcomes both educationally and socially.
- Inform staff or behaviour support strategies to ensure continuity and consistency.
- Engage relevant support agencies (both internal and external).
- Provide ongoing monitoring and evaluation of student behaviours.
- Make regular contact with caregivers by the case manager to ensure the promotion of positive behaviours.

Consequences for Unacceptable Behaviour

Varsity College makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. In managing problem behaviours, Varsity College utilises a range of clearly articulated responses and consequences for inappropriate behaviour. When unacceptable behaviours occur, the College seeks to ensure that responses are consistent and proportionate to the nature of the behaviour.

Consequences are to 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.

Varsity College uses a range of consequences in accordance with the Safe, Supportive and Disciplined School Environment Policy which include:
Major and Minor Behaviours
Management of behaviour at Varsity College has a multi-layered approach. When responding to problem behaviour, the staff member first determines if the problem is major or minor. Minor problem behaviour is handled by the staff member at the time it happens and major problem behaviour is referred directly to the relevant person for investigation. This involves:

<table>
<thead>
<tr>
<th>Type</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor behaviours</td>
<td>Teacher</td>
</tr>
<tr>
<td>Major behaviours</td>
<td>Dean, Head of Department, Head of Special Education Services</td>
</tr>
<tr>
<td></td>
<td>Deputy Head of School, Head of School, Executive Principal</td>
</tr>
</tbody>
</table>

### Minor Behaviours
- Low level behaviours
- Minor breaches of the College rules
- Do not seriously harm others
- Do not violate the rights of others in any other serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement of specialist support staff or administration

### Major Behaviours
- Significantly violate the rights of others
- Put others/self at risk of harm
- Continued pattern of minor problem behaviours
- May require involvement of specialist support staff or Administration

### Dealt with by
- Teachers
- Incident recorded on OneSchool but not referred to Head of Department, Dean or Administration

### Possible Consequences
- Expectation reminder
- A minor consequence logically connected to the behaviour
- Time Out
- Referral to a Reset Class
- Reset Room referral
- Lunchtime detention
- Contact parent/caregiver and record in OneSchool
- Removal from an activity or event

- Require immediate referral to a Head of Department, Dean or Administration.
- Where a major incident occurs, the following documentation is required:
  - Incident Report form to be completed by student/s
  - Incident recorded on OneSchool

- Contact parent/caregiver and record in OneSchool
- Referral to Student Support Services Team
- Suspension
- Cancellation of enrolment
- Exclusion
### Examples of minor and major problem behaviours

<table>
<thead>
<tr>
<th>MINOR</th>
<th>MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Responsible</strong></td>
<td><strong>Be Respectful</strong></td>
</tr>
<tr>
<td>Playground</td>
<td></td>
</tr>
<tr>
<td>- Running on concrete or around buildings, stairwells</td>
<td>- Use or possession of weapons</td>
</tr>
<tr>
<td>- Not walking bike in school grounds</td>
<td>- Use, possession, provision or selling of drugs/alcohol or other illegal/illicit substances refer to appendix three and four</td>
</tr>
<tr>
<td>- Incorrect use of equipment</td>
<td></td>
</tr>
<tr>
<td>- Throwing objects</td>
<td><strong>Physical contact</strong></td>
</tr>
<tr>
<td>- Playing games involving physical contact or that are banned from the College.</td>
<td>- Minor physical contact (e.g.: pushing and shoving)</td>
</tr>
<tr>
<td>- Playing in toilets</td>
<td>- Serious physical aggression</td>
</tr>
<tr>
<td>- Littering</td>
<td>- Fighting</td>
</tr>
<tr>
<td></td>
<td>- Physical contact of a sexual nature</td>
</tr>
<tr>
<td><strong>Correct Attire</strong></td>
<td><strong>Being in the right place</strong></td>
</tr>
<tr>
<td>- Not wearing a hat in playground (Junior)</td>
<td>- Late to class</td>
</tr>
<tr>
<td>- Not wearing shoes</td>
<td>- Out of class without permission</td>
</tr>
<tr>
<td>- Breaches of the Appearance Policy</td>
<td>- Period absenteeism</td>
</tr>
<tr>
<td></td>
<td>- Out of bounds</td>
</tr>
<tr>
<td><strong>Personal electronic device (PED)</strong></td>
<td><strong>Language</strong></td>
</tr>
<tr>
<td>- Mobile phone out in class without permission</td>
<td>- Inappropriate language (written/verbal)</td>
</tr>
<tr>
<td>- Use of PED during class without permission</td>
<td>- Calling out</td>
</tr>
<tr>
<td>- Mobile phone not handed in to the office (Primary)</td>
<td>- Disrespectful tone</td>
</tr>
<tr>
<td></td>
<td>- Speaking back to the teacher</td>
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<td></td>
<td>- Incidental offensive language</td>
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<td></td>
<td><strong>Property</strong></td>
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<tr>
<td></td>
<td>- Petty theft</td>
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<td></td>
<td>- Accidental/incidental damage to school property</td>
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<tr>
<td></td>
<td>- Minor graffiti</td>
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<tr>
<td></td>
<td><strong>Other</strong></td>
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<tr>
<td></td>
<td>- Minor disruption to class</td>
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<tr>
<td></td>
<td>- Minor defiance</td>
</tr>
<tr>
<td></td>
<td>- Minor bullying / harassment</td>
</tr>
<tr>
<td></td>
<td><strong>Be Respectful</strong></td>
</tr>
<tr>
<td></td>
<td>- Repeated minor offences</td>
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<tr>
<td></td>
<td>- Major bullying / harassment</td>
</tr>
<tr>
<td></td>
<td>- Major sexual harassment</td>
</tr>
<tr>
<td></td>
<td>- Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>- Non-compliance/total refusal to follow instructions</td>
</tr>
</tbody>
</table>
Emergency or Critical Incident Response

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

- 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 and values 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
Staff may make legitimate 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 Varsity College's duty of care to protect students and staff from foreseeable risks of injury is met. 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.

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

• Property destruction
• School disruption
• Refusal to comply
• Verbal threats
• Leaving a classroom or the school, unless student safety is clearly threatened.

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, gender, disability, understanding and of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

• Incident report
• OneSchool Incident Report
• Health and Safety Incident Report recorded in MyHR WHS (accessible through One Portal)

The Network of Student Support
All students at Varsity College are supported through the case management structure and positive reinforcement provided by the following personnel:

• Parents and caregivers
• Teachers
• Support staff
• Performance Teams
• Head of Curriculum (Primary) and Head of Department (Secondary)
• Deans of Secondary School
• Guidance Officer
• Indigenous Support Worker
• School-based Nurse
• Industry Liaison Officer
• Youth Support Worker

Refer to appendix seven
Appendix One: Varsity College Character Strengths
Appendix Two: Varsity College Class Referral Process

**Classroom Management**
- ESCMs: Follow through with consequence eg. class detention, talk after class
- If behaviour continues Buddy Class

**Teacher and HOD**
- Uses Essential Skills to prevent or minimise behaviours.
- If School under Behaviour and refer to HOD and 1st Buddy Class Referral.
- Contact Parents/Guardians and OneSchool.
- Record this as a contact when OneSchooling.
- Apply consequences and follow up to ensure completion.

**3rd Buddy Class Referral – DEAN INTERVENTION**
- Classroom teacher OneSchools incident and refers to HOD and Dean.
- Contact Parents/Guardians and OneSchool.
- Record this as a contact when OneSchooling.
- Apply consequences and follow up to ensure completion.

**DEANS**
- Interviews student.
- Consequences applied and recorded OneSchool.
- Referral to Student Support Services and/or external agencies if warranted.
- Complete Admin Follow Up

**Serious Breach Examples**
- Physical assault
- Vandalism
- Verbal Abuse
- Any YL12 incident requiring Buddy Class
- Teacher to OneSchool incident under Behaviour.

**CRICOS Provider Number:** 00608A | **ABN:** 69 042 866 549
Appendix Three: Prohibited Items

The following items are prohibited: weapons and replica weapons, tools and other sharp items, razor blades, illicit drugs, drug utensils, alcohol, cigarettes, tobacco products, lighters, aerosol sprays, laser pointers, pornographic material or photos, gambling material and computer viruses.

The following food items should not be brought onto school premises: soft drinks, drinks in glass bottles, energy drinks containing caffeine, Take Away Food and chewing gum.

Procedures regarding the possession of weapons:

We can work together to keep knives and other weapons out of our College. At Varsity College:

- Every student has the right to feel safe and be safe at school.
- No knives or other weapons are allowed to be taken to school by students.
- There is no reason for a student to have a knife or other weapon at school and it is against the law for a student to have a knife or other weapon at school.

If a student has a knife or other weapon at school, they can expect serious consequences, such as fines and possibly gaol. Longer gaol sentences can be given to young people if someone is injured with a knife or other weapon during an assault. Varsity College may take action against a student who brings a knife or other weapon to school. If a student has a knife or other weapon at the College, the principal may inform the police. Police can search a student and their property at school if they suspect a student has a knife or other weapon. School property, such as lockers, may be searched if the Principal suspects that a student has a knife or other weapon on or in College property. If any staff member suspects a student has a knife or other weapon in their bag, the bag may be temporarily confiscated by staff until police arrive.

Consequences: Possessing a prohibited item at school may result in serious disciplinary consequences, including suspension and/or exclusion. A student may be charged with a criminal offence and may face serious consequences if convicted, such as a fine or prison sentence.

Parent and caregivers responsibilities: Make sure your child is aware of the laws and rules about prohibited items.
## Appendix Four: Possession, Use, Supply and Dealing of Illegal Substances Policy

<table>
<thead>
<tr>
<th>UNACCEPTABLE BEHAVIOUR</th>
<th>SUGGESTED STRATEGY</th>
<th>FOLLOW UP ACTION WHEN REFERRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possession of an illegal and or illicit substance including but not limited to, drugs and alcohol.</td>
<td>Escort the student to the office for referral to administration. Under no circumstances should a member of staff search the person or property of the student.</td>
<td>Where there is evidence of possession, parent/caregiver and police will be notified. The student will be suspended pending exclusion.</td>
</tr>
</tbody>
</table>
| Use of and/or under the influence of an illegal and or illicit substance at school, on school related activities or on the way to or from school including but not limited to, drugs and alcohol. | If a student is suspected of being under the influence of an illegal substance:  
- Isolate the student until escorted to the office;  
- Escort the student to the office for referral to Administration. | If there is evidence  
- Parent/caregiver will be notified immediately  
- Student will be isolated until parent arrives  
- Medical attention may be sought  
- Police will be notified  
- Student will be requested to seek out the GO/School Nurse for counselling  
- Outside school counselling may also be recommended.  
For the first breach the student will be suspended pending exclusion. |
| Supply of an illegal and or illicit substance to another student including but not limited to, drugs and alcohol. | Staff member to escort student directly to administration. Isolate student immediately. | Where this activity is suspected:  
- Police will be informed immediately;  
- Parent/caregiver will also be informed in line with police recommendation.  
Where there is evidence of supply the student will be suspended pending exclusion. |
| Dealing (i.e. money transaction) of illegal and or illicit substances to another student including but not limited to, drugs and alcohol. | Staff member to escort student directly to administration. | Where this activity is suspected:  
- Police will be informed immediately;  
- Parent/caregiver will also be informed in line with police recommendations.  
Where there is evidence of dealing (i.e. money transaction) the student will be suspended pending exclusion. |
Appendix Five: Procedures for Preventing and Responding to Incidents of Bullying

Purpose

1) Varsity College strives to create positive, predictable environments for all students at all times of the day. A disciplined, teaching environment 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.

2) There is no place for bullying in Varsity College. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3) Repeated, targeted bullying behaviours that will not be tolerated at Varsity College include (but is not limited to) name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by social media, phone or internet, producing offensive graffiti, malicious gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4) 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.

5) At Varsity College there is broad agreement among students, staff and parents that bullying is 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 (not bullying if it happens 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 a similar fashion, that is, as categorically unacceptable in the school community.

Rationale

1) 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.

2) Anti-bullying procedures at Varsity College are an addition to our already research-validated Positive Education support processes. This means that all students are being explicitly taught the College rules and values, 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 that our students are already accustomed to.

Prevention
1) Attempting to address specific problem (inappropriate) 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 behaviour support practices will be maintained at all times. This will ensure that:
   o Our behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour;
   o All students know the 3 College rules (Be Respectful, Be Responsible and Be a Learner) and have been taught the expected behaviours attached to each expectation;
   o 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;
   o 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; and
   o 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 designated supervision sectors of the non-classroom areas.

2) 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 of skill acquisition across the school.

3) Specific procedures for students to report incidences of bullying at Varsity College are:
   o Incidents are to be reported to teachers, support specialists, Head of Department, Dean or Deputy Head of School.
   o Statements may be made verbally or in writing (preferred) as an incident report.
   o Incidents will be treated seriously, heard and investigated.
   o Options will be presented to support the student being bullied (e.g. mediation, buddy system, and counselling) to ensure that the bullying has been addressed.
   o The student who has bullied another student will be counselled and assisted to change their behaviour (e.g. the ‘no blame’ approach, anger management and conflict resolution program, Reset Class or Buddy Class, guidance officer, behaviour, and administration counselling).
   o Incidences of cyber-bullying may be referred to the QPS.
   o Resistance to behaviour change and repeated offending by the student who has demonstrated bullying behaviours will lead to consequences ranging from detention, through suspension, to exclusion. Students may also be referred to the Student Support Services Team for support.
   o The College staff will work with parents and guardians of all students involved to establish joint strategies for behaviour modification.
   o Incident reports will be noted on OneSchool in the profile of the student who has demonstrated bullying behaviour.
   o Mediation may be conducted if both parties agree.

4) In addressing bullying at Varsity College staff are encouraged to:
   o Adopt processes that do not further alienate or over identify individuals who have been bullied or demonstrate bullying behaviour. Staff must be acutely mindful of provisions in the Code of Conduct and relevant aspects of Education Queensland’s Student Protection policy relating to the management of bullying, with particular reference to protocols surrounding confidentiality (http://education.qld.gov.au/corporate/codeofconduct/);
   o Utilise the provision of programs and individual counselling for identify individuals who have been bullied or demonstrate bullying behaviour;
   o Participate in on going professional development in programs aimed to identify, approach and address the issue of bullying;
   o Further developing appropriate intervention strategies that include individual, group, and whole college initiatives.
5) Research indicates that a common outcome of anti-bullying programming 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 Varsity College takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

6) Varsity College uses behavioural data for decision-making. Information is entered into One School 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.

SUMMARY, GOLD COAST REGION AGREED DEFINITION and APPROACH, SAFE SCHOOLS - POSITIVE RELATIONSHIPS, SAFE SCHOOL POLICY

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

What Bullying may look like:
- Repeated Verbal threats and cruelty
  - Name calling and persistent teasing
  - Ridiculing another person’s appearance, physique or actions
- Repeated Physical threats and cruelty
  - Punching, pushing, poking, shoving, spitting, etc.
  - deliberate property damage
- Repeated Indirect threats and cruelty
  - Malicious gossip, spreading rumours
  - Deliberately hiding property
  - Ignoring and persistent exclusion from friendship circles, social exclusion
- Cyber
  - Deliberate inappropriate use of mobile phones texts messaging and internet communications

These actions demonstrate there has been a breakdown in relationships between students

When Bullying occurs, what should be done?

By the students:
- Initially use appropriate responses to solve the problem ( e.g. walk away)
- Seek intervention by reporting bullying to a teacher, support staff or parent
- Demonstrate positive bystander behaviour and tell a teacher, support staff or parent if they see another student being bullied
- Never ignore the situation

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

By staff:
- Model appropriate behaviour at all times
- Reassure the individual that bullying is unacceptable listen to the student and ask what you can do to help
- Act appropriately to the student’s concern by use of an intervention tool like ( to be determined by school) shared concern

Phone: (+61 7) 5562 3575 | Email: GeneralEnquiries@varsitycollege.eq.edu.au | Website: www.varsitycollege.eq.edu.au
Postal Address: 198 Varsity Parade, Varsity Lakes QLD 4227 | Fax: (+61 7) 5562 3570
CRICOS Provider Number: 00606A | ABN: 69 042 866 549
• Provide advice, intervene and monitor.
Appendix Six: The Use of Personal Technology Devices* at School

This guide is to be followed in conjunction with the VARSITY COLLEGE ICT Policy, available through the school’s web page.

This policy reflects the importance the College places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Primary School (P - 6)
Students in in the Primary School who bring mobile phones to school must hand the device in to Administration each morning, or at the time they arrive at the College. Devices will be securely stored for the day. Students may collect their device at the end of the school, or when collected by a parent if permission is granted to leave early. Primary School students are not permitted to make or receive phone call, or send text messages during the school day.

Secondary School (7 - 12)
Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school. The school does not accept any liability for personal technology devices that may have been lost, broken or stolen on school premises.

Confiscation
Permitted personal technology devices used contrary to the Varsity College PED Policy on College premises will be confiscated by staff. Confiscated items will be checked in to the Student Services Office and held securely until the end of the school day. If the device is required to be kept for purposes of disciplinary investigation, it will only be returned in the presence of a parent.

Devices 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 them being recorded without their knowledge or consent.

We uphold the right to privacy at Varsity College. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the College by any means (including distribution by phone or internet posting), builds a culture of distrust and disharmony and are in breach of this policy.

Students must not record images anywhere that 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 at school who uses a personal technology device to record private conversations, ordinary College activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter 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 College will not tolerate images or sound captured by personal technology devices on the College 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 or harassment,
including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, social media, display, internet uploading etc.); and/or,
- knowingly being a subject of a recording
will be considered in breach of this policy and may be subject to discipline (including, but not limited to, suspension and recommendation for exclusion).

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 QPS.

**Communication and Social Media**
Communication that contain obscene language and/or threats of violence may amount to bullying and/or harassment and/or even stalking, and will subject the sender to discipline in accordance with this policy and possible referral to QPS. Students receiving such communication at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

**Assumption of cheating**
Personal technology 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 technology device to cheat during exams or assessments.

**Remote access of another device or hacking school system**
Personal technology devices are not to be used to access another device for the purpose of shutting down that device, obtaining information or for any other purpose.

**Recording Private Conversations and the Invasion of Privacy**
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 technology 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 Head of Department, Deputy Head of School, Head of School or Principal.

*Personal Technology Devices includes, but is not limited to, games devices such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.*
Appendix Seven: Varsity College Secondary Support Services

<table>
<thead>
<tr>
<th>Student Wellbeing Services</th>
<th>Deans of Students</th>
<th>Guidance Officers</th>
<th>Special Education Services</th>
<th>Indigence Support Officer</th>
<th>School Based Psychologists</th>
<th>School Health Nurse</th>
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</thead>
<tbody>
<tr>
<td><strong>School Health Nurse</strong></td>
<td>General health &amp; wellbeing, including stress management, nutrition, mental health, mental health promotion, and support</td>
<td>-to support students with disabilities, including learning disabilities, gifted and talented, and English as a second language</td>
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<td><strong>Guidance Officers</strong></td>
<td>All students, parents and staff</td>
<td>-to provide support for students and staff in making decisions, preparing for tertiary education and employment, and addressing personal and emotional issues</td>
<td>-to support students with disabilities, including learning disabilities, gifted and talented, and English as a second language</td>
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<td><strong>Special Education Services</strong></td>
<td>All students, parents and staff</td>
<td>-to provide support for students and staff in making decisions, preparing for tertiary education and employment, and addressing personal and emotional issues</td>
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<td><strong>Indigence Support Officer</strong></td>
<td>All students, parents and staff</td>
<td>-to provide support for students and staff in making decisions, preparing for tertiary education and employment, and addressing personal and emotional issues</td>
<td>-to support students with disabilities, including learning disabilities, gifted and talented, and English as a second language</td>
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<td><strong>School Based Psychologists</strong></td>
<td>All students, parents and staff</td>
<td>-to provide support for students and staff in making decisions, preparing for tertiary education and employment, and addressing personal and emotional issues</td>
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<tr>
<td><strong>Deans of Students</strong></td>
<td>All students, parents and staff</td>
<td>-to provide support for students and staff in making decisions, preparing for tertiary education and employment, and addressing personal and emotional issues</td>
<td>-to support students with disabilities, including learning disabilities, gifted and talented, and English as a second language</td>
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Contact Information:
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- Email: GeneralEnquiries@varsitycollege.eq.edu.au
- Website: www.varsitycollege.eq.edu.au
- Fax: (+61 7) 5562 3570
- CRICOS Provider Number: 00608A
- ABN: 69 042 866 549