



Merrimac
State High School
Gold Coast, Australia

Pride in Excellence

**RESPONSIBLE BEHAVIOUR
PLAN FOR STUDENTS**

CONTENTS

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS	3
LEARNING AND BEHAVIOUR STATEMENT	4
CONSULTATION AND DATA REVIEW	4
STANDARDS OF BEHAVIOUR.....	4
UNIVERSAL BEHAVIOUR SUPPORT.....	5
SCHOOLWIDE BEHAVIOUR EXPECTATIONS	6
TARGETED BEHAVIOUR SUPPORT	7
INTENSIVE BEHAVIOUR SUPPORT	8
MOBILE PHONES	9
OUT OF SCHOOL HOURS DETENTION POLICY.....	10
BULLYING BEHAVIOUR	11
WHAT IS NOT BULLYING?	11
MINIMISING BULLYING	11
WHEN BULLYING OCCURS, WHAT SHOULD BE DONE?.....	12
STYMIE	13
MANAGEMENT OF DISCIPLINARY MATTERS	14
CANCELLATION (APPLIES TO STUDENTS 16 YEARS OF AGE OR OLDER/ COMPLETED YEAR 10)	17
EMERGENCY RESPONSES FOR CRITICAL INCIDENTS	17
NETWORK OF STUDENT SUPPORT.....	17
CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES	18
RELATED LEGISLATION	18
RELATED DEPARTMENTAL PROCEDURES.....	18
RELATED RESOURCES	18

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

BASED ON THE CODE OF SCHOOL BEHAVIOUR

PHILOSOPHY AND VALUES

PHILOSOPHY

Merrimac State High School's community strives to build positive relationships, value differences, encourage life long-learning and contribute to the school, family and wide community.

We believe that education is a shared responsibility. We promote a spirit of co-operation and belonging amongst students, staff, parents, carers and the community. We aim to prepare our students for life as literate, informed, skilled, happy, responsible and caring individuals who are encouraged through their endeavours to take "Pride in Excellence".

We are committed to motivate students to continue learning, contribute positively to their families and communities and gain fulfilment in their lives by embracing to all the challenges life presents.

VALUES

We stand for Respect, Responsibility and Reliability.

There is a strong belief that everyone has the right to be respected and the responsibility to respect themselves, others and property. It is expected that all members of the Merrimac community are reliable in their commitment to ensuring that their actions have only a positive influence on all. To ensure students and staff can achieve their best within a safe and caring environment; school values have been developed and are exemplified by all members of our school community. The 3 R's of: Respect, Responsibility and Reliability are embedded in our whole school approach to managing student behaviour.

PURPOSE

Merrimac State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff. Students will have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so learning and teaching in our school is effective and students may participate positively within our school community.

LEARNING AND BEHAVIOUR STATEMENT

There exists a safe and tolerant school environment with the expectation that all members of our community respect themselves, others and the environment. The school promotes and values quality relationships to ensure all students, parents and teachers take responsibility for their part in providing high standards of education. All parties are held accountable for the quality of these relationships.

Students are expected to attend every school day on time, ready to learn and with the necessary equipment for the day's work. Participation in sport develops self-discipline, sportsmanship and commitment to team members. These attributes strengthen commitment to the school's values. Sport is an integral part of the school's curriculum and all students are required to participate.

In order to support students through the education process, the Positive School Wide Behaviour Support (SWPBS) program has been adopted. This framework allows us to monitor, review and improve behaviour in all students. Our major focus is in identifying, promoting and rewarding positive behaviours. Additional support and timely interventions are implemented when a student exhibits unacceptable or potentially dangerous behaviour.

CONSULTATION AND DATA REVIEW

The plan has been developed in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through a series of meetings in 2012. The School's Parents and Citizens Association (P&C) endorsed the plan at the May 2014 meeting. It has subsequently been endorsed by the Principal, the President of the P & C Association and the South East Queensland Regional Executive Director.

STANDARDS OF BEHAVIOUR

A fair and positive whole school culture has been developed through our Merrimac Minds Matter program. Teachers engage students with a balanced, relevant and engaging curriculum and use quality learning and teaching practices. Staff encourage and reward positive behaviour and there are many specialists in the school to whom students are referred for intensive behaviour support. Modified curriculum and flexible timetables can be arranged if this becomes necessary. Students are always encouraged to take responsibility for their own actions and the consequences that these actions have on other people.

Staff model acceptable behaviour for students and acknowledge every situation as a learning experience.

In order to reinforce positive behaviour in students, a Phoenix reward system has been established. Students are given a bronze Phoenix award for community service and general exemplary behaviour. Silver awards are given to students who undertake outstanding commitment to the school community, act as role models for other students, or who have earned a large number of bronze awards. Gold awards are given to students who have earned multiple silver awards and these prestigious commendations are announced at our Presentation Night.

UNIVERSAL BEHAVIOUR SUPPORT

At Merrimac State High School we identify the following rights:

- To teach and learn in a supportive environment filled with opportunities enabling individuals to accept responsibility for developing their potential;
- To express and share ideas, to ask questions in an appropriate manner at the correct time and place;
- To be respected and appreciated as an individual in an environment where recognition and success are valued;
- To be in a physically, socially and emotionally secure environment with facilities appropriate for learning and teaching; and
- To be treated without prejudice, intimidation or harassment of any kind in a just and consistent environment.

The school has identified behaviours reinforcing our values and these expected behaviours are taught to students regularly through:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement on school assemblies and during extra-curricular activities; and
- Behaviour expectations in student diaries.

SCHOOLWIDE BEHAVIOUR EXPECTATIONS

	ALL SETTINGS	CLASSROOM	OUTSIDE AREAS	FORMAL OCCASIONS (when the School Prefects are wearing a blazer)	REPRESENTING THE SCHOOL
Respect	<ul style="list-style-type: none"> Use clear, appropriate and polite language Listen attentively to and be tolerant of others Observe personal space Show regard for other people's property Display good manners and good hygiene 	<ul style="list-style-type: none"> Permit one person to speak at a time Allow others to learn Allow the teacher to teach Actively participate in all learning activities Use technology as directed by teacher Care for all classroom equipment, resources and furniture 	<ul style="list-style-type: none"> Walk on designated pathways Keep school property clean and tidy - put all rubbish in the bin Join the end of the canteen or bus line and wait for teacher direction All ball games, except hand ball to be played on the oval Have money and/or bus pass ready for canteen and/or bus 	<ul style="list-style-type: none"> Follow all instructions carefully Show appropriate appreciation for presenters/contributions by applauding only Act politely when communicating during the event 	<ul style="list-style-type: none"> Show team spirit when and where appropriate Be a gracious winner or loser Wear uniform or appropriate attire as per school standards Perform or play to the best of your ability
Responsibility	<ul style="list-style-type: none"> Be responsible for your own actions Follow staff/leader instructions the first time Do your best Be safe Wear the correct uniform every day 	<ul style="list-style-type: none"> Come to class prepared with learning equipment necessary for that class Use your school diary in all classes Ensure mobile phones and iPods are turned off and out of sight before entering the classroom unless otherwise directed by the teacher Line up in two quiet lines outside the classroom prior to entering Submit all drafts, assignments and homework on time Return all equipment borrowed and store correctly 	<ul style="list-style-type: none"> Complete canteen purchases before the bell Move directly to classes on the warning bell Report all danger Look after each other Leave all unrelated equipment at home (e.g. skateboards, scooters) Obey bus rules Stay in designated playground areas 	<ul style="list-style-type: none"> Ensure that you are aware of details about the occasion (i.e. time, location, transport, etc.) Follow appropriate protocols for the occasion 	<ul style="list-style-type: none"> Be prepared with appropriate clothing, equipment and other related material Return anything borrowed by due date
Reliability	<ul style="list-style-type: none"> Be prepared Be punctual Be committed and deliver 	<ul style="list-style-type: none"> Attend all timetabled classes Follow classroom procedures and teacher direction without argument. Leave room tidy 	<ul style="list-style-type: none"> Leave lunch area clean Support fellow students in need Use phones only when and as directed by your teacher 	<ul style="list-style-type: none"> Wear full school uniform with pride 	<ul style="list-style-type: none"> Attend all training, rehearsals and events Ensure you are aware of the venue and how to get there Comply with all school and external directions

TARGETED BEHAVIOUR SUPPORT

The majority of students do the right thing every day. When this is not the case, a three level approach is used to assist students meet expected behaviour standards. Having all students meet the expected level of behaviour is of such importance to the school that a Head of Department (HOD) of Positive Behaviour has been appointed. The HOD of Positive Behaviour oversees all aspects of our behaviour support programs.

Level 1 behaviour shows a lack of respect for others and results in disruption to the learning and teaching process. A student exhibiting disrespectful behaviour in a classroom will draw attention from the teacher who will use strategies to focus the student's attention back on the lesson. If this approach fails, the student will be asked the following three questions:

- What are you doing?
- What should you be doing?
- What will happen if you continue?

Students will be given another opportunity to modify their behaviour, but may choose to leave the classroom and report to the Positive Behaviour Support Room. Here they will answer a questionnaire under the guidance of a teacher. The student will stay there until the end of that lesson. It is not a form of punishment as the student has made the choice to leave the class.

Level 2 behaviour requires assistance from the Faculty Head of Department and relates to a student's lack of preparation or participation in class.

Level 3 behaviour warrants immediate attention from the HOD of Positive Behaviour as it concerns the safety and well-being of staff and students. At all stages, support mechanisms such as Deans, Mentor Teachers, Guidance Officers and Administration will be used to help achieve most constructive outcomes.

INTENSIVE BEHAVIOUR SUPPORT

CONFISCATION

The Education General Provisions Act EGPA (2006) and the Responsible Behaviour Plan for Students permits schools to confiscate property as a disciplinary sanction in their behaviour policy. Confiscation must be a reasonable sanction and decisions taken about the retention or disposal of confiscated items must also be reasonable.

If items are prohibited, this means that they should not be brought onto the school site, allowed on school trips or visits or be in the possession of students as they journey to or from school.

If a member of Administration believes that a student is in possession of a prohibited item or has brought one onto the school site, then the school reserves the right to search a student's belongings and their locker, in order to confiscate and sometimes dispose of such items or forward such items on to the authorities.

Prohibited items that will be immediately and permanently disposed of include:

- Chewing gum
- Solvents
- Aerosols
- Gob Stoppers
- Stink bombs or water balloons
- Permanent markers
- Steel rulers
- Fluid white-out

Prohibited items that will be confiscated and retained for parents/carers or the student to collect and include:

- Skate boards and scooters
- Jewellery (see uniform policy)
- Cigarettes, tobacco, lighters, matches, vapes and other smoking devices (parental collection only)
- Alcohol (parental collection only)
- Prescription medication (parental collection only)
- I-pods or mobile phones – if used incorrectly

Prohibited items which will be confiscated and forwarded on to the police include:

- Laser lights/pointers
- Imitation weapons including BB guns
- Fireworks and explosive devices
- Weapons including chains
- Illegal drugs and any associated implements
- Any item that could be used as a weapon

Possession of the items that require police involvement will incur a consequence that may include exclusion.

MOBILE PHONES

INTENT

All classes must function in a manner where students and teachers are engaged in teaching and learning without unnecessary distraction. It is also the right of every student to be free of bullying and harassment through text messaging and the use of a mobile phone.

SUMMARY

The use of mobile phones is permitted in **senior classes only** as a learning tool **and** at teacher discretion. During and between all other classes, such devices must be turned off and kept out of sight, but they may be used outside these times. Failure to follow teacher instruction on the basis of appropriate use will be considered level 1 behaviour and the mobile will be confiscated.

In the **Junior School students are not permitted to bring or use mobile phones**. Any student found using a mobile phone will have it confiscated. If a mobile is confiscated for a third time the student's parent/guardian will be contacted to collect the mobile from the school. If a student has to access their phone before/ after school it must be switched off and stored securely throughout the day.

If parents believe it essential for a student to have access to a mobile phone, it may be left in the Student Hub on arrival and collected prior to departure to avoid the risk of theft or damage. In emergencies, parents can always contact the office to relay information to students.

POLICY

The school strongly discourages students bringing mobile phones to school and accepts NO responsibility in the event of the loss, theft or damage of any device.

However, if these mobile phones are brought to school despite this advice, the following applies:

- Junior School students are not permitted to bring or use mobile phones or ear phones.
- It is important that students display courtesy, consideration and respect for others whenever they are using a mobile phone.
- Mobile phones should not be used where disruption will result.
- Mobile phones must be switched off (not on silent/vibrate mode) and out of sight during and between classes. They are to be used only before or after school, during recess and lunch breaks for seniors only.
- Mobile phones are not to be taken inside toilets and change rooms.
- Appropriate disciplinary action will be taken against any student who photographs or films other individuals without their consent, or who sends harassing or threatening text messages.
- Students who use video imagery to motivate or incite violence at school will be treated in a similar manner to those who commit the violent act.
- Students are responsible for the safe keeping of their electronic devices.
- The use of mobile phones is not permitted during in-school assessment. This may result in the assessment being cancelled.
- Students who use digital media either at school or after hours in a negative way which affects the school's good order, management or reputation will face disciplinary action.
- 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 directly.
- The use of any form of media or digital device to photograph, record, intimidate or harass any member of staff will most likely lead to exclusion from school.

PROCEDURES

Mobile phones used inappropriately at any time will be confiscated and stored in the Student Hub safe for the remainder of the day. They may be retrieved from the Student Hub after 3.00 pm. Repeat offenders may lose the right to bring mobile phones to school as it is considered that they are deliberately disobeying school rules.

OUT OF SCHOOL HOURS DETENTION POLICY

Detention is given to students in accordance with Merrimac SHS Responsible Behaviour Plan for Students and within the parameters outlined in the Safe, supportive and disciplined school environment procedure as a disciplinary option used to address inappropriate student behaviour.

The Principal has the flexibility and authority to apply detention as a meaningful consequence for inappropriate student behaviour and as an alternative to suspension or exclusion.

At Merrimac SHS detentions can be applied:

- during school hours
- after-school hours on a school day or
- on a Saturday morning

At Merrimac SHS teachers have been authorised by the Principal to implement detentions both during school hours and after-school hours on a school day. Saturday morning detentions may be issued by the Principal, Deputy Principals or Heads of Department.

Detentions during School Hours

Detentions during school hours will be issued during a lunch break. Students are required to report to the teacher implementing the detention for a maximum of 20 minutes duration (provision made for food and toilet breaks during the remaining time at lunch). During the detention, students will be fully supervised and will be required to complete teacher set tasks.

Detentions After- school Hours

Detentions after-school hours will be issued on a week day for a maximum of 60 minutes duration from 3.15- 4.15pm. During the detention, students will be fully supervised and will be required to complete teacher set tasks. These detentions will be primarily assigned as a result of a student truanting lessons.

Saturday Morning Detentions

Saturday morning detentions will be issued for 3 hours duration from 9.00am to 12.00pm. Students are required to be in attendance at the Student HUB (H Block) in clothing appropriate for community service such as light gardening. Students will be supervised by staff members at all times.

Saturday morning detentions provide an alternative to being suspended from school. Should a student fail to attend a Saturday morning detention, a further consequence for the original behaviour will be applied which may be a long term suspension.

Protocols for After-hours Detentions and Saturday morning Detentions

If the detention is to be undertaken outside of school hours, including Saturday the following procedures will apply:

- Parents will be notified of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent
- Parents will be consulted about suitable times for the detention to be completed within the parameters set by Merrimac SHS
- Parents will be informed of:
 - Location, times and duration of the detention
 - Their responsibility to arrange travel/ supervision to and from the detention, where appropriate

After- hours and Saturday morning detentions will be recorded in OneSchool for future reference.

Resources

- [Safe, supportive and disciplined school environment](#) procedure
- [Statement of expectations for a disciplined school environment](#) policy
- [Ombudsman Good Decision-Making Guide](#)

BULLYING BEHAVIOUR

Through positive actions, we aim to create and maintain a safe learning environment by reducing bullying or harassment so school is a happy place for all students.

Bullying is typically repeated and intentional hurt inflicted on someone by words or actions of another person or group to exert power. Parents and the school working in partnership will have the most significant impact on reducing bullying or harassment.

Bullying can take many forms:

VERBAL

- Name calling or persistent teasing;
- Threatening; or
- Ridiculing another person's appearance, physique or actions.

PHYSICAL

- Pushing, poking, shoving, spitting; or
- Deliberately damaging property.

INDIRECT

- Spreading rumours, malicious gossip;
- Deliberately hiding property; or
- Ignoring and persistent exclusion from friendship circles and social exclusion.

CYBER

- Deliberate inappropriate use of mobile phone, text messaging and internet communications such as Facebook and Instagram.

These actions demonstrate a breakdown in the relationship between students.

WHAT IS NOT BULLYING?

One-off occurrences of punching, fighting, theft; and/or name calling are not bullying.

These one-off incidents do not represent a break-down in relationship between two students. This type of behaviour will be dealt with under the school's Responsible Behaviour Plan.

MINIMISING BULLYING

Numerous activities are undertaken to develop strong friendly relationships between students. Some of these include:

- a transition program from primary to high school;
- self-esteem, relationship development and anti-bullying programs run in Phoenix Classes;
- student mentor program;
- student council promoting positive bystander behaviour;
- cross age extra-curricular activities;
- year level camps;
- Deans or Team Leaders working with smaller cohorts of students;

- special support programs for improving low self-esteem and socialisation skills;
- undertaking annual survey of students regard their bullying concerns; and
- using the data from the National Safe School Framework survey to inform improvements in practice.

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; and
- 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;
- 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; and
- Inform your student's Dean immediately of any suspected bullying.

BY TEACHERS

- 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;
- Use shared concern intervention tool as appropriate;
- Provide advice, intervene and monitor; and
- Record all reported incidents on OneSchool, and make a referral to the appropriate Dean/Team Leader.

PROCEDURES

STAGE 1

Initial reports of bullying resolved with assistance of classroom teacher, Dean of Students & or HOD Leadership and Wellbeing. All details recorded on OneSchool.

STAGE 2

Continued bullying referred to Deputy Principal. If appropriate, initiate the process of Restorative Justice or Shared Concern and place student on a Behaviour Improvement Plan (BIC). Both sets of parents/caregivers to be informed and identify role they can play in assisting the resolution.

STAGE 3

When bullying continues after support and involvement of parents, the conditions of the BIC have been ignored. This will lead to suspension or a recommendation to exclude the student.

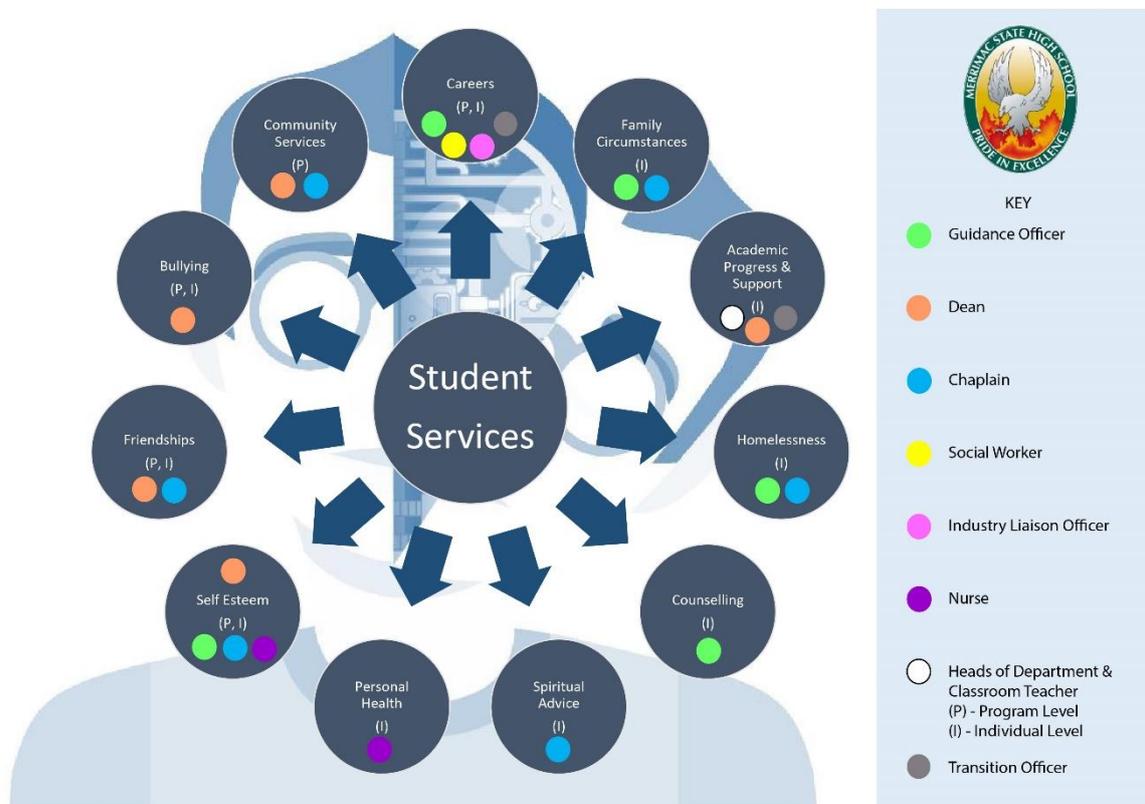
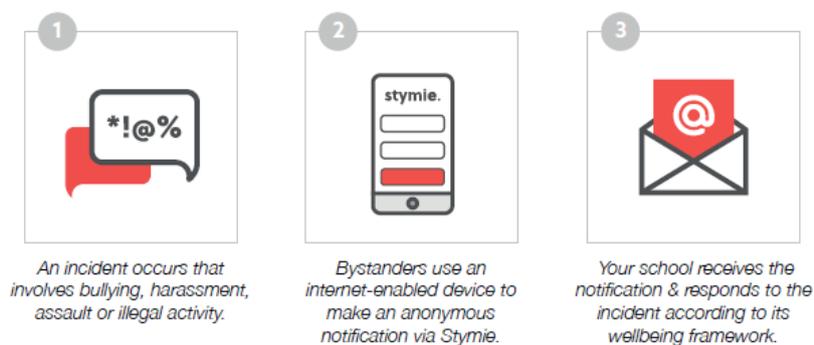
STYMIE

Merrimac SHS is a Bullying No Way! School that prioritises student wellbeing and safety.

Aligning with our wellbeing framework and to support the student services team, Merrimac SHS students can access Stymie, which allows them to send anonymous notifications about someone who they believe is being bullied or harmed. Allowing them as bystanders to remain anonymous, gives them the courage to overcome the fears and social pressures that prevent them from speaking up. It also relieves feelings of helplessness for students who want to help their peers but don't quite know how.

Ultimately, Stymie helps our school community foster caring and respectful relationships.

Notifications can be made through the web based app at <https://www.stymie.com.au/>



MANAGEMENT OF DISCIPLINARY MATTERS

Consequences for unacceptable behaviour are described in full in the following tables:

MANAGEMENT OF MINOR DISCIPLINARY MATTERS ¹ BY SCHOOL STAFF

BEHAVIOUR	MOST LIKELY OUTCOME ²
Minor disruptive behaviour	Referral to a Positive Behaviour Support Room during class <ul style="list-style-type: none"> ➤ Parents Notified ➤ Student to negotiate return to Class ➤ Community Service (Litter Duty)
Minor misconduct and/or disobedience, including but not limited to: <ul style="list-style-type: none"> ➤ Failure to complete homework ➤ Late to class ➤ Truancy ➤ Littering ➤ Swearing ➤ Unsafe Behaviour (minor) ➤ Disruption to class ➤ Noncompliance with dress code 	Lunch detention After School detention (Uniform &/or Truancy) The Principal, or a teacher at the school may detain the student as punishment for disobedience, misconduct, wilful neglect to prepare homework or for another breach of school discipline. If the detention is imposed after school the Principal or teacher must inform the parent of the proposed period of detention before it is imposed

¹ **Minor disciplinary matters** means disobedience or misconduct of a less significant nature, which can be dealt with by teachers, Heads of Department, Deans, Behaviour Management Staff, Deputy Principals or the Principal.

² **Most likely outcome** means the likely outcome for an identified misbehaviour. It does not mean that this outcome will result in all cases. Ultimately, the severity of disciplinary outcomes is determined by the school Principal based on an assessment of the totality of the alleged misbehaviour, the consequences of the said misbehaviour and the students' personal circumstances (including their behavioural history).

MANAGEMENT OF MAJOR DISCIPLINARY MATTERS 3 BY BEHAVIOUR STAFF/HOD POSITIVE BEHAVIOUR/DEPUTY PRINCIPALS/PRINCIPAL SUSPENSION

BEHAVIOUR	MOST LIKELY OUTCOME
<p>Disobedience, misconduct or other conduct prejudicial to the good order and management of the school, including but not limited to:</p> <ul style="list-style-type: none"> ➤ Refusing to follow reasonable direction by school staff; ➤ Failure to attend lunch or after school detention; ➤ Failure to report to Positive Behaviour Support Room or office as directed; ➤ Habitual or significant disruptive behaviour; ➤ Cheating on an exam or assessment; ➤ Acts of physical aggression/ intimidation; ➤ Fighting; ➤ Verbal abuse of any member of the school community; ➤ Unsafe behaviour including throwing objects, inappropriately using objects and property; ➤ Smoking cigarettes/tobacco or being in possession of lighters, cigarettes, tobacco or smoking devices, Vaping (second or subsequent offences); ➤ Possession or sharing of pornographic material; or ➤ Publication or posting of recorded sound or video of school or school events contrary to the school's Responsible Behaviour Plan. ➤ An offence, other than a serious offence, for which the student has been charged. ➤ Theft or school or others property. 	<p>Out of school hours detention</p> <p>Suspension 1-10 days or 11-20 days</p> <p>While this outcome may not be given in all cases, it is the likely outcome for the identified misbehaviours.</p>

³ **Major disciplinary matters** means disobedience, misconduct or other conduct prejudicial to the good order and management of the school of a more significant nature, which can only be dealt with by Behaviour Teacher, HOD Positive Behaviour, Deputy Principals and/or the Principal.

EXCLUSION

BEHAVIOUR	MOST LIKELY OUTCOME
<p>Serious disobedience, misconduct or other conduct prejudicial to the good order and management of the school, including but not limited to:</p> <ul style="list-style-type: none"> ➤ Behaviour that poses an unacceptable risk to the safety or wellbeing of students, staff or other members of the school community (including but not limited to bullying, fighting, violence, threats, harassment, sexual harassment, intimidation or facilitation thereof by others, encouraging persons to trespass onto school premises or to interfere with school events/activities, sharing of explicit pornographic material, use of internet or electronic media/devices to abuse or denigrate); ➤ Physical assault of any staff member; ➤ Behaviour that interferes with the property of the school or on school premises or at school events/activities (including but not limited to vandalism, graffiti, wilful damage, theft, etc.); ➤ Possession of certain inappropriate things or weapons (including but not limited to knives ⁴ of any type, sharp objects, knuckle dusters, sling shots, firearms or replicas thereof, fire crackers or other explosives etc.); ➤ Serious cases of inappropriate use, possession, supply of intoxicating substances and/or related implements (including but not limited to illegal drugs or illegal drug implements, alcohol, paint, glue, prescription medication etc.); ➤ Habitual misconduct/ disobedience or other conduct prejudicial to the good order and management of the school (includes repeated breaches of the school's Behaviour Plan); or ➤ Serious behaviour or action in a private capacity that is prejudicial to the good order and management of the school. ➤ An offence serious or otherwise for which the student has been charged. 	<p>Exclusion</p> <p>While this outcome may not be given in all cases, it is the likely outcome for the identified misbehaviours.</p>

⁴ No type of knife is allowed at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives, craft knives; or
- any item that can be used as a weapon, for example, a chisel.

Where knives or tools are needed for class activities, school staff will provide them and supervise their use.

Cancellation (APPLIES TO STUDENTS 16 YEARS OF AGE OR OLDER/ COMPLETED YEAR 10)

BEHAVIOUR	MOST LIKELY OUTCOME
Refusal to participate in the educational program provided at the school.	Cancellation of Enrolment

The school uses school disciplinary absences (suspension and exclusion) only after all other options have been considered.

EMERGENCY RESPONSES FOR CRITICAL INCIDENTS

The school has a Critical Incident Policy which is advertised on our school's website. It contains a clear definition of an emergency situation or critical incident and our responses.

NETWORK OF STUDENT SUPPORT

Students at Merrimac State High School are supported through positive reinforcement and a system of universal, targeted and intensive behaviour support from:

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Behaviour Management Specialist
- CAP's Staff
- Senior Guidance Officer
- School Chaplain
- School Based Youth Health Nurse
- Youth Support Coordinator

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

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

CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

To ensure alignment with the Code of School Behaviour when applying consequences, individual circumstances and actions of students, and the needs and rights of school community members are considered at all times.

Merrimac State High School considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of students;
- Applying fair, equitable and non-violent consequences for behaviour infringements;
- Taking into account the individual circumstances of a student's background

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 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

RELATED DEPARTMENTAL PROCEDURES

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

RELATED RESOURCES

- National Safe Schools Framework
- National Safe Schools Framework Resource Manual
- Working Together resources for schools
- Cyber safety and schools resources
- Bullying. No way!
- Take a Stand Together