

Ripley Valley State Secondary College

Responsible Behaviour Plan

2020



RIPLEY VALLEY
State Secondary College

1. Purpose

Ripley Valley State Secondary College's Responsible Behaviour Plan is designed to facilitate high standards of behaviour so that teaching and learning in our school is effective and students can participate positively within our school community. This plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

2. Consultation and data review

Ripley Valley State Secondary College developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held in 2019. This plan is endorsed by the Principal and the school's P&C Association.

3. Learning and behaviour statement

Our school community has identified the following learning values to teach and promote responsible behaviour:

RESPECT

We respect who we are

- We care about how we are perceived
- We care about our wellbeing

We have high expectations of ourselves

- We wear our uniform with pride
- We celebrate our success

We listen to seek understanding

- We actively listen to seek understanding and ask questions to clarify
- We empathise with others

We value others, property and the environment

- We value the personal space of others
- We take care of our property and the property of others

RESPONSIBILITY

We do the right thing

- We make informed choices
- Reflect on and learn from our decisions

We are responsible for our own behaviour

- We accept we are responsible for what we do
- We accept that we are responsible to come prepared to learn

We uphold the reputation, values and rules of the school

- We uphold the school's common agreements
- We follow health and safety procedures

COMMUNITY

We are ambassadors for our school

- We care for our school environment
- We contribute to Ripley Valley State Secondary College in a positive way

We contribute to our community

- We are enriched by our diverse community
- We bring credit to the school through our actions

All areas of Ripley Valley State Secondary College are learning and teaching environments. The 'School-wide Expectations Teaching Matrix' (page 12) outlines our agreed rules and specific behavioural expectations in all school settings.

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

Explicit teaching of positive behaviour for learning

At Ripley Valley State Secondary College we directly teach students the behaviours we want them to demonstrate at school. This is facilitated through a comprehensive enrolment interview, a whole school positive behaviour for learning weekly focus which is discussed on whole school and year level assemblies and taught in form classes and individualised class positive behaviour for learning lesson focuses.

Rewards for Positive Behaviour

Ripley Valley State Secondary College rewards student's positive behaviour for learning through a variety of methods including:

- Essential Skills for Classroom Management including: cueing with parallel acknowledgement, body language encouraging and descriptive encouraging.
- Positive postcards from staff to students mailed on a weekly basis;
- Most Improved and Most Valuable certificates and tuckshop vouchers awarded in weeks five and ten of every school term; and
- 95 to 100% attendance certificates awarded to students at the end of every term.

Managing low-level problem behaviour

Staff are provided with regular training in 'Essential Skills for Classroom Management' through whole school targeted professional development in order to effectively manage low-level problem behaviour.

Essential Skill	Description
1. Establishing expectations	Making Rules
2. Giving Instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgement	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to certain behaviours
8. Redirecting to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would

In addition to implementing essential skills for classroom management, staff also remind students of the school's standards of behaviour and encourage students to adhere to these standards.

Targeted behaviour support

Ripley Valley State Secondary College is committed to educating all students, including those with the highest level of support needs. Staff can refer students to the Student Welfare Committee (page 14).

The Student Welfare Committee is responsible for:

- investigating student referrals from teaching staff;
- developing, implementing and monitoring intervention strategies in collaboration with students and their families, teaching staff and support staff as necessary; and
- referring students and their families to external agencies as necessary.

This committee is comprised of:

- Deputy Principal
- Head of Departments
- Guidance Officer

5. Consequences for unacceptable behaviour

Ripley Valley State Secondary College seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

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

- minor behaviour is handled by staff members at the time it happens; and
- major behaviour is referred directly to Head of Departments or Administration.

Minor behaviours are those that:

- are minor breaches of the school rules
- do not have the potential to seriously harm the student or others
- do not violate the rights of the student or 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

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour

Major behaviours include:

- consistent and repeated recording of minor behaviours constitutes a major behaviour.
- events that put self and others at risk of harm
- events that significantly violate the rights of the student and of others
- events that require the involvement of the behaviour management team.

Major behaviours may result in the following consequences:

- referral to a buddy room for a period of time or the remainder of the lesson;
- referral to Administration;
- detention including community service (page 15) and afternoon detention (page 7); and
- disciplinary absences including suspension and exclusion.

The following table outlines examples of minor and major problem behaviours and consequences:

Minor Behaviour	Behaviour	Consequence
	Late to class Disruption to teaching and learning including: - calling out - excessive talking - walking around the classroom Failure to follow directions, including: - not completing class work - not completing homework - not completing assessment Verbal misconduct in conversation Use of personal electronic devices Teasing or minor harassment	- Individual conference with student - In class withdrawal from activity - Change of seating arrangements - Lunch time detention - After school detention - Community service - Parent/carer contact - HOD support
Major Behaviour	Repeated and/or significant disruption to teaching and learning Verbal misconduct directed towards staff Physical misconduct directed towards students and staff Possession and/or consumption of: - tobacco - alcohol - illegal substances Possession and/or use of: - weapons Use of personal electronic devices to film and/or share inappropriate images and/or behaviour Theft Bullying	- Afternoon detention - Community service - Behaviour Monitoring Card - Behaviour Plan/Contract - Parent/carer contact - Suspension - Exclusion

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

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

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

Referral Process for unacceptable behaviours

Step	Referral	Key Information
1	Buddy Room (provides a re-set for students and opportunity for students to return to their class to engage in learning)	Classroom Teacher: • Use Student Diary to refer the student to a class from a different year level. • Provide work/reflection sheet for the student to complete whilst attending buddy room. • Send the student and work to the buddy room with a responsible student. • Conference with student after the lesson regarding expected behaviours. • Contact parent/carer to discuss student's behaviour. • Record behaviour incident on One School. Buddy Room Teacher: • Monitor and supervise behaviour of the student. • Ensure the student is completing work provided by classroom teacher. • Return the student before the end of the lesson to conference with the classroom teacher. • If the student continues to behave inappropriately, proceed to Step 2 and record on One School as a major behaviour incident. Students must be supervised at all times – at no stage is a student permitted to be seated alone outside of a classroom.
2	Head of Department Deputy Principal	If the student continues to behave inappropriately in the Buddy Classroom, the teacher is to contact either a Head of Department or Deputy Principal (for example by phone).

Behaviour Management Guide

Position	Proactive	Reactive	Referrals
Teacher	- Employs ESCM in teaching practice. - Explicitly teach PB4L and references Learning Values - Identifies examples of positive behaviours and rewards with RV Slips and Positive Postcards).	Acknowledging positive behaviour of students. (Selective attending.) Issuing consequences for inappropriate behaviour. This may include: - Discussion with student regarding their behaviour. - Recording student behaviour on One School. - Contacting parent/carers regarding student behaviour and recording on One School. - Issuing consequences such as lunch and afternoon detention and following up to ensure detentions are completed.	Buddy room.
Head of Departments	- Delivers PD - as required - Delivers ESCM training for teachers and teacher aides - Distributes information to staff regarding diverse learners to facilitate optimal differentiation in classroom management - Facilitates calm and engaging classrooms by supporting professional teaching practice	Works with teachers in regards to their classroom management. Liaises with DPs regarding student behaviour. support appropriate behaviour outcomes for diverse learners Receives One School information from teachers as first port of call and determines referral process and/or consequence. This may include: - Investigating behaviour incident. - Discussion with student regarding their behaviour. - Discussion with teacher regarding management of the behaviour issue. - Discussion with HOD regarding teacher management of behaviour issue. - Issuing consequences including 1 to 5 day suspensions in collaboration with DPs. - Referring the student to the DPs.	1 st Port of Call
DP	Participates in the student wellbeing team including liaising with case managers regarding complex students and wellbeing programs.	Liaises with HODs regarding student behaviour Investigates critical behaviour incidents. Issues 6 to 20 day suspensions and exclusions in collaboration with the principal Second port of call for staff if HODS are unavailable	2nd Port of Call

After school detentions

Staff may issue after school detentions for student behaviour, truancy/attendance issues, uniform violations or any other conduct prejudicial to the good order and management of the school. Teachers issuing after school detentions are required to complete the after school detention record, record as a behaviour incident on One School and contact parent/carer to advise of the date and time of the after school detention. Parents/Carers will be provided with at least 24 hours' notice of the date(s) of the after school detention(s).

If a student does not attend their allocated detention time, the teacher is to contact the parent/carer to advise of the non-attendance, issue an additional after school detention. If the student fails to complete the two detentions, they are to be referred to the behaviour management team.

6. Emergency or critical incident responses

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 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 Ripley Valley State Secondary 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, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

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

- Incident Report (page 17)
- Debriefing Report (page 15)

7. Recording of Incidents

All behaviour incidents are to be entered on One School. It is important to distinguish between a 'major' and a 'minor' behaviour.

Behaviour Strategies

Categories *	Strategies	Motivation for Behaviour	Referrals
☐ Bullying/harassment ☐ Defiant/threat/s to adults ☐ Disruptive ☐ Dress code ☐ IT misconduct ☐ Late	☐ Appropriate non verbal response ☐ Change of seating arrangements ☐ Chill-out room ☐ Choice or teacher consequence ☐ Isolation in room ☐ Selective attention/feedback		Select Staff

Record of contact

Edit	Date of Contact	Contact Type	Contact Details

In accordance with the *Information Privacy Act 2009*, all school-based employees need to ensure that any information (of staff and students) is collected, stored, used and disclosed in accordance with the Act.

Please remember that any information you provide is confidential.

Categories

At times, a student's behaviour may fall in to a variety of categories. When recording behaviour incidents, it is important to focus on the initial 'trigger' behaviour that was demonstrated by the student and record this only. All of the secondary and escalating behaviours can be included in the comments section of the referral.

Record of Contact

There may be occasions when you have a conversation with a student in regards to their behaviour and the school standards. If this conversation occurs as a 'preventative and proactive measure' as opposed to a 'reactive' measure, it may be more appropriate to be recorded as a Record of Contact.

8. Support Measures

Students at Ripley Valley State Secondary College are supported through positive reinforcement and a targeted and intensive behaviour support.

Positive reinforcement includes but is not limited to:

- Essential Skills for Classroom Management including: cueing with parallel acknowledgement, body language encouraging and descriptive encouraging.
- Positive postcards.
- PB4L awards and vouchers.

Targeted and intensive behaviour support may include but is not limited to:

- Guidance Officer
- Deputy Principals
- Head of Departments
- Advisory Visiting Teachers
- School-Based Police Officer
- Youth Health Nurse
- Youth Support Coordinator
- Community Education Counsellor
- Community Liaison Officers
- School Chaplain

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

- Alternative education settings including YMCA
- Disability Services Queensland
- Child and Youth Mental Health Services
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police

All support and intervention strategies and mediation provided to students are to be recorded on One School.

9. 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.

Ripley Valley SSC 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 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,

10. 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

11. Related policies

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

12. Some related resources

[Bullying. No Way!](#)

[Schoolwide Positive Behaviour Support](#)

[Code of Conduct for School Students Travelling on Buses](#)

Endorsement



Principal



P&C Association President

Date: 15 October 2019

13. School-Wide Expectations Teaching Matrix

L E A R N I N G	We are RESPECTFUL 	WE RESPECT WHO WE ARE	We care about how we are perceived	We care about our wellbeing
		WE LISTEN TO SEEK UNDERSTANDING	We actively listen to seek understanding and ask questions to clarify	We empathise with others
		WE VALUE OTHERS, PROPERTY AND OUR ENVIRONMENT	We value the personal space of others	We take care of our property and the property of others
	We are RESPONSIBLE	WE STRIVE TO DO THE RIGHT THING	We make informed choices	We reflect on and learn from our decisions
		WE ARE RESPONSIBLE FOR OUR OWN BEHAVIOUR	We accept we are responsible for what we do	We accept that we are responsible to come prepared to learn

V A L U E S	FOLLOW DIRECTION WITHOUT DEBATE	WE UPHOLD THE REPUTATION, VALUES AND RULES OF THE SCHOOL	We uphold the school's common agreements	We follow health and safety procedures
	We represent the community with pride 	WE BELIEVE	I have high expectations of myself	We set realistic and challenging goals and work towards them
		WE REACH OUT	I challenge my comfort zone	We persist through difficult situations
		WE NEVER GIVE UP	We seek support	We offer support
		WE HAVE HIGH EXPECTATIONS OF OURSELVES	We wear our uniform with pride	We celebrate our success
		WE ARE AMBASSADORS FOR OUR SCHOOL	We care for our school environment	We contribute to RVSSC in a positive way
		WE CONTRIBUTE TO OUR COMMUNITY	We are enriched by our diverse community	We bring credit to the school through our actions

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Student Referral Form – Student Wellbeing Team - Orange

1. Go into a Student's record and click on the contacts tab

Record of Contact

[< Return to List Students](#)

Student	Contact	Career	Academic	Behaviour	Extra-Curricular	Absences	Support	S
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Search Criteria

School

Year **OR** Start date 31 End date 31

Note: searches with a start and end date have priority over year criteria.

View	Edit	Delete	Attachments	Contact date	Staff member	Contact type	Initiated by	Restricted to	Next Contact date	Parent Unaware	Corp User
 Add New											

2. Enter the details on the Add contact form.
 - a. If **student has informed the teacher click on student's name.**
 - b. Then enter staff member (eg you),
 - c. select on the drop down menu initiated by Student
 - d. Select the Guidance officer
 - e. Enter details: Wellbeing team referral: Then enter the conversation/concern/What has been done to date.

Add Contact

[Return to List Students](#)

Student	Contact	Career	Academic	Behaviour	Extra-Curricular	Absences	Support	Sensitive Case Record
Return to Record of Contact								
Record Of Contact								
Contact with *		☐ [Redacted] ☐ [Redacted] ☐ Other			☐ Parent unaware			
Contact date *		17-Feb-2016						
Contact type *								
Staff member *		[Redacted]						
Initiated by *								
Referrals		Select Referrals						
Details *		2000 characters maximum - 2000 characters remaining			Tasks to be completed by student 2000 characters maximum - 2000 characters remaining			
					Tasks to be completed by teacher 2000 characters maximum - 2000 characters remaining			

3. Click **save**

Community Service Detention Slip

COMMUNITY SERVICE DETENTION	
1. Report to the area and the teacher nominated on the slip. 2. Inform them that you have a community service detention and give them this slip. 3. Start your detention. 4. The teacher will supervise you picking up rubbish and monitor the time. 5. At the end of your detention, report back to the teacher. 6. The teacher will sign the slip and return it to you. 7. Return this slip to the issuing teacher. If you do not return this slip, the detention will not be recorded as completed.	
Name:	Date:
Length of time:	PGD Area:
Time Started:	Time Finished:
Duty Teacher:	Issuing Teacher:
Signature:	Signature:

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to: minimise the negative effects of physical intervention and prevent the future use of physical intervention and address organisational problems and make appropriate changes

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

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

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

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

Questions for staff

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

Questions for student

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

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

Incident Report Form

Incident Report

Name 		School name (if applicable) 	
Position: ☒ Student Year:		Contact phone number (if applicable) 	
☐ Teacher			
☐ Other Specify:			
If the report provided by a student, was the student's parent / carer present? ☐ Yes ☐ No			
The following assistance was provided in writing this statement: 			
Date of incident 	Time of incident ☐ am ☒ pm	Place of incident 	
People present: 			
Ensure the statement covers the following points. What I saw and heard; what I did; any other information relevant to incident			
Signature 		Date 	
Assistance provided by: (if applicable)			
Name 	Signature 	Date 	

Electronic Device Policy (Student)

Ripley Valley State Secondary College has an explicit focus on improving Student Outcomes. We support the appropriate use of technology in learning and for safety. Electronic Devices* have the potential to aid learning and assist students in managing their busy lives, when used well.

Electronic Device Etiquette

Bringing Electronic Devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they are to be handed into the school office for safekeeping and collection at the end of the school day.

To ensure that these devices do not pose a hazard at school, the following policy guidelines apply:

- Electronic Devices must not be used from 8:45am to 2:45 pm. This includes during break times and transitions between lessons.
- Students are not permitted to have earphones visible on the body at any time during lessons, breaks or transitions between lessons of the school day.
- Students needing to use a phone during lessons for emergencies are to use the student phones located in the administration office.
- To support our Electronic Device Policy, if parents/carers need to speak to their children directly it is required that they contact students via the office.
- Minor infringements of the Electronic Device Policy will be dealt with in the classroom. Students will be sent to hand in their phone at the office for collection at the end of the day. At this point students will be issued with a receipt to show to the teacher upon return to the classroom. This receipt is also used to collect the item at the end of the school day.
- Parents/carers will be required to collect Electronic Devices for students that have had their phone confiscated multiple times. For example students can collect the Electronic Device from the office on the first two occasions, however on the third occasion their parent/carer will have to collect it.
- Refusal to follow staff instructions to hand in the Electronic Device at the office will lead to further consequences as per the College's Responsible Behaviour Plan for Students.
- Repeated non-compliance with the Electronic Device Policy may incur further consequences in line with the College's Responsible Behaviour Plan for Students.
- Under no circumstances will Ripley Valley State Secondary College accept responsibility for the loss/damage of any Electronic Device.
- Exceptions to this policy on medical/personal grounds can be made via written application to the Principal and, if supported, will be communicated to all relevant staff.

*Electronic Device includes, but is not limited to, game devices (such as portable gaming devices), cameras and or voice recording devices (whether or not integrated with a mobile phone), mobile phones, tablets, smart watches and devices of a similar nature.