Responsible Behaviour Plan for Students

THE CODE OF SCHOOL BEHAVIOUR

BETTER BEHAVIOUR . BETTER LEARNING
Responsible Behaviour Plan for Students
- based on The Code of School Behaviour -

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders receive a quality education. At Harristown State High School, our purpose is to prepare our students to be confident in their transition and integration into local, national and global communities through flexible and sustainable learning, whilst providing a positive, safe, respectful and disciplined learning environment for students and staff.

Our vision is a school environment where all human, physical and technological resources are utilised to ensure the optimum development of each individual within a cohesive school community and for those individuals to acquire values supportive of their lifelong wellbeing.

2. Consultation and data review

Harristown State High School’s previous plan was developed in Semester 2, 2009, in collaboration with our school community. This version of the Responsible Behaviour Plan is a modified version of that plan, incorporating the changes made to the values of the school community, which took place in meetings and discussion groups during 2010.

Its also contains the concepts of Major and Minor Behaviours within schools, explicitly stating the related processes and consequences. As required in legislation, the Responsible Behaviour Plan will be reviewed in 2012.

3. Learning and behaviour statement

Essential to effective learning is a safe, supportive and disciplined environment that respects:

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

The significance of appropriate and meaningful relationships in managing behaviours and learning cannot be underestimated. All members of the school community are expected to uphold and recognise the significance of such relationships.

Principles

- State schools expect high standards of personal integrity, achievement and behaviour
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum, and respectful relationships between staff and students
- Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership
- Effective partnerships with parent/carers, the wider school community, and other support agencies contribute to positive behaviour in schools
- Staff expertise is valued and developed
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.

Our Responsible Behaviour Plan outlines our systems for facilitating positive behaviours. This plan assists Harristown State High School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear, consistent expectations and understandings of their role in the educational process.

Our school community has identified the following values to teach and promote our high standards of learning and teaching.

As a place of learning we value:

Participation
Relationships
Integrity
Diligence
Enthusiasm

Our school values have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

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

Our expectations of the standard of behaviour for all members of the school community are clearly stated in the School’s Purpose, Vision and more specifically our Values. Participation, Relationships, Integrity, Diligence and Enthusiasm directly underpin behavioural expectations in all school settings.

By aligning itself with the ideals of School Wide Positive Behaviour Support, Harristown SHS communicates these expectations via a number of strategies and means including:
- Classroom teachers using explicit language directed towards the school’s values when correcting behaviour.
- School Assemblies reinforcing the school values in the acknowledgement of achievement.
- Active supervision by staff in non-classroom settings providing reinforcement of these expectations.

At Harristown State High School, our aim is to foster a whole school ethos that focuses on positive behaviours and practices. We understand the significance of effective, research-based pedagogy and the positive impact this has on engaging students in a curriculum that is balanced and relevant to the needs of the community and future direction. Behaviour and support at Harristown State High School take place against the backdrop of a comprehensive research-based framework of cognition and learning called Dimensions of Learning. Learning involves a complex system of interactive processes that includes five types of thinking – represented by the five dimensions of learning:
- Attitudes and Perceptions
- Acquire and Integrate Knowledge
- Extend and Refine Knowledge
- Use Knowledge Meaningfully
- Habits of Mind

If students have negative attitudes and perceptions about learning, then they will likely learn little. If they have positive attitudes and perceptions, they will learn more and learning will be easier.

Our curriculum and subject choices recognise the specific needs of individual learners. As a result, we aim to regularly review timetables and subjects on offer in order to maximise student access to resources and educational opportunities.

Given the direct correlation between student behaviour and attitudes and quality learning and teaching, professional development and learning opportunities will continue to be offered to all staff members to further enhance their skills and knowledge of Dimensions of Learning.

Whole-school behaviour support

Harristown State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- A School Wide Positive Behaviour Support team that provides regular information to staff and parent/carers, and support to others in sharing successful practices.
- The recognition and reward, through Gold and Silver Certificates of Commendation, of those students whose behaviour exemplifies self-discipline and promotes an environment conducive to effective learning and teaching.
- Comprehensive induction programs in the Harristown State High School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Staff recognising students through recording Positive Behaviours on OneSchool, which may then result in certificates and other SWPBS initiatives.
- Students being regularly acknowledged on school assemblies for their positive behaviours and actions.
- Individual support profiles being developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across classroom and non-classroom settings.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low level and infrequent problem behaviour

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

The preferred way of re-directing low level problem behaviour is to ask students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Intensive behaviour support

Extensive support is provided in response to unacceptable student behaviour. The provision of this support is designed to maximise the opportunities for students to remain engaged in learning. Personnel and programs available to support the intervention process include:

- Alternative timetables
- Student Managers
- School Nurse
- Interyear Program
- Positive Outcomes Program (POP)
- External Agencies (For example, DISCO, CYMH, APM, Youth Turn)
- House Pastoral Care Coordinators
- Chaplain
- Community Education Counsellor
- Pastoral Care (Healthy Hawks program)
- Behaviour Support Staff
- Police Liaison Officer
- Guidance Officer
- Positive Learning Centre
Intensive behaviour support: Positive Outcomes Program (POP)

Harristown State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Behaviour Support Teacher/s:

- Work with other staff members to develop appropriate behaviour support strategies
- Monitor the impact of support for individual students through continuous data collection
- Make adjustments as required for the student, and
- Work with the SWPBS team to achieve continuity and consistency.

In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration, and district-based behavioural support staff.

Extra-Curricular Activities

A wide variety of extra-curricular activities that foster lifelong social skills including self-discipline, confidence, commitment, teamwork and community relationships are available to students. We encourage them to become involved in the wider life of the school outside the classroom. Some of the activities students can choose to participate in at Harristown State High School are:

- Excursions and trips, including school ski trip
- School arts productions and exhibitions
- Rock Eisteddfod/Drama Productions/Musicals
- Public speaking
- Interact
- Student Council
- International Visitors
- Community Programs
- Instrumental Music Program
- Vocal ensembles
- Debating
- School committees
- Cadets
- Inter-school Culinary Challenge
- Subject-specific Competitions
- Sporting activities – local, regional, state-based and national competitions.

Targeted behaviour support

For those students who do not accept their responsibilities towards themselves and others, the Responsible Behaviour Plan for Students outlines the consequences of poor choices and inappropriate actions. If a student has infringed the School’s Code of Behaviour, every effort is made to keep parent/carers informed, as we believe that we are more likely to effect a positive change in attitude and behaviour if parent/carers, students and staff work together. The school is committed to maintaining open lines of communication if problems arise.

Management of student behaviour in class is initially the responsibility of the classroom teacher. The classroom teacher may make contact with home or require the student to do appropriate work to correct the concern. If a case of behaviour is not sufficiently improved at this level the teacher will refer a student to the Student Manager (The Head of Department) who looks after the particular student. The issue would be documented on the OneSchool Behaviour Management Database and the Student Manager will determine the appropriate method of correction. Contact with parent/carers, class conduct sheets, attendance cards and restorative justice practices are typical forms of behaviour management. For more serious breaches of the Code of School Behaviour, the student will be seen by the House Deputy Principal.

5. Consequences for unacceptable behaviour

Harristown State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. We want our students to learn and demonstrate positive behaviours. Therefore the approach and application of consequences, in the first instance, is an educational process. When unacceptable behaviour occurs, students experience predictable and reasonable consequences with a focus on natural justice principles. Every incident will have the particular circumstances considered.

Minor and major behaviours

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

- Minor problem behaviour is handled by staff members at the time it happens
- Major problem behaviour is referred directly to the House Pastoral Year Coordinator, Student Manager or Deputy Principal

Minor behaviours are those that:

- Are minor breaches of the school rules
- Do not seriously harm others or cause one to suspect that the student may be harmed
- Do not violate the rights of others in any serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement of specialist support staff, HPYC, Student Manager or Deputy Principal.

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion
- A re-direction procedure. The staff member takes the student aside and directs the student to correcting the behaviour to align with the school’s stated values.

Major behaviours are those that:

- Significantly violate the rights of others
- Put others/self at risk of harm
- Require the involvement of HPYC, Student Manager or Deputy Principal.

When major problem behaviour occurs, staff members assertively state the major problem behaviour, and remind the student of school expectations. Clear instructions and directions would be given to the student. Major behaviours result in a referral to HPYC, Student Manager or Deputy Principal because of their seriousness.

Description of Major Behaviours (This table is a guide only)
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<th>MANAGER</th>
<th>DESCRIPTION</th>
<th>POSSIBLE CONSEQUENCE</th>
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| Student Manager OR HPYC | Student has committed a breach of the Code of School Behaviour  
**For example:**  
- Frequently not completing work at school or at home  
- Refusing to cooperate and/or showing disrespect  
- Truancy  
- Low level bullying |  
- The Manager (Student Manager or HPYC) will speak to student  
- Parent/carers will be informed  
- Student may experience loss of privileges  
- Student may be placed on a conduct sheet/attendance card  
- Attend and participate in detention sessions as directed  
- Restorative Justice worksheet and discussion if student is taking responsibility for their actions  
- Low level bullying issues may be managed by HPYC  
- Truancy incidents will be managed by the HPYC |
| Student Manager OR Deputy Principal | Student has committed a serious breach of the Code of Behaviour  
**Some examples include**  
- Truancy (ongoing)  
- Stealing  
- Bullying  
- Smoking  
- Continued lack of co-operation  
- Harassment of others  
- Forgery |  
- Student Manager will inform parent/carers of problems concerning the behaviour  
- Student may experience loss of privileges, for example, unable to attend any non-compulsory excursion  
- Student may be unable to represent the school  
- Student may be placed on a conduct sheet  
- Attend and participate in detention sessions as directed  
- A Restorative Justice approach may be taken in those incidents where the student is taking responsibility for their actions |
| Deputy Principal | Student has committed a major breach of the Code of Behaviour  
**For example**  
- dangerous behaviour  
- gross misbehaviour  
- repeated previous misbehaviour  
- illegal behaviour  
- severe or ongoing bullying  
- repeated violence against others |  
- Deputy Principal will inform parent/carers  
- Interview with a member of Administration will take place  
- Student may not be able to represent the school  
- Student may not attend any excursion  
- Student may be placed on a conduct sheet  
- Attend and participate in detention sessions as directed  
- A Restorative Justice approach may be taken in those incidents where the student is taking responsibility for their actions  
- Student may be suspended |

In circumstances where a student’s behaviour is disruptive, disobedient or dangerous, adversely affecting the management and good order of the school and/or the education of others, a student may be suspended for a period of time up to 20 school days.

Before returning to class following suspension, the student and a parent/carer must attend an interview with a member of Administration. Work completed during the time of suspension will also be presented at the time of this interview.

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<th>Deputy Principal OR Principal</th>
<th>SUSPENSION</th>
<th>EXCLUSION</th>
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- Student’s conduct endangers the safety, good management and/or wellbeing of members of the school community |  
- Student is under the care and control of their parent/carers  
- Suspension for up to 20 days may be imposed  
- Proposal for exclusion from school or cancellation of enrolment may occur  
- Proposal for exclusion from school or cancellation of enrolment may occur |
|  |  
- Student’s conduct significantly endangers the safety, and/or wellbeing of members of the school community.  
- Student’s conduct threatens the good order and management of the school.  
- Persistent misbehaviour that significantly affects others’ right to learn and/or wellbeing of members of the school community  
- Persistently refusing to comply or participate in a learning program  
**Some examples include**  
- Significant violence / harassment of others  
- Selling illicit substances  
- Persistent disobedience to the Principal or refusal to participate in mainstream and alternative programs  
- Wilful and/or significant destruction of property  
- Creating a significant health risk |

(Additional policies relating to bullying and harassment, dress code, absences, and technology devices can be found in the student planner)
6. Emergency or critical incident responses (related to Student's Behaviour)

It is important that all staff have an understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This will assist the school to maintain a healthy, positive and safe environment.

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 that can be used:

- 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).

7. The network of student support

Personnel are available to assist all students deal with matters of significance that may be impacting on them in some way. At Harristown State High School, the following personnel or programs are available to assist students in need of additional support:

Form Teachers

The form teacher provides an important support network for students. Form teachers see their class each morning and play an active role in monitoring uniform, punctuality and organization. The form teacher plays an important role in delivering pastoral care.

House, Pastoral Care, Year Coordinators

These personnel provide support and a communication network in the area of student welfare for students in particular year levels. They exercise both a supportive and a disciplinarian role - they liaise extensively with students, teachers, parent/carers and the administration to ensure that students receive appropriate support. The House Pastoral Care Year Coordinator may monitor student attendance and uniform and, perhaps most importantly for parent/carers, they may act as a collection point for information offered by class teachers. The House Pastoral Care Year Coordinator will contact parent/carers if there is cause for concern in a student’s uniform or attendance.

Student Managers

The Heads of Department have a responsibility as Student Managers. Each house has allocated student managers and each student manager will have a specific number of form classes for which they are responsible. It is this Student Manager who will have most contact with parent/carers where there are behaviour concerns with a student.

Behaviour Support Teachers

Teachers work to provide support to students to help them to better manage their behaviour. They work with individual students to ensure the student has access to more individual programs of instruction where needed.

Guidance Officer

The Guidance Officer is available to help and advise students and their parent/carers on matters as diverse as subject selection, career paths, emotional and social problems, scholarships and tertiary admissions procedures.

Chaplain

A joint program with the school and local churches provides a Chaplain who works part-time at the school, and can be accessed by students if they need personal guidance or assistance in coping with the pressures of adolescence. The Chaplain works with individuals and in a whole class situation. An important part of the Chaplain’s work is the coordination of the religious instruction program, which is delivered to each year level once every term.

School-based Youth Health Nurse

A School-based Youth Health Nurse works five days a week at the school to provide students with counselling on health-related issues. The School-based Youth Health Nurse also plays a part in a range of educational programs in the school, particularly in the health, nutrition and human relations education fields.

Community Education Counsellor

This staff member has special responsibility for Aboriginal and Torres Strait Islander students. The CEC is also responsible for the organisation of in-class literacy and numeracy tutoring for ATSI students (this tutoring is available through a partnership between HSHS and DEEWR).

School-based Police Officer

Participation by our School-based Police Officer in the education of students is an integral part of the current approach to policing which places a greater emphasis on community involvement and on preventative approaches to crime. This practice has the potential to enhance schooling by helping to provide a safe and supportive learning environment for all students.

Interyear Program

At the commencement of the year, all Year 8 students participate in the Interyear Program. Small groups of Year 8 students are ‘buddied’ with responsible Year 12 students, to help them develop friendships and become familiar with the school and its operations.
8. Consideration of individual circumstances

Although the actions of a particular incident cannot be condoned, individual circumstances will be taken into account when making a decision on the likely consequences of a particular action. As it would not be possible to apply the same rule to every incident due to a wide range of possible variances, careful consideration will be given to individual circumstances.

Working as partners, parent/carers can share special knowledge and expertise with students in schools, encourage students in their daily work and more. The home is such an important feature in a person’s schooling. Home involves honouring and respecting one another, taking ownership and respecting the school ideals.

Home and parent/carers have a responsibility to make sure the student is encouraged and education is valued.

9. Related legislation

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

10. Related policies

• 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 Interviews and Police or Staff Searches at State Educational Institutions
• Using the Department’s Corporate ICT Network
• Managing Electronic Identities and Identity Management
• Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

• Bullying. No Way! (www.bullyingnoway.com.au)