

## BEAUDESERT STATE HIGH SCHOOL

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

*based on The Code of School Behaviour*

### **Purpose**

Beaudesert State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students 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 that the learning and teaching in our school can be effective and students can participate positively within our school community.

### **Consultation**

A *School-wide Positive Behaviour Initiative* [SWPBI] exists at Beaudesert State High School. Input into this strategy has been provided by parents, staff and students. This *Responsible Behaviour Plan for Students* complements the direction and intent of our SWPBI, and has been endorsed by the Principal, the President of the Parents' and Citizens' Association, and the Assistant Regional Director of Education.

### **Learning and behaviour**

Maximising learning is central to our school's *Responsible Behaviour Plan for Students*. We aim to provide a safe and supportive teaching and learning environment by emphasising and promoting:

- Rights to learn
- Rights to teach
- Rights to be safe

Our *Responsible Behaviour Plan* outlines our system for promoting positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

### **Facilitating positive behaviour and responding to unacceptable behaviour**

At Beaudesert State High School, we address the behaviour support needs of all students within a whole school context. This includes:

- Whole school support
- Targeted and classroom support
- Intensive individual student support

Our approach provides a continuum from whole-school positive preventative action for all students, through to intensive intervention for specific individuals or groups of students.

Standards of positive behaviour are communicated to **all** students in order to prevent problem behaviour and provide a framework for responding to unacceptable behaviour. Expectations are communicated to students via a number of strategies, including:

- Lessons conducted by classroom teachers
- School Assemblies
- Active supervision by staff during classroom and non-classroom activities
- Development of specific policies, such as 'The Use of Personal Technology Devices at School', 'Bullying', and 'Drugs' (see appendices for details).

At Beaudesert State High School, considerable energy is directed by classroom teachers, administration and support staff into reinforcing positive behaviours through actions such as:

- Praise
- Encouragement
- Rewards
- Privileges
- Appointment to school leadership positions
- The *Student Award Scheme*
- Peer Role Models

Students identified as needing intensive behaviour support are those who have had targeted support and are still at risk of significant educational underachievement due to their inappropriate behaviours.

A coordinated case management program is often adopted for these students, involving the Student Support Team. The following supports may be put in place:

- Counselling
- Modified timetable or attendance
- Recommendations to parents to access external agencies such as Child and Youth Mental Health
- Alternative learning programs, such as '*iSchool*'
- Assistance from the Behaviour Advisory Teacher

## Consequences for unacceptable behaviour

It is not possible to list all forms of sanctions or possible inappropriate behaviour within this document. Suffice to say, any activity which is illegal, unsafe, endangers or intimidates others, is prohibited at Beaudesert State High School.

The following information outlines types of behaviours that are unacceptable at Beaudesert State High School and indicates consequences that may be incurred:

Examples of Unacceptable Behaviour	Possible Consequences
<ul style="list-style-type: none"> <li>• Ignoring instructions</li> <li>• Lateness to class</li> <li>• Littering</li> <li>• Disrupting the teaching and learning process during lessons</li> </ul>	<p><b>Initiated by classroom teachers:</b></p> <ul style="list-style-type: none"> <li>❖ Reminder of classroom expectations</li> <li>❖ Oral reprimand / redirection</li> <li>❖ In-class separation or withdrawal</li> <li>❖ Removal from classroom for one-on-one resolution</li> <li>❖ Student sent to buddy class</li> <li>❖ Task related duty, eg clean up area</li> <li>❖ Contact with parents</li> <li>❖ Detention</li> </ul>
<ul style="list-style-type: none"> <li>• Uniform, hair, makeup, and/or jewellery transgressions</li> <li>• Lateness to school</li> <li>• Persistent failure to be prepared for class</li> <li>• Workplace health and safety breaches</li> <li>• Repeated defiance/non-compliance of teacher instructions</li> <li>• Out of bounds areas</li> <li>• Vandalism</li> <li>• Non-submission of assessment items</li> <li>• Truancy</li> <li>• Plagiarism</li> </ul>	<p><b>Initiated by Year Level Coordinators and/or Heads of Department:</b></p> <ul style="list-style-type: none"> <li>❖ Lunch time detentions</li> <li>❖ Restitution</li> <li>❖ Contact with parent</li> <li>❖ Internal suspension</li> <li>❖ Withdrawal from class/activity</li> <li>❖ Loss of privileges</li> <li>❖ Monitoring program</li> </ul>
<ul style="list-style-type: none"> <li>• Persistent and wilful disobedience</li> <li>• Verbally abusive language towards a staff member</li> <li>• Theft</li> <li>• Smoking</li> <li>• Physical violence</li> <li>• Bullying</li> <li>• Vandalism</li> <li>• Inappropriate use of mobile phones (eg recording or disseminating images)</li> <li>• Consuming, possessing or supplying alcohol</li> <li>• Using, selling, supplying or possessing drugs</li> <li>• Possession of weapons</li> <li>• Continual refusal to comply with the school's Behaviour Plan</li> </ul>	<p><b>Initiated by School Administration:</b></p> <ul style="list-style-type: none"> <li>❖ Suspension from school</li> <li>❖ Exclusion from school</li> </ul>

The exact measures taken will depend on a range of factors, including:

- Nature and severity of the offence
- Anticipated effect of the punishment upon the individual student
- The student's record of previous misbehaviour at Beaudesert State High School

## Emergency or critical incident responses

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and students are:

- Physically assaulting another student or staff member
- Posing an immediate danger to themselves or to others

Appropriate physical intervention may be used to ensure that Beaudesert State High School'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.

## Network of student support

At Beaudesert State High School, a range of personnel may become involved with supporting students with behaviour needs, including:

- Year Level Coordinators
- Guidance Officers
- Head of Learning Diversity
- Behaviour Advisory Teacher
- Deputy Principals
- Youth Support Coordinator
- School-based Youth Health Nurse
- School Chaplain
- Community Education Counsellor

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)
- Family and Child Connect
- Police
- Local Council
- BeauCare
- Mununjali

## Consideration of individual circumstances

At Beaudesert State High School, any response to inappropriate behaviour will consider the particular situation and context, the individual circumstances and actions of the student, and the needs/rights of the school community members.

Parents/caregivers will be kept informed of serious or repetitive behaviour so that communication links between home and school are maintained, and a unified, collaborative strategy put in place.

## 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 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 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](#)

## Some related resources

- [National Safe Schools Framework \(ncab.nssfbestpractice.org.au/resources/resources.shtml\)](http://ncab.nssfbestpractice.org.au/resources/resources.shtml)
- [Bullying. No Way! \(www.bullyingnoway.com.au\)](http://www.bullyingnoway.com.au)
- [MindMatters \(www.curriculum.edu.au/mindmatters\)](http://www.curriculum.edu.au/mindmatters)
- [Code of Conduct for School Students Travelling on Buses](#)