GLADSTONE STATE HIGH SCHOOL

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

Based on the CODE OF SCHOOL BEHAVIOUR

1. Purpose

Gladstone 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.

Gladstone State High school aligns with all Queensland state schools to promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all students. Gladstone State High is strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. The school prepares students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of schooling at Gladstone State High school.

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

2. Consultation and data review

Gladstone State High school developed this plan in collaboration with the school community. Consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P & C and Executive Director (Schools) Central Coast District in May 2010, and was further reviewed during 2011 as the whole school engages in a School Wide Positive Behaviour Support process and a Quadrennial School Review (2011). In 2015, it will undergo further review as required in legislation.

As a matter of consequence, the plan will be reviewed each year by the SWPBS Committee and the Parents and Citizens Association will approve the plan on an annual basis.

A mandatory feature of the consultation process will be a review of the following data sets:-

- attendance;
- unexplained absences;
- suspensions and exclusions;
- behaviour incidents (e.g. bullying – including cyber bullying), and
- others (if identified as necessary).

### 3. Learning and behaviour statement

All areas of Gladstone State High school are learning and teaching environments. The school considers behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

At Gladstone State High school, the school aims to maintain, enhance and continue to develop a supportive school environment for all members of the school community. The Responsible Behaviour Plan is based on the Code of School Behaviour and the shared beliefs of the school community. The school community believes social and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and school organisation.

The school used the *National Framework for Values Education in Australian Schools* to work collaboratively with the school community:
- to identify the school’s core values and beliefs: and
- to explore the place of values in education within the school by providing whole school behaviour support.

As a result the following vision and values for Gladstone State High school were identified:

**Statement of Purpose**

Achieving the highest quality educational outcomes for every child. Students are encouraged to *Reach for the Stars*.

**Vision Statement**

To empower students to reach their full potential through quality learning experiences in a supportive and challenging school environment.

**Core Values**

Education Queensland values Excellence; Diversity & Inclusively; Respect; Innovation & Creativity and Professionalism. At Gladstone State High school we value excellence, resilience and inclusiveness in a productive learning and teaching environment, where we are engaged, respectful, responsible and safe.

**As a result of our values and beliefs, our desired student outcomes are students who can/are:**

- maintain positive relationships with others;
- self directed learners;
- critical thinkers;
- resilient;
- courteous, compassionate and caring;
- identify their own strengths and passions and build leadership skills;
- multi literate (literacy and numeracy);
- technologically skilled;
- health and hygiene conscious.
To achieve these outcomes our school encourages students to:

- Reach for the Stars;
- strive for excellence;
- show pride in themselves and their school community;
- accept responsibility for their actions;
- respect themselves and others;
- demonstrate self discipline;
- develop commitment to on going learning.

At Gladstone State High school we recognise that partnerships with parents and caregivers and the local community are fundamental to successful values education.

During 2010, the SWPBS committee led the whole school community in a process that identified 4 school rules to teach and promote high standards of responsible behaviour. The 4 behavioural expectations are that, we are:

- engaged
- respectful
- responsible
- safe
The SWPB team developed a matrix detailing specific behavioural expectations as per below table: -

<table>
<thead>
<tr>
<th>ALL SETTINGS</th>
<th>OFF CAMPUS (EXCURSIONS)</th>
<th>ON CAMPUS (NOT IN CLASS)</th>
<th>ON CAMPUS (IN CLASS)</th>
<th>POSITIVE BEHAVIOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be on time</td>
<td>Be prepared</td>
<td>Be on task</td>
<td>Be prepared</td>
<td>Engaged</td>
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<tr>
<td>listen actively</td>
<td>Be on task</td>
<td>Work to the best of your ability</td>
<td>Be prepared</td>
<td>Respectful</td>
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<tr>
<td>actively participate</td>
<td>Be on task</td>
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<td>Work to the best of your ability</td>
<td>Responsible</td>
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<td>Follow instructions</td>
<td>Be prepared</td>
<td></td>
<td>Work to the best of your ability</td>
<td>Safe</td>
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<tr>
<td>Respect others' views, values and beliefs</td>
<td>Be prepared</td>
<td></td>
<td>Work to the best of your ability</td>
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<tr>
<td>Respect for self, others, the environment</td>
<td>Be prepared</td>
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<td>Work to the best of your ability</td>
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<tr>
<td>Keep area neat and tidy</td>
<td>Be prepared</td>
<td></td>
<td>Work to the best of your ability</td>
<td></td>
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<td>Be honest</td>
<td>Be on time</td>
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<td>Be appropriately dressed</td>
<td>Be on time</td>
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<td>Set a good example</td>
<td>Be on time</td>
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<td>Be at the right place</td>
<td>Be on time</td>
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<td>Listen to teachers</td>
<td>Be on time</td>
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<td>Seek assistance when needed</td>
<td>Be on time</td>
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<td>Use equipment appropriately</td>
<td>Be on time</td>
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<td>Cooperate with staff and others in authority to</td>
<td>Be on time</td>
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<td>ensure safety</td>
<td>Be on time</td>
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<tr>
<td>Follow rules and instructions</td>
<td>Be on time</td>
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<td>Use equipment appropriately</td>
<td>Be on time</td>
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<td>Prevent from throwing objects</td>
<td>Be on time</td>
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<td>Report any dangerous or damaged equipment</td>
<td>Be on time</td>
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<td>Report accidents</td>
<td>Be on time</td>
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<tr>
<td>Report bullying and harassment</td>
<td>Be on time</td>
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<thead>
<tr>
<th>POSITIVE BEHAVIOURS</th>
<th>OFF CAMPUS (EXCURSIONS)</th>
<th>ON CAMPUS (NOT IN CLASS)</th>
<th>ON CAMPUS (IN CLASS)</th>
<th>ALL SETTINGS</th>
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<tbody>
<tr>
<td>Engaged</td>
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<td>Respectful</td>
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<td>Safe</td>
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Principles
The Responsible Behaviour Plan is underpinned by the following principles:
- The school expects high standards of personal 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.
- Partnerships with parents/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 must consider both the individual circumstances and actions of the student and the needs and rights of school community members.
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.
- Students can be leaders in modelling proper behaviours and mentoring younger students.
- Care and support for students is a critical issue considered in all decision making.

Beliefs and Expectations
We believe that to ensure effective learning it is essential to develop a safe, supportive and disciplined environment that respects the following rights:
- the rights of all students to learn;
- the rights of teachers to teach;
- the rights of all to be safe.

All members of our school community are expected to:
- uphold and recognize the significance of appropriate and meaningful relationships between all members of our community and model these for others;
- conduct themselves in a lawful, ethical, safe and responsible manner that recognizes and respects the rights of others;
- respect the processes of natural justice.

The Responsible Behaviour Plan is designed to provide:
- supportive classrooms where learning comes first;
- positive support to promote high standards of achievement and behaviour;
- clearly articulated responses and consequences for inappropriate behaviour.

Students are expected to:
- participate actively in the school’s education program including work at school, off site and at home;
- take responsibility for their own behaviour and learning displaying good manners;
- demonstrate respect for themselves, other members of the school community and the environment.
- behave in a manner that respects the rights of others, including the right to learn;
- co-operate with staff and others in authority ensuring proper workplace health and safety principles;
- wear the school uniform with pride;
- develop their leadership skills and assertive behaviours.
Parents/carers are expected to:
- show an active interest in their child’s schooling and progress;
- cooperate with the school to achieve the best outcomes for their child;
- support school staff in maintaining a safe and respectful learning environment for all students;
- initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, well-being and behaviour;
- contribute positively to behaviour support plans that concern their child.

Staff members are expected to:
- maintain high standards of ethical behaviour as in Education Queensland’s Code of Conduct;
- show an active interest in each student’s schooling and progress;
- work at developing a safe and respectful learning environment for all students;
- initiate and maintain constructive communication and relationships with students, their parents and each other regarding the student’s learning, well-being and behaviour;
- contribute positively to behaviour support plans that concern their students;
- model assertive behaviour management strategies and reduce aggressive behaviours;
- ensure appropriate consequences are given in response to inappropriate behaviour;
- provide learning experiences within the school’s curriculum that promote positive learning and innovative and creative practice;
- provide opportunities for students to explore their gifts including access to programs for gifted students;
- respect the processes of natural justice.

Staff members are asked: “How can you develop a positive teaching/learning relationship, which will enable each young person to reach their potential?”

The School aims to:
- provide safe and supportive learning environments;
- provide inclusive and engaging curriculum and teaching;
- initiate and maintain constructive communication and relationships with students and parents/carers;
- promote the skills of responsible self-management;
- work towards consistency and fairness in implementing the Responsible Behaviour Plan;
- communicate high expectations for individual achievement and behaviour;
- review and monitor the effectiveness of school practices and their impact on student learning;
- support staff in ensuring compliance with the Responsible Behaviour Plan and facilitate professional development to improve the skills of staff to promote responsible behaviour.

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

A whole school approach shapes, supports and recognises appropriate behaviours in all students.

Gladstone State High implements the following proactive and preventative processes and strategies to support student behaviour:
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- SWPBS team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs to the Responsible Behaviour Plan for Students is delivered to new students as well as new and relief staff.
- Individual support profiles are developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Development of specific policies/standards:

1. Our values (see school website)
2. Responsible Behaviour pamphlet (see school website)
3. Habits of Mind (see school website)
4. Expectations of Students (see school website)
5. Personal Technology Devices Policy (see school website)
6. Attendance and Truancy (see school website)
7. Bullying and Harassment (see school website)
8. Bullying and Harassment: Key messages for students (see school website)
9. Debriefing Report (see school website)
10. Students late to school without explanation (see school website)
11. Anti-smoking Policy (see school website)

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Gladstone 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.

Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, it is possible to outline whole school provision of universal, targeted and intensive supports.
Universal, targeted and intensive behaviour support includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed programs and procedures;
- managed professional development for all members of the school community;
- adoption of practices that are non-violent, non-coercive and non-discriminatory;
- a continuum of whole school positive preventive action for all students.

(i) Universal

In a supportive and well-disciplined school, approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

The school’s proactive and preventative processes and strategies for:-

1.1 Facilitating the development of acceptable standards of behaviour, including:

- explicit and scheduled teaching of rules, behavioural expectations or values;
- induction of new students and staff;
- school wide system of positive reinforcement;
- implementation of bullying and cyber bullying programs;
- opportunities for parents to be involved with activities that promote and reinforce acceptable behaviour.

1.2 Encouraging positive aspirations, relationships and values to develop, include:

- establishing effective classroom management systems that encourage acceptable behaviour;
- procedures that provide students rapid access to assistance for learning problems.

1.3 Encouraging all students to take increasing responsibility for their own behaviour and the consequences of their actions, include:

- recognition that students have individual needs when developing social competencies and that not all students develop these competences at the same pace;
- procedures that emphasise teaching students new skills to get their needs met in the school environment;
- procedures which recognise the importance of positive reinforcement in the teaching and learning process.
### WHOLE SCHOOL APPROACH – ROLES

<table>
<thead>
<tr>
<th>Role of Student</th>
<th>Role of Teacher</th>
</tr>
</thead>
</table>
| ▪ be responsible for own behaviour  
▪ allow teacher to teach  
▪ allow other students to learn | ▪ teach rules & operational procedures  
▪ provide relevant and meaningful lessons  
▪ build positive relationships with students  
▪ model effective communication  
▪ follow SWPBS |

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<thead>
<tr>
<th>Role of Year Coordinator</th>
<th>Role of Senior Executive</th>
</tr>
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</table>
| ▪ build positive relationships with students  
▪ collaborate with students & parents  
▪ assist investigate/enquiries  
▪ point of referral for bullying/harassment | ▪ provide leadership  
▪ facilitate and support SWPBS program  
▪ collaborate with students & parents  
▪ conduct investigations and enquiries and implement Behaviour Support strategies when applicable  
▪ communicate and inform staff, students and parents of Behaviour Support processes  
▪ be a point of referral in crisis situation |

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<tr>
<th>Role of HOD</th>
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</table>
| ▪ provide leadership  
▪ collaborate with students & parents  
▪ assist investigate/enquiries  
▪ support staff in the implementation and development of effective Behaviour support (BS) strategies  
▪ ensure appropriate SWPBS procedures are followed  
▪ implement Behaviour Support strategies when applicable  
▪ communicate and inform students and parents of Behaviour Support processes | |

**Reinforcing expected school behaviour**

At Gladstone State High school, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are constantly updating their knowledge and skills in giving consistent and appropriate acknowledgement and rewards; this is strengthened through the SWPBS process.
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 a student exhibits 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.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more responsibly. This encourages students to reflect on their 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.
# Achieving High Behaviour Standards Together

We all have a shared responsibility to help the learning and wellbeing of each other. We need to act to prevent a small minority of students taking away the learning and wellbeing of the large majority of students. To do this, we need to be reminded of our standards in a number of focus areas:

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Behaviour Standards</th>
<th>Positive Outcomes</th>
<th>Areas of Concern / Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting lessons</td>
<td>• On the bell&lt;br&gt;• Move to class on the bell&lt;br&gt;• All food and drink away&lt;br&gt;• Turn off personal devices and put away.&lt;br&gt;• Outside Classroom&lt;br&gt;• Be on time&lt;br&gt;• Have all your equipment out of bag in your arms.&lt;br&gt;• with bag closed&lt;br&gt;• Be in 2 orderly lines&lt;br&gt;• “In Line On Time”&lt;br&gt;• Be in uniform&lt;br&gt;• “Shirt, Shorts, Shoes”&lt;br&gt;• Take hat off when entering room&lt;br&gt;• Move quietly into the room when directed&lt;br&gt;• Place bag in designated area&lt;br&gt;• Sit in allocated desk/area&lt;br&gt;• Place planner (opened on Positive Behaviour Cards), books, pens and equipment on your desk&lt;br&gt;• Commence set task</td>
<td>• Lessons commence quickly and peacefully&lt;br&gt;• Improved learning time&lt;br&gt;• Better learning results</td>
<td>Lateness&lt;br&gt;• Produce a note for being late (form in planner)&lt;br&gt;• Third time with no note will result in a 20 min lunch detention.&lt;br&gt;Procedure when late&lt;br&gt;• Knock, enter and excuse yourself “Sorry I am late”.&lt;br&gt;• Move to allocated seat without disrupting the class&lt;br&gt;• Teacher will ask you and discuss reason for lateness at a convenient time&lt;br&gt;Not prepared&lt;br&gt;• Third time not being prepared will result in a minimum 20 min lunch detention.&lt;br&gt;Inappropriate uniform (Shirt, Shorts, Shoes)&lt;br&gt;• If no uniform slip send to PBC to collect one (names will be passed on to Year Coordinator)&lt;br&gt;• If wearing denim, boardshorts, non-laced shoes and no administration signed and stamped uniform slip, send to PBC.</td>
</tr>
<tr>
<td>Ending lessons</td>
<td>At the end of the lesson: &lt;br&gt;• Place all rubbish in the bin&lt;br&gt;• Remain in your seat&lt;br&gt;• Stand and push your chair in&lt;br&gt;• Move quietly out of the room&lt;br&gt; (Remember - The bell is the signal to the teacher, not to you)</td>
<td>• Lessons conclude in a safe and orderly manner&lt;br&gt;• Rooms and property are valued&lt;br&gt;• Rooms ready for next lesson</td>
<td>Leaving early&lt;br&gt;• 20 minute lunch detention</td>
</tr>
<tr>
<td>Learning in class</td>
<td>• Be prepared with planner, correct books, pens and equipment&lt;br&gt;• Listen carefully to staff’s instructions&lt;br&gt;• Complete all required work&lt;br&gt;• Do extra work if time permits&lt;br&gt;• Use any spare time productively&lt;br&gt;• Allow others students to learn in class&lt;br&gt;• Allow other classes nearby to learn</td>
<td>• Improved learning time&lt;br&gt;• Better learning results&lt;br&gt;• Students benefiting from working productively with others</td>
<td>Not completing sufficient work&lt;br&gt;• 20 minute lunch detention&lt;br&gt;Work completed at a poor standard&lt;br&gt;• 20 minute lunch detention</td>
</tr>
<tr>
<td>Behaving with respect</td>
<td>• Speak with respect at all times&lt;br&gt;• Listen and respond politely when spoken to by staff&lt;br&gt;• Respond politely and promptly to staff requests&lt;br&gt;• Keep out of the business of others</td>
<td>• Having positive relationships with staff&lt;br&gt;• Having positive relationships with all other students</td>
<td>Swearing&lt;br&gt;Minor&lt;br&gt;• 20 minute lunch detention&lt;br&gt;Major (in relation to staff direction)&lt;br&gt;• PBC referral followed by PBC (Lunch 1, Lesson 3, Lunch 2)&lt;br&gt;Major (directly at staff)&lt;br&gt;• PBC referral and on hold to see DP/Principal</td>
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### FOCUS AREA

#### Behaviour Standard
- Use your breaks to have a drink and go to the toilet
- When not in class carry a green “out of class card” or form in planner
- Mobile phones turned off and put away

#### Positive Outcomes
- Improved learning time

#### Areas of Concern / Consequence
- Leaving class to go to toilet
  * Repeat offenders will have a maximum 20 minute lunch detention (for not using break time efficiently and to catch up work)
- Refusal to hand phone over in class
  * PBC referral followed by a 20 min PBC lunch detention.
  * In PBC you will asked to hand phone over, refusal will result in being placed on hold to see a DP.

#### Keeping people safe
- Stay in class every period
- “In for 70”
- Refrain from throwing objects
- Remain in your allocated seat/area
- Avoid involving others in your own problems
- Encourage friends to resolve problems in a mature, peaceful manner and without an audience

#### Positive Outcomes
- Developing an ability to deal with all types of people in a positive, helpful way
- Having better problem solving skills
- Creating a school which is happy and peaceful.

#### Areas of Concern / Consequence
- Truancy – Year Coordinator
  - First Offence: Part/whole lesson = 1 full lunch detention (work to be completed and provided by teacher)
  - Second Offence: PBC (Lunch 1, Lesson 3, Lunch 2)
  - Third Offence: PBC (Lunch 2, Lesson 4, Afterschool)
  - Fourth Offence: PBC (Lunch 1 through to Afterschool)
  - Fifth Offence: Referral to DP/Principal possible external suspension (work to be completed and provided by teacher)

- Throwing objects
  - Minor: 20 minute detention
  - Major: PBC referral and assigned to a teacher on playground duty to pick up rubbish for 20 minutes
  - PBC referral and on hold to see a DP/Principal

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**ALL ACTIONS HAVE CONSEQUENCES**

At Gladstone State High School, we understand that all actions have consequences (both positive and negative).

As a school community, we work together in peaceful, helpful and kind ways so that the consequences of our actions are positive ones. There are many rewards for working together in such a way, including:
- Feeling good about ourselves and others
- Enjoying our lives at school
- Being able to participate in great learning and many school activities
- Being acknowledged for our work with awards
- Being involved in leadership activities
- Being successful in our learning.

Sadly, it happens that people sometimes lose their way and forget their responsibilities to themselves and to others in our school community. We have to make sure we have good systems in place to prevent such things from negatively affecting our lives at school and our learning. Some of the consequences for people making poor choices include:
- Warnings and action by your teacher if you choose not to meet the behaviour standards
- Referral to the Head of Department/Year Coordinator if the problem persists. This means your behaviour has reached a very serious level. It is a very strong warning to you that things must improve immediately.
- Referral to the Deputy Principal/Principal.

It must be clearly understood that there will be consequences for people who fail to meet the behaviour standards outlined in this document. We cannot accept behaviours which impact negatively on our school’s learning environment. We each have a responsibility to be the best learners, citizens and leaders we can be. We must respect the wellbeing of others and the learning of others.
(ii) Targeted

In a supportive and well–disciplined school approximately 10% to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

Each year a small number of students at Gladstone State High school are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Gladstone State High school develops, implements and promotes whole school and classroom processes, strategies, adjustments and programs to facilitate acceptable standards of behaviour and provide educational support in order to respond to students demonstrating higher than average rates of problem behaviour. These may include:

- use of behavioural data to accurately identify students requiring targeted support;
- in-school referral process for teachers seeking assistance to support students with targeted–level needs;
- team approach to supporting students on targeted support programs;
- use of data based criteria for evaluation and exit from targeted support program;
- making adjustments as required to address individual student’s needs;
- range of research–validated program options for targeted support such as for example:
  - adult mentoring;
  - check in/check out;
  - targeted/small group social skilling;
  - “newcomer” programs for new students.
A SAMPLE CONVERSATION FLOWCHART

The Code of School Behaviour
Better Behaviour Better Learning

Queensland Government
Education Queensland

This process gives students the opportunity for the student to choose to go to the PBC.
• Assists the student to stop,
• Encourages the student to think about what they are doing,
• Allows the student to think about what the rules are and make a comparison between what they are doing and what they should be doing,
• Allows them to make a choice.

This is where we teach students to take responsibility for their actions by learning to think on their own, to respect the rights of others, to make effective plans that are solution focused, for a positive return to class and to build self-confidence.
(iii) Intensive

In a supportive and well-disciplined school approximately 2% to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours.

Gladstone State High school is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with persistent behaviours or highly complex and challenging behaviours need comprehensive systems of support. The Student Welfare Team:

- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through continuous data collection;
- makes adjustments as required for the student; and
- works with the School (Behaviour) Leadership Team to achieve continuity and consistency.

The Student Welfare Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. 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.

Gladstone State High school develops and implements intensive intervention procedures to respond to chronic problem behaviour and support continued learning engagement: This may include:

- an in-school referral process for teachers seeking assistance;
- a team-based approach for providing intensive individualised support that includes a high frequency for adjustments;
- use of behaviour data for the accurate identification of students requiring individualised support;
- research validated procedures in place for the assessment and support of students requiring intensive, individualised support (Functional Behaviour Assessment);
- planned use of any physical intervention required to ensure student safety (e.g. restraint);
- flexible and or alternative learning options;
- district behaviour support options.
INTENSIVE BEHAVIOUR SUPPORT & CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

CONSEQUENCE
- New timetable
- Modified timetable
- Work/schooling
- Lunch time
detentions/program
- Special program
- Behavioural team
- Flexi school referral
- Suspension
- Behaviour Improvement Condition
- Exclusion

REACTIVE BEHAVIOUR SUPPORT STRATEGIES
- Range from 'least intrusive' to 'most intrusive'
- Considering: 'every child is different'
- Provision/initiate case management and support plan

IDENTIFY CONTEXT DATA HISTORY HEALTH
- PBC data
- OneSchool referrals
- Student Services files
- Support Group info

The Code of School Behaviour
Better Behaviour Better Learning

Queensland Government Education Queensland
5. Emergency or critical incident response

In rare instances of severe problem behaviour, appropriate actions will be taken to ensure the safety of students and staff.

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 intervention has 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 Gladstone 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.

Special Education and Learning Support teachers undertake available training in 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 to be 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 and contact with the parent or guardian must also be made.
6. Consequences for unacceptable behaviour

Gladstone State High makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequence. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Consequences for unacceptable student behaviour will be applied to:
- provide the opportunity for all students to learn;
- ensure the safety of staff and students;
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and action of the student and the needs and rights of school community members will be considered at all times. The range of consequences that are authorised by Education Queensland will be used at Gladstone State High school. These include:
- Warnings/Re-positioning
- Detentions/Litter duty
- Withdrawal
- Parent contact etc

For more serious types of behaviour, the range of consequences includes:
- Suspensions
- Behaviour Improvement Conditions
- Exclusions
- Cancellation of Enrolment

These consequences will be used after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

Suspension is a temporary withdrawal of the right to attend school. It provides reflection time for the student, sends a clear and serious message that the student is now seriously infringing on others’ rights and involved parents in the resolution of the problem. During periods of suspension students are not to attend school nor are they permitted to travel on school buses. The care of the student becomes the responsibility of the parent/carer.
The Principal will make application for Exclusion (expulsion) to the Executive Director Schools for any instances of:

- repeated failure to respond, even to repeated suspensions and/or behaviour improvement conditions;
- possession of illicit or illegal drugs;
- selling or supplying of drugs;
- violent assault;
- threatening use of weapons;
- immediate and serious threat to the safety of staff or students;
- posting on the Internet of grossly inappropriate material concerning a staff member e.g. threats, abuse, gross denigration, insinuations or privacy breaches;
- or other very serious misbehaviour which threatens the good order and management of the school.

Before applying suspension with recommendation to exclude, the Principal may consider using a Notice of Behaviour Improvement Condition. If used, this will include details such as the behaviour(s) to be addressed, the support to be provided and a case manager’s name.

Post-compulsory students can have their enrolment cancelled for failing to actively engage in the program of study. Students in the senior school can have credit for subject achievement withdrawn if they do not complete the substantive requirements of their course. Such withdrawal of credit can have implications for Overall Position (OP) or Queensland Certificate of Education (QCE) eligibility.

Strategies to implement supportive, fair, logical and consistent consequences include:

Classroom Management
The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non verbal messages to alert or cue the student.

Restatement, Rule Reminders
The teacher adds a combination of the following strategies to address the student's behaviour: restatement of the basic rule, giving a specific direction, asking the Positive Behaviour Classroom questions, giving the student a choice e.g. to modify/change their behaviour or to go to the Positive Behaviour Classroom.

Positive Behaviour Classroom
The student is sent to the Positive Behaviour Classroom or a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, non-punitive manner. To inform further support and decision making processes, incidents of the inappropriate behaviour are recorded in OneSchool. Continual or serious disturbances may result in the student being referred to the Head of Department and parents/carers being notified.

Teacher and Student Plan of Action
As part of the Positive Behaviour Classroom students must identify their inappropriate behaviours and propose a plan of action that is then agreed upon through negotiation between the teacher and student before a student can return to class. Parents/carers will be contacted. If additional support is required to negotiate the plan, the teacher will make a referral to the Head of
Department. The Head of Department are able to refer students who have multiple PBC referrals to the Student Welfare Team.

**School Intervention and Recording of Student’s Inappropriate Behaviour**
If there is not an appropriate change to the student’s behaviour they are referred to the Student Welfare Team and a Case Manager will be appointed. The school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, continual or major incidents of inappropriate behaviour are recorded in OneSchool.

**External Assistance**
A functional behaviour assessment is completed in consultation with the relevant people such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies, e.g. Middle Phase Team. This assessment is used to inform the development of an Individual Behaviour Support Plan.

**Monitoring and Review**
Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialists personnel and external support agencies, as necessary. In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.

**Suspension Procedures**
This is implemented in line with the current Education (General Provisions) Act 2006, formerly SM-16 Student Disciplinary Absences.

**Behaviour Improvement Condition**
This is implemented in line with the current Education (General Provisions) Act 2006

**Recommendation for Exclusion**
This is implemented in line with the current Education (General Provisions) Act 2006, formerly SM-16 Student Disciplinary Absences
Summary of process to manage student behaviour

The Basic Rule

- Teachers have a right to teach and
- Students have a right to learn in a safe environment

95% of students

Step 1 Model, reinforce positive behaviours
Step 2 Remind ask the key questions
Step 3 Referral to Positive Behaviour Classroom
Step 4 Recognise, respond, and negotiate

4% of Students

Step 5 Referral to Administration, Student Welfare team
Step 6 Enlist, refer to external agencies
Step 7 Follow up, monitor and review
Step 8 Suspension

1% of Students

Step 9 Behaviour Improvement Condition
Step 10 Recommend for Exclusion
# NETWORK OF STUDENT SUPPORT

## PREVENTATIVE (pro-active)
- SWPBS Matrix
- Achieving High Behaviour Standards Together
- Positive Behaviour Process
- Essential Skills for Classroom Management
- Profiling
- Keep Safe Program
- Embedded in Curriculum eg Well Being
- Bullying & Harassment Program
- Peer Mentoring
- Year 7 Transition
- New student orientation
- Student Service pro-active Programs
- Individual Support Plan

## DATA COLLECTION & ANALYSIS
- Year Coordinators
- HOD Social Justice
- Curriculum HODs
- Guidance Officer
- Senior School HOD
- Head of Special Education Services
- Senior Executive
- Student Welfare Team

## CORRECTIVE (re-active)
- Positive Behaviour Classroom Process
- Detentions
- Community Service
- Monitoring Sheets
- Learning Plans
- Suspensions
- Behaviour Improvement Conditions
- Cancellation of Enrolment (Year 11/12)
- Exclusions

## SUPPORTIVE PERSONAL INTERNAL
- Classroom Teacher
- Care Teacher
- Parent/Guardian
- House Master
- School Based Health Nurse
- Chaplain
- Community Education Counsellor
- Guidance Officer
- School Based Police Officer
- Youth Support Coordinator
- Youth Pathways Coordinator
- Year Coordinators
- HOD Social Justice
- Heads of Department

## SUPPORTIVE PERSONAL EXTERNAL
- Middle Phase Behaviour Team
- Youth Connections
- Youth Invest
- Community Health
- Child & Youth Mental Health (Mental Health Assessments)
- Flexi Centre
- Branchout
- Roseberry Community Services
- Re-connect
- Youth Justice
- Department of Child Safety
- District Office
- Legals
- Centrelink

## SUPPORTIVE PROGRAMS
- Off Limits Program
- True Colours Program
- Shine Program
- Girlz with Purpose
- VITAL
- Yesterday, Today and Tomorrow (GAGAL)
- Get Set for Work (GAGAL)
- Career Pathways (CPA)
- Pathways to Success (P2S)
- Work Vocational Pathways

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The Code of School Behaviour
Better Behaviour Better Learning
RESPONSIBLE BEHAVIOUR FLOWCHART

LEVEL 1

TEACHERS
- Lettuce class (1st class)
- No planning (1st class)
- Ineffective class management
- Leaving class with no permission
- Disrupting class
- Misconduct
- Low level of English language
- Minor safety breaches
  - Throwing objects (eg. paper into bin)
  - “Hands off” eg. pushing in line
  - Unsafe behaviour
  - Bullying or harassment
  - Not using books efficiently eg. having to get textbooks in lesson, etc.
  - In class
  - Banned items eg chewing gum
  - Uttering
  - Failure to submit work other than assessment
  - Irresponsible work or errors in class
  - Computer misuse eg. touching another student’s computer

Possible Consequences
- Warning or re-positioning
- Detention / make up time
- Outdoor Lunch Duty (OULD)
- Buddy Classroom
- Referral to Deans
- PEC Referral

LEVEL 2A

HEADS OF DEPARTMENT
- Repeated Level 1 offences OR
- Refusal to follow teacher’s directions
- Non-attendance at detention for Level 1
- Gross disruption in class
- Continuous lack of effort in class or on homework tasks
- Repeated minor offences
- Assignment extensions
- Failure to hand in assignments on time
- Computer misuse eg. touching another student’s computer

Possible Consequences
- Warning or re-positioning
- Detention / make up time
- Outdoor Lunch Duty (OULD)
- Buddy Classroom
- Referral to Deans
- PEC Referral

LEVEL 2B

YEAR CO-ORD / HOD SOCIAL JUSTICE
- Repeated Level 1 offences in Core Class OR
- No uniform / late (3rd class)
- Assistance with no permission
- Late school policy
- Non-attendance at detention for Level 2A
- Gross disruption in class
- Not signing in to school
- Showing a pattern of explained or unexplained absences or tardiness to school (3+ days)
- Late
- Early off offenders against students and staff
- Serious breaches of community standards
- Offensive language
- Suspension of smoking
- Computer misuse (major) eg. grooming equipment
- Dangerous behaviour
- Persistent lack of effort/behaviour in a range of subjects
- Electronic recording, storing, forwarding, posting to the internet or other public forums, inappropriately
- Referral to DFJ

Possible Consequences
- Detention in PEC
- Detention in PEC
- Subject withdrawal
- Check of behaviour in other subjects
- Daily Monitoring Sheet
- Check on out of school
- Referral to year coordinator
- Access to IT withdrawn

LEVEL 3

SENIOR EXECUTIVE
- Level 2A or 2B offences
- Verbal abuse
- Insult
- Continuous or serious bullying or harassment
- Graffiti or vandalism
- Gross breaches of school policy
- Theft
- Early off offenders against students and staff
- Serious breaches of community standards
- Offensive language
- Suspension of smoking
- Computer misuse (major) eg. grooming equipment
- Dangerous behaviour
- Persistent lack of effort/behaviour in a range of subjects
- Electronic recording, storing, forwarding, posting to the internet or other public forums, inappropriate material
- Referral to DFJ

Possible Consequences
- Suspension/Exclusion
- Detention in PEC
- Daily Monitoring Sheet
- Access to IT withdrawn
- Community Service
- External Suspension

NOTE: Following “*” (PEC referral and withdrawal) you will be required to negotiate a plan for re-entry with the parties involved.
Minor and Major Incidents
When responding to problem behaviour the staff member first determine 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 on.

**Minor (Responsible Behaviour Flowchart Level 1 and 2)** behaviours are those that:

- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours;
- do not require involvement of specialist support staff or administration.

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:

  1. names the behaviour that the student is displaying
  2. asks the student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour
  5. student may be required to complete a SWPBS behaviour reflection plan.

**Major (Responsible Behaviour Flowchart Level 3 and 4)** behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of the Senior Executive Team

Major behaviours result in an immediate referral to a Head of Department or to the Senior Executive Team because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member completes a OneSchool referral and directs the student to the Positive Behaviour Classroom.
Major problem behaviour may result in the following consequences:

- **Level One:** Withdrawal to Positive Behaviour Classroom either part time or full time, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Student Welfare Team. AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer/Student Welfare Team, Middle Phase Behaviour Support team, suspension from school. Students who engage in verbal abuse of staff or physical assault of others can expect to be suspended.

- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGAGED</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class tasks</td>
<td>• Refusing to work</td>
<td>• Computer misuse eg damaging equipment</td>
</tr>
<tr>
<td></td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td>• Persistent lack of effort/Behaviour in a range of subjects</td>
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<tr>
<td></td>
<td>• Not bringing appropriate equipment</td>
<td></td>
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<tr>
<td></td>
<td>• Computer misuse eg not using appropriate program, touching another student’s computer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Failure to submit work other than assignment</td>
<td></td>
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<tr>
<td></td>
<td>• Failure to hand in assignments on time</td>
<td></td>
</tr>
<tr>
<td><strong>RESPECTFUL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubbish</td>
<td>• Littering</td>
<td>• Swearing directly at a staff member</td>
</tr>
<tr>
<td></td>
<td>• Not keeping area neat and tidy</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Stealing/major theft</td>
</tr>
<tr>
<td></td>
<td>• Calling out</td>
<td>• Wilful property damage</td>
</tr>
<tr>
<td></td>
<td>• Poor attitude</td>
<td>• Graffiti or vandalism</td>
</tr>
<tr>
<td></td>
<td>• Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>• Petty theft eg taking hat, bag, pencil case</td>
<td>• Stealing/major theft</td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Wilful property damage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Graffiti or vandalism</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
<td></td>
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<tr>
<td></td>
<td>• Non compliance</td>
<td></td>
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<tr>
<td></td>
<td>• Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>AREA</td>
<td>MINOR</td>
<td>MAJOR</td>
</tr>
<tr>
<td>------</td>
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</tr>
</tbody>
</table>
| **Play** | • Playing in toilets  
• Not using correct path and walkways |  |
| **Class tasks** | • Not bringing planner  
• Not using planner  
• Not catching up on work if absent |  |
| **Correct attire** | • Regularly not bringing a note when out of uniform  
• Wearing denim, boardshorts or inappropriate footwear.  
• Defacing school uniform eg getting it signed |  |
| **Be at right place** | • Not signing in or out of school  
• Not bringing a note to explain lateness to school  
• Not being punctual (eg lateness after breaks)  
• Not in the right place at the right time  
• Not carrying an “out of class” card or not in planner when out of class  
• Leaving class early  
• Leaving class or school without permission (truancy) | • Repeatedly leaving class without permission (truancy)  
• Repeatedly leaving school without permission (truancy) |
| **Personal Technology Devices** | • Use of mobile phone in class  
• Unauthorised use of personal listening device | • Repeated use of mobile phone in class  
• Repeated unauthorised use of personal listening device  
• Refusal to hand over personal technology device  
• Electronic recording, storing, forwarding, posting to the internet, |
| **Accept outcomes for** | • Minor dishonesty | Major dishonesty |

<table>
<thead>
<tr>
<th>AREA</th>
<th>MINOR</th>
<th>MAJOR</th>
</tr>
</thead>
</table>
| **Movement around school** | • Running on concrete or around buildings  
• Running stairwells  
• Not walking bike in school grounds  
• Sitting on port racks |  |
| **Play** | • Incorrect use of equipment  
• Not playing sport/games in correct designated areas  
• Not playing school approved games  
• Not remaining in areas which are in-bounds | • Throwing objects  
• Possessions of dangerous equipment (weapons, ie knives) |
| **Correct attire** | • Not wearing a hat in the playground  
• Not wearing appropriate shoes at all times |  |
| **Physical contact** | • Minor physical contact (eg pushing and shoving)  
• Holding hands, cuddling, kissing, sitting on lap, etc | • Spitting  
• Fighting  
• Dacking  
• Serious physical aggression |
| **Classroom** | • Throwing objects eg paper into bin  
• Not remaining at desk/work area  
• Not sitting on seat properly | • Throwing objects eg paper planes, intent to harm or potential to harm |
| **Other** | • Possession of banned items eg chewing gum, liquid paper, steel rulers, felt pens, air pressure cans. | • Possession of banned items eg alcohol, paints, cigarettes, lighters.  
• Selling of drugs |
Relate problem behaviour to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem 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 a problem 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.

Ensuring consistent responses to problem behaviour

At Gladstone State High School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member redirects their behaviour or consequences are applied for problem behaviour.

7. Expectations of post-compulsory students

Students in the post compulsory years (ie. have turned 16 years or have finished Year 10) have particular responsibilities towards themselves, their family, the school and society at large, to make the best of the opportunities presented to them. They need to attend, behave and work to the standards expected of them at this age. More specifically, their requirements are:

**Attendance**

- to be at school at least 91.5% of the time, unless legitimately excused through medical or similar circumstances;
- to be at school ON TIME ie. Before 8.50am;
- to report through the office when leaving the grounds early or arriving late;
- to bring notes that explain absences;
- attend morning classes as per timetable.

**Behaviour**

- To comply with the school’s rules and expectations, to the standard expected of a senior student
- To speak respectfully to other members of the school community

**Dress Code**

To comply with the school’s dress code – uniform and presentation – including:

- To wear the full school uniform every day, including during winter
- On the odd occasion (once or twice a term) this is not possible, to bring a note.
Equipment
- To bring a diary (one is supplied at the beginning of each year) and use it properly to plan missed work, homework and assessment
- To bring equipment required for particular subjects or activities

Safety
- To behave in a safe manner at all times, in presentation, attitude and behaviour.

Work
- To work conscientiously in class, to the standard expected of a senior student.
- To complete homework and assignments on time and sit exams as scheduled.

Getting help
- To seek assistance from the Student Welfare Team or others if need be.

Futures
- To set genuine goals for each term and beyond
- To commit to these goals through time, effort and persistence.

Post-compulsory students who fail to meet these expectations will receive a written warning that their enrolment may be cancelled due to a failure to participate satisfactorily in the program of instruction. Parents will be involved in this process.

Any student who fails to heed such warnings will be given a Show Cause notice, asking him or her to explain to the Principal why his or her enrolment should not be cancelled.

8. The Network of student support

Gladstone State High school uses a team approach to behaviour support that includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies. Positive support measures aimed at promoting high standards of achievement and behaviour include:

- a strong emphasis on goal setting and developing strategies to reach goals;
- the development and review of Aspiration Plans and Senior Education and Training Plans;
- informal advice from teachers and administration members;
- pastoral care by Year Co-ordinators, Care Teachers and the School Chaplin;
- education with regard to bullying, harassment, rights and responsibilities;
- two-way communication with parents/carers;
- referral to Guidance Officer, Special Needs/Learning support staff, School Based Police Officer, School Youth Health Nurse, Youth Worker;
- links to outside support agencies including Youth Mental Health, Roseberry Youth Services, Anglicare, Women’s Health Centre, Nulludo Wooribah (Indigenous Health), Youth support officers, Centrecare, Student Welfare Team;
- student leadership opportunities;
- student self reflection and behaviour review sheets;
- recognition and celebration of good behaviour.
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 will be considered at all times.

Gladstone State High school considers the individual circumstances of students when applying support and consequences by:

- promoting a teaching/learning 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 sanctions to the most stringent;
- recognising and taking into account students’ age, gender, disability, cultural background, socio-economic situation and their emotional state;
- recognising the rights of all students to:
  1. express their opinions in an appropriate manner and at the appropriate time
  2. work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation or impairment, and
  3. 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 : Ch 12 Good order and management of State educational institutions and non-state school
- Education (General Provisions) Regulations 2006 : Part 2 Management of State instructional institutions
- Education (General Provisions) Act 2006 : Part 6 Div 3. Directions and orders about conduct of movement at or entry to premises of State educational institutions
- Education (General Provisions) Act 2006 s365: Obligation to report sexual abuse of student under 18 years attending State school
- 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 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
12. Some related resources

- The Code of School Behaviour, Better Behaviour Better Learning
- Code of Conduct for School Students Travelling on Buses
- National Framework for Values Education in Australian Schools (http://www.valueseducation.edu.au)
- MindMatters (www.curriculum.edu.au/mindmatters)

Endorsement

Senior Executive: ____________________________ Date: ____________

Taken to HOD-EXEC: ________________________ Date: ____________

Principal: __________________________________ Date: ____________

P & C President: _____________________________ Date: ____________

Executive Director (Schools): __________________ Date: ____________

The Code of School Behaviour
Better Behaviour Better Learning

Queensland Government Education Queensland