TULLAWONG STATE SCHOOL

Responsible Behaviour Plan for Students based on *The Code of School Behaviour*

1. Purpose

TULLAWONG 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.

The Responsible Behaviour Plan for Students supports high expectations of behaviour through personal and collective responsibility and accountability. This Plan assists students to develop positive behaviours and life skills to enable positive participation within and beyond our school community.

2. Consultation and data review

Tullawong State High School has developed this plan through an on-going process in which consultation with staff, students, parents/carers and the community has taken place to ensure a shared knowledge of information and purpose.

As part of continuous improvement a review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents has informed the development of this plan. Parents, students, staff, local community and businesses were consulted as part of the school's SIU external review in 2015.

Consultation occurs on a regular basis, specifically in response to attendance, behavioural trends and data.

3. Learning and behaviour statement

When students feel safe, secure, and are engaged, learning increases. Learning decreases when students feel threatened or unchallenged (Marzano, et.al, 1992)

Tullawong State High School community believes students are ultimately responsible for their own behaviour. The school provides an infrastructure and support mechanisms to enable students in accepting responsibility for their behaviour.

Tullawong State High School fosters student participation, co-operation success and self-worth within an environment and framework that prepares students for their future. This framework acknowledges the rights of students to learn, the rights of teachers to teach and the rights of all to be safe. All persons have rights which others should respect as well as behave in an acceptable manner.

The Responsible Behaviour Plan for students is underpinned by a whole school focus on improving outcomes for all students through high expectations and encouragement.

Our school beliefs and values on learning and behaviour are based on students being able to "Soar to Great Heights" and reach their potential.

The school supports students by guiding them in the development of behaviours according to the school values;

- **Courage** - is the state or quality of mind or spirit that enables one to face danger and fear with confidence and resolution. It is the ability and willingness to do the right thing even when it is difficult. When you are courageous, you don't give up and you admit to mistakes.
- **Diligence** - is the importance of working hard towards set goals. You are steadfast in your application and take special care by doing things step by step. Diligence is the constant effort to get things done with excellence and enthusiasm. Diligence leads to success.

- **Integrity** - is the quality of being honest and having strong moral principles. Integrity helps you to listen to your conscience, to do the right thing, and to tell the truth. You act with integrity when your words and actions match.
- **Respect** - is having regard for yourself and others. Accept the strengths and abilities of others and their right to hold different views. Respect and affirm cultural diversity and the importance of rules. Respect yourself and others will respect you.

The school is committed to an educational philosophy that aims to develop attitudes, skills, and essential knowledge's as a foundation of contemporary learning.

We promote teaching which is rich in intellectual rigour, critical thinking, innovation, diversity and creativity while focusing on engaging each student in meaningful learning.

The school promotes and values the quality of relationships to ensure that all students, parents and teachers take responsibility for the part they play in providing quality education.

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

Universal behaviour support

All members of the school community have the right to feel safe and to be treated with respect, courtesy and consideration. Fair, equitable, non-discriminatory language and behaviours are to be modeled and practiced, and safe and legal procedures used.

The aim of managing student behaviour at Tullawong State High School is to assist all members of the school to promote the best possible climate for teaching and learning and for positive self development. The objectives are to:-

- Develop a positive environment of mutual respect and courtesy between staff, parents, students and members of the school and its community.
- Promote awareness of, and adherence to, Tullawong State High School's values which will lead to positive educational experiences for all.
- Ensure that consistent and logical consequences for undesirable behaviour are accepted by students, teachers and parents.
- Encourage development of self-disciplined student behaviour.
- Develop self-respect and self-worth in students as they see their growing ability to control and judge appropriate behaviour.
- Promote a sense of pride in students themselves and in their school through the recognition of positive achievements.
- Promote a harmonious school environment where conflict and stress are minimised.

A set of behavioural expectations is linked to our school values. The Behaviour Level Matrix (below) outlines global expectations.

Level 1 Behaviours Exemplary	Level 2 Behaviours Good	Level 3 Behaviours Expected	Level 4 Behaviours Minor	Level 5 Behaviours Minor/Major	Level 6 Behaviours Major/Extreme
Indicative Behaviour **Consistently** o Demonstrates leadership among peers o Involved in School and extra curricular activities o Represents the School in a positive manner o Demonstrates initiative o Responsible, Respectful and Safe o Behaves as a role-model and support for other students in all settings o Demonstrates an exceptional work ethic o Complies with the School Dress Code o Works within the School Values o Well mannered o Complies with School rules	**Indicative Behaviour** **Consistently** o Demonstrates leadership in structured/supervised settings. o Participates in School activities o Supports other students o Responsible, Respectful and Safe o Complies with School rules o Complies with the School Dress Code o Works within the School Values o Well mannered	**Indicative Behaviour** o **Complies with School rules** o **Complies with School dress code** o Listens to instructions o Participates in activities o Prepared for learning o Listens and interacts with others appropriately o Safe, Responsible and Respectful o Demonstrates responsibility for own belongings and litter	**Indicative Behaviour** **Low Level** o **Disrespectful to students, teachers and other adults** o **Unsafe actions** o Throwing objects o Disruptive behaviour o Name Calling o Littering o Bullying o Out of Bounds o Persistent disregard of dress code o Lying o Failure to follow clear instructions o Lateness to school o Unauthorised absence from School or class o Non compliance with homework/assignment policy o Other behaviours considered inappropriate o Disengagement o Passive resistance	**Indicative Behaviour** **Medium Level** o Leaving school grounds or classroom without permission o Unauthorised absence from School or class o Refusing to follow instructions o Disrespect to staff o Verbal Bullying o Persistent Level 4 Behaviours o Physical behaviours to themselves or others/property o Swearing o Teasing/Harassment/Bullying o Tantrums o Bringing school's name into disrepute o Non-attendance at detention o Inappropriate use of technology o Inappropriate use of electronic devices or mobile phones o Graffiti o inappropriate behaviour outside the school while in uniform o Plagiarism/ cheating	**Indicative Behaviour** **Severe Breaches** o Weapons o Vandalism (severe and premeditated) o Break and enter o Drugs/smoking/alcohol o Act of violence toward another student/adult o Persistent level 5 Behaviours o Grossly disrespectful behaviour o Sexual Harassment
Possible Recognition o Special Responsibilities o Letters/post card home to parent o Reward day o Eligible for School Award o Recognition in newsletter o Access to all appropriate School events eg excursions, camps etc o Eligible for invitation to special events o Eligible for student leadership roles	**Possible Recognition** o Awards o Positive comments on OneSchool o Cumulative award systems o Certificate on assembly o Verbal praise o Class/ House awards o Special roles within classroom o Access to all appropriate School events eg. excursions, camps etc o Eligible for invitation to special events o Eligible for some student leadership roles	**Possible Recognition** o Verbal praise o Positive comments in OneSchool o House Points o Special roles within classroom or year level or house o Eligible for inclusion in School activities eg. excursions, camps etc o Classroom/ House awards	**Possible Consequence** o **Referral to House Support Team** o **Letter home to parents** o Warnings o Detention o Litter Duty o Withdrawal of privilege o Behaviour Reflection Sheets o Apology (written or verbal) o Withdrawal from School activities o Removal of leadership responsibilities	**Possible Consequence** o **Suspension** o Classroom/Playground Withdrawal o Community Service o After school detentions o Letter to parents/ interviews o Anger Management/Social Skill/Conflict Resolution Programs. o Individual Behaviour Contract o Referral to the Deputy Principal, House Leader or Principal o Behaviour tracking	**Possible Consequence** o Suspension o Alternative Ed Program o Exclusion o Police Intervention o Behaviour modification program o Change of behaviour Contract signed by School, parent & student on re-entry o Re-entry programs o Behaviour tracking
Who may be involved? o Teacher and student o Parent o House Leader/HOD o School o Principal	**Who may be involved?** o Teacher and student o Parent advised through certificates etc o House Leader/HOD o Principal / Deputy Principal	**Who may be involved?** o Teacher and student o House Leader/HOD	**Who may be involved?** o Teachers, parent in persistent instances. o House Leader/HOD	**Who may be involved?** o Teachers, students, parents, , Guidance Officer, Chaplain o House Leader/HOD o Deputy Principal o Principal	**Who may be involved?** o Teacher, Students, Parents o Deputy Principal, Principal, Guidance Officer, Alternative Program, Police, Chaplain o House Leader/HOD
Suggested Reporting o Regularly throughout the term.	**Suggested Reporting** o Daily and weekly basis through classroom teachers, duty folders	**Suggested Reporting** o Frequent.	**Suggested Reporting** o Weekly support and monitoring required	**Suggested Reporting** o Extensive daily support monitoring and in school alternative program required o Entry in One School	**Suggested Reporting** o Alternative program implementation during suspension/exclusion o Entry in One School
Action o Recognition implemented by DEPUTY PRINCIPAL on advice from HOD's and HL's.	**Action** o Teacher initiated action as appropriate. o HL's and HOD's informed about action taken.	**Action** o None required as this is expected student behaviour.	**Action** o Teacher to apply appropriate possible consequence and to record incident on individual/class student behaviour data system o Restorative Justice o Withdrawal of participation in extra-curricular activities	**Action** o Incident referral form to HOD or HL to action and record on One School system. o DEPUTY PRINCIPAL to be informed. o Non compliance escalates to a level 6 behaviour.	**Action** o Deputy Principal/Principal to undertake appropriate action.

Behaviour level matrix

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers during weekly Core Skills (CSK) lessons
- Reinforcement of learning from CSK lessons on school assemblies and during active supervision by staff during classroom and outside of classroom activities
- Student diary.

Tullawong State High School supports students to take responsibility for their own behaviour

Tullawong State High School aims to ensure that the rights of all members of the school community are protected. The Responsible Behaviour Plan for Students ensures that students who demonstrate responsible, productive and socially acceptable behaviours are recognised and provided with positive and ongoing support and encouragement. At the same time, the plan aims to support those students who require assistance in learning to manage their own behaviour by focusing on the concept of logical consequences for unacceptable behaviour that infringes on the rights of others.

Tullawong State High School 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.
- House Leaders' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Tullawong State High School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles 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.
- Verbal praise delivered to students (ongoing) and relayed to their parents during the Student, Parent and Teacher evenings.
- Certificates of Commendation for excellent behaviour.
- Certificates of Congratulations for high rates of attendance.
- Celebrations of success at whole school and house assemblies.

Specific policies have been developed to address:
- Hands off Protection Policy including Cybersafety;
- Mobile Phone and Electronic Device Policy;
- Computer Network and Internet Access Policy;
- Uniform and Personal Appearance Policy;
- Attendance and Participation Policy.

Tullawong High School utilises different strategies to empower students with positive behaviours.

Whole-school behaviour support

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Targeted behaviour support

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Intensive behaviour support

Whole School Behaviour Support (Teachers, Students, Parents)

- Engaging, challenging and inclusive curriculum
- High quality teaching, learning, assessment and reporting practices
- Professional development activities in behaviour support
- Whole school approach to Literacy
- Positive Role modelling – teachers, administrators, parents & student leaders
- Proactive and consistent classroom strategies
- Clearly articulated boundaries and rules
- Positive relationships and respectful interactions
- Social skills/ life skills programs
- Learning Enrichment classes developing work /social skills
- Community Work Experience
- Celebrating and rewarding success and achievement
- Providing opportunities for students to meet needs
- Student leadership opportunities
- Active and engaged student council promoting active school citizenship
- Promoting health lifestyles (tuckshop, HPE sport)
- Active and visible student support service team
- Proactive House Leaders

Targeted Behaviour Support (Guidance Officer, HODs, HOSE, House Leaders, DPs, Parents)

- Clear strategies for dealing with bullying and harassment
- Strategies for dealing with medical conditions, disability, financial barriers, family violence, homelessness, living independently
- Liaise with appropriate external agencies/personnel when relevant
    - Mediation – Guidance Officer Support
    - Police Officer
    - School Based Youth Health Nurse
    - School Chaplain
    - Community Education Counsellor
    - Vocational Education Officer
    - Youth Support Coordinator

The school emphasis is on prevention, building from strengths, fostering supportive relationships creating a support network for the student.

- Behaviour Monitoring Plan
- Attendance Monitoring
- Behaviour Contracts/Goals
- Withdrawal/ Detention
- Parent/family involvement in creating solutions
- Understanding and developing solutions
- Multi-disciplinary and team-based approach
- Liaise with appropriate external agencies/personnel when relevant

Intensive Behaviour Support (Principal, Parents, Specialist Staff)

Each case is treated on an individual basis, with individual Discipline Improvement Plan and Monitoring Program, with the goal of re-engaging students.

- Mediation to establish methods to resolve problem
    - Individual or small group mentoring
- Inform students and parents/caregivers of key interventions or processes
    - Alternative Learning Pathways/ Programs/Timetables

- o Partial withdrawal from class or playground areas
- o School to work transition program (work skills more appropriate than just school enrolment)
- o Intervention by outside agencies
- o Prescribed enrolment in an alternative program (bullying, life skills, conflict resolution, anger management)
- o Student Behaviour Contract with prescribed consequences
- o Suspension 1–10 days
- o Suspension 11–20 days
- o Recommendation for Exclusion from school
- o Cancellation of school enrolment

- Consultation with relevant school-based and EQ personnel and external agencies
  - o AVT Behavioural Support Intervention
  - o Guidance Officer and Student Services Support
  - o Counselling
  - o External Agency Support
  - o District Support
- Conduct teacher meetings to review and monitor progress of individual cases

Unacceptable Behaviour

Tullawong State High School has high expectations of positive student behaviour. We believe that, in the interests of welfare, safety and the maximisation of student potential, students, parents/carers and staff have the responsibility to work together to develop and maintain a productive and encouraging learning environment.

The following are some examples of unacceptable behaviours:
- Insolence to teachers, swearing, abusive or offensive language
- Disobedient behaviours such as vandalism of school property, failure to follow uniform procedures, failure to complete homework, classroom activities and assignments, plagiarism, cheating or falsifying results
- Deliberate disruption of classroom activities and the rights of others to learn
- Antisocial behaviours including bullying including cyber-bullying, harassment, morally offensive behaviours, unlawful and or dangerous behaviour
- Non-compliance with Tullawong's Computer Network and Internet Access Policy and/or Mobile Phone and Electronic Device Policy which includes computer usage, mobile phones and audio visual technologies

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour

> (Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

> (Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner

> (Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through

> (If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

> (Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Tullawong 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.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

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

- Incident report on One School
- Health and Safety incident record

6. Consequences for unacceptable behaviour

A variety of consequences are used by Tullawong State High School. Individual circumstances, specific student behaviours and the rights of the school community are considered prior to applying consequences.

Tullawong State High School has committed to adopt a Restorative Practice model of behaviour management which views wrongdoing as a violation of people and relationships. In practice, those responsible for and those most affected by a serious incident are brought together to 'repair the harm' and minimise the risk of further wrongdoing. (Thorsborne & Vinegrad 2002).

The following are examples of the range of consequences issued in response to poor student behaviour. These include:

- Warning
- Detention
- Referral to support personnel
- Loss of privileges
- Restorative practice conference
- Restitution
- Parent/Carer Conferences
- Participation in Student Development Programs
- Modified timetable or alternative program
- Suspension, Suspension with a recommendation for exclusion, cancellation of enrolment

7. Network of student support

The network of student support at Tullawong State High School is diverse and varied, and utilises the skills of all staff to support students according to their individual needs.

As part of the varied measures teachers take to correct student behaviour (or poor performance) referral to Support Services is strongly encouraged. The following support personnel /team is available at Tullawong State High School:

Whole of School

House Deputies manages the support and welfare needs of all students. This includes the development, implementation and review of programs that enable all students, despite individual circumstances, to engage in learning and to reach their personal potential.

House Leaders coordinate house activities and support students for harassment and bullying issues, lockers and uniforms and are a point of referral for other sporting, cultural, citizenship and academic needs. House Leaders also have a role in managing behavioural incidents including. A small number of lockers are available for students with medical needs. They are also a point of contact for parents and carers when concerns arise that might have an impact on their child's schooling.

Guidance Officer is responsible for helping students with subject selections and counselling in relation to issues that impact on student learning. Enrolment interviews and placement into class groups are also the responsibility of the Guidance Officer. Some diagnostic testing and career education support is provided by the Guidance Officer.

Indigenous Community Advisor provides social and academic support to our Aboriginal and Torres Strait islander students. Currently in the school three days a week, the ICA supports the Cultural, Social and Academic development of our students and engages families and wider community members with school life.

Chaplain provides students with links between school services and community services. The chaplain plays a key role in the spiritual concerns of students of all faiths and helps young people make sense of the world in which they live.

Youth Support Coordinator works at the school various days per week. The Youth Support Coordinator provides support for students 'at risk' of disengaging from schooling.

Youth Health Nurse works at the school various days a week. The nurse provides a confidential counselling service in relation to health and relationships issues, as well as, participating in relevant classroom activities.

Head of Special Education Services (H.O.S.E.S.) is responsible for assisting students with learning or special support needs by arranging ascertainment's, allocating individual or in-class assistance, arranging alternative programs, manages the appraisal process when students are referred, works mainly with IEP/ILP students and students working on alternative programs and responsible for the maintenance of data base records.

HoD Senior Schooling is responsible for the academic support, organising tutorial classes and welfare of senior students.

Vocational Education Officer plays a key role in the organisation and management of school based traineeships and apprenticeships.

In addition a number of external services are also available. This includes:

Advisory Education Queensland staff for ASD, behaviour and learning difficulties; Child Youth Mental Health Service, Department of Child Protection, and Police.

8. Consideration of individual circumstances

At Tullawong State High School, it is tour practice to always acknowledge the individual differences when applying consequences for inappropriate behaviour. This includes acknowledging the social, emotional, intellectual, physical, cultural, socio-economic and even spiritual needs of students to ensure responses are transparent, fair and equitable.

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account student's age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time;
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation; and
  o receive adjustments appropriate to their learning and/or impairment needs.

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

10. Related policies

- Statement of expectations for a disciplined school environment policy
- 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

11. Some related resources

- National Safe Schools Framework (**ncab.nssfbestpractice.org.au/resources/resources.shtml**)
- National Framework for Values Education in Australian Schools (**www.valueseducation.edu.au**)
- National Framework for Values Education in Australian Schools – Queensland (**www.education.qld.gov.au/curriculum/values/**)
- National Safe Schools Week **www.safeschoolsweek.dest.gov.au**
- Bullying. No Way! (**www.bullyingnoway.com.au**)
- Mind Matters (**www.curriculum.edu.au/mindmatters**)
- School Wide Positive Behaviour Support (**www.learningplace.com.au/deliver/content.asp?pid=24668**)
- Code of Conduct for School Students Travelling on Buses **http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome**
- Take a Stand Together **http://www.takeastandtogether.gov.au/index.html**
- Safe Schools Hub **http://www.safeschoolshub.edu.au/**
- Working Together resources for schools **https://www.kidsmatter.edu.au/health-and-community/family-matters/working-schools-and-services/other-resources**
- Cybersafety and schools resources **http://education.qld.gov.au/students/**

Endorsement

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Principal   **P&C President or**
                                                      Chair, School Council

Date effective: from ……………………………………. to ……………………………………