

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

Based on the Code of School Behaviour

1. PURPOSE

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

This management plan reflects this school's purpose to work in partnership with students, parents and the wider school community to ensure that all students receive a high quality education appropriate to their needs. This document affirms that learning is the central function of this school and each person in the school community has worth and is important. This plan should be read in conjunction with General Rules and Procedures and other policy statements available on the school website.

2. CONSULTATION AND DATA REVIEW

Brisbane State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through meetings held during 2008. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2005-2008 also informed the development process.

3. LEARNING AND BEHAVIOUR STATEMENT

All members of Brisbane State High School community will:

- Be able to enjoy a safe and supportive environment, free from fear, harassment, or bullying in any form;
- Show respect for self, others and the environment;
- Support practices which enable equality of opportunity and participation in all spheres of learning and working;
- Follow practices which promote a positive attitude to health and safety;
- Have rights and responsibilities as partners in education;
- Follow practices which demonstrate respect for the laws and regulations of our society.

It follows from these statements that:

- The environment of the school will be pleasant and safe;
- Each person will be highly valued and treated with respect;
- Each person will show care, courtesy, consideration, co-operation, and commonsense towards others;
- Each person will demonstrate a positive attitude to the core business of the school which is learning and teaching.

4. PROCESSES FOR FACILITATING STANDARDS OF BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

Brisbane State High School aims to foster and develop a safe and supportive environment by:

- Promoting a positive school climate and developing a pleasant physical environment;
- Maintaining a good working relationship among all members of the school community;
- Recognising and positively reinforcing appropriate behaviours;

- Ensuring consequences for unacceptable behaviours are logical and appropriate;
- Developing and applying procedures to support victims, counsel offenders, and provide appropriate behaviour management strategies;
- Fostering a whole school approach to behaviour management which encourages all members of the school community to accept personal responsibility for their behaviours;
- Regularly monitoring, evaluating and updating the curriculum to ensure it is inclusive and allows personal development in a broad range of academic, cultural and sporting activities.

UNIVERSAL BEHAVIOUR SUPPORT

The school's universal proactive and preventative processes and strategies for:

- Facilitating the development of acceptable standards of behaviour including
 - explicit and scheduled teaching of rules, behavioural expectations and values
 - induction of new students and staff
 - schoolwide system of positive reinforcement
 - implementation of bullying and cyberbullying programs
 - opportunities for parents to be involved with activities that promote and reinforce acceptable behaviour
- Encouraging positive aspirations, relationships and values to develop including
 - establishing effective classroom management systems that encourage acceptable behaviour
 - procedures that provide students access to assistance for learning problems
- Encouraging all students to take increasing responsibility for their own behaviour and the consequences of their actions including
 - recognition that students have individual needs when developing social competencies
 - procedures that emphasise teaching students new skills to meet their own needs in the school environment
 - procedures that recognize the importance of positive reinforcement in the teaching and learning process

These processes are reinforced at Brisbane State High through

- a strong Pastoral Care program that covers such topics as:
 - bullying;
 - drug use;
 - leadership;
 - school history, expectations and beliefs;
 - study skills and time organisation.
 - relationships
 - life skills
- a mentoring program between older and younger students
 - Peer Skills
- very high community, staff and student expectations of behaviour and standards
- co-curricula program

all students at Brisbane State High School have the opportunity to participate in an intensive co-curricula program. This unique and highly successful program includes an extremely large range of sporting and cultural activities. All students are actively encouraged to participate in this program in some way to help foster positive friendships, strong work ethics and a sense of community.

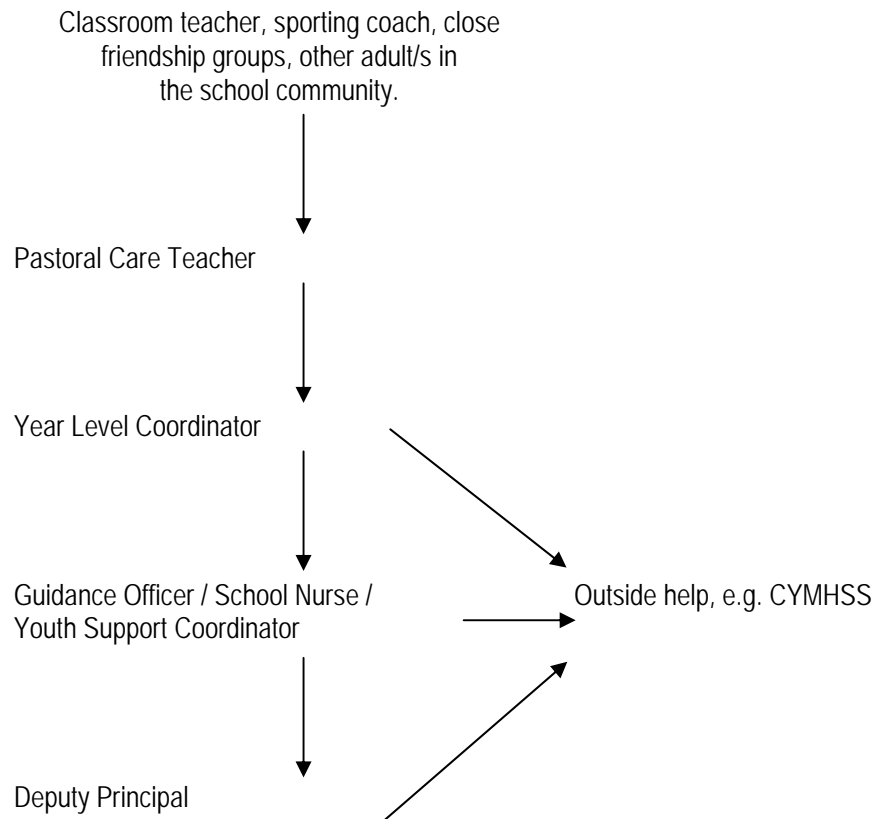
TARGETED BEHAVIOUR SUPPORT

Step 1: Every student at Brisbane State High School participates in the Pastoral Care program. This program covers the above topics and also outlines the school's views and expectations of all students. The Pastoral Care program is facilitated by the Pastoral Care Teacher during seventy minute lessons once a week. The aim of the school is to allow students (where possible) the continuity of the same form and

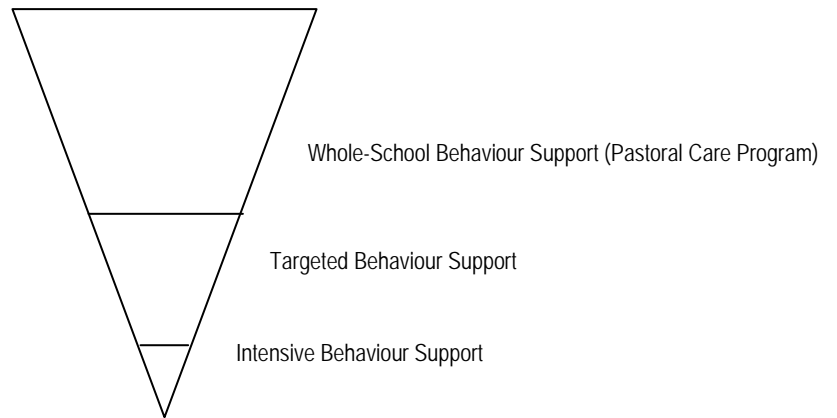
pastoral care teacher for the duration of their enrolment at Brisbane State High School. They will be supported by these teachers. It is the responsibility of the Pastoral Care teacher to ensure all students understand the school rules and consequences of any breaches of them. Other student support staff in this area can be classroom teachers, sporting coaches, other charismatic adults in the school community.

- Step 2:** If students are found to be in breach of any of the rules they are required to do further education on the particular area they have breached. For example, if a student is outside the school grounds during school time and in possession of tobacco, the student is required to make up the equivalent of the time missed after school. During this time, they will complete an "effects of smoking" program. This will be administered by Year Level Coordinator (YLC), Guidance Officer, School Nurse and/or Deputy Principal.
- Step 3:** If the student continues demonstrating this inappropriate behaviour, consequences at the school level will escalate and outside agencies could be involved. The agency involved will depend on the inappropriate behaviour demonstrated. For example, if the above offender continues with this behaviour, he or she may be required to complete a program at Drug Arm or other such agency.

INTENSIVE BEHAVIOUR SUPPORT



Diagrammatic Representation of Behaviour Support Occurrence



CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

In developing this Responsible School Behaviour Plan Brisbane State High School has categorised inappropriate student behaviour into three levels according to the gravity of the behaviour. This provides a clearly defined process to be undertaken by the most appropriate staff member.

	<i>Unacceptable Low Level Behaviour</i>	<i>Unacceptable Medium Level Behaviour</i>	<i>Unacceptable High Level Behaviour</i>
Behaviour	<ul style="list-style-type: none"> Late to class. Not doing homework, class work, assignments Disrupting other students Unexplained absences (Form Teachers) Failure to wear the appropriate school uniform Inappropriate use of the BSHS intranet Use of mobile phones and electronic devices Other minor unacceptable behaviours. 	<ul style="list-style-type: none"> Truancy Disrespecting teachers Swearing/offensive/abusive language Possessing and/or smoking tobacco Repeatedly late to class Repeatedly not doing homework Repeated unexplained absences Repeatedly missing lunch time or after school detentions Other conduct that impedes learning and/or social well being of others. 	<ul style="list-style-type: none"> Violence / Fighting Bullying in any form including: verbal, physical, electronic, mobile, SMS and cyberbullying (refer to School Policy on Bullying) Repeated disrespect and/or bullying towards teachers or other students (face to face, electronic means etc) Unsafe behaviour (removal of self harm) Weapons Graffiti/damaging property Dishonesty Possessing and/or using Drugs (including alcohol) Inappropriately using technology/photographs/video, school name, staff, students or identifying features Other inappropriate behaviour determined by the Principal to be harmful to one's self, others or the school's reputation
Possible Consequences	<ul style="list-style-type: none"> Teacher speaks to student about the behaviour Teacher arranges lunch time detentions (Community Service) If student fails to attend lunch time detentions, teacher arranges additional detention For inappropriate use of the BSHS intranet during class time the teacher is to refer the student to the faculty HoD For inappropriate use of the BSHS intranet during out of class time the student is to be referred to the IT HoD Student mobile phones or electronic devices are handed in to the school office- refer to mobile phone policy Record behaviour for future discussion with Deputy Principals. 	<ul style="list-style-type: none"> Parents informed of the inappropriate behaviour and the consequences Meeting with parents, student, YLC and Deputy Principals Before and after school detentions for 30 minutes until the time missed is made up Daily Monitoring Cards 1, 2, 3 days internal suspension 1, 2, 3 and 5 days external suspension Record behaviour for future discussion with Deputy Principals. 	<ul style="list-style-type: none"> 1, 2, 3 days internal suspension Meeting with parents, student, YLC and Deputy Principals Daily Monitoring Cards 1, 3, 5, 10, 20 days external Suspension. Record behaviour for future discussion with Deputy Principals. Recommendation to exclude

Possible Further Action	<ul style="list-style-type: none"> • If student again fails to attend, teacher notifies the parents that the student is required to complete an after school detention • The student might also be placed on a weekly Monitoring Card • For BSHS intranet offences consequences will be in accordance with the School Computer Network Policy and at the discretion of the faculty HoD, IT HoD and in consultation with the DP responsible for the year level. 	<ul style="list-style-type: none"> • If behaviour continues, meeting with Parents and Deputy Principals • Teachers complete online Progress Report. 	<ul style="list-style-type: none"> • Meeting with parents, student, YLC and Deputy Principals • Suspension with a recommendation to exclude.
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THE NETWORK OF STUDENT SUPPORT

<i>First Level of Support</i>	<i>Second Level of Support</i>	<i>Third Level of Support</i>
<ul style="list-style-type: none"> • Pastoral Care Teacher • Classroom Teacher • Co-curricula Coach 	<ul style="list-style-type: none"> • Year Level Coordinator • Guidance Officer • School Nurse • Chaplains • Indigenous Youth Sport Coordinator • Deputy Principal • District Behaviour Support Services 	<ul style="list-style-type: none"> • CYMHSS – Mater Hospital – 3840 2780 • CYMHSS – Yeronga • Kids Help Line – 1800 551 800 • Crisis – 1800 177 135 • DRUG-ARM – 1300 656 800 • Family Planning Queensland – 3250 0240 • Youth and Family Support – 3239 3292 • Deputy Principal/Principal • Queensland Police Service

CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

Each student is unique and comes with his or her own set of values, family circumstances and life experiences. When investigating inappropriate student behaviour, these individual circumstances must be given due consideration so that natural justice can be afforded to all parties involved. The school recognises the delicate balance between confidentiality and accountability, justice and equity and consideration of external circumstances.

RECORDING INCIDENTS

All behaviour incidents which require intervention are to be formally recorded by the intervening or referring teacher in the first instance on ONE SCHOOL. Any incidents which involve the health or safety of any person within the school are to be referred immediately to a Deputy Principal.

5. EMERGENCY RESPONSES OR CRITICAL INCIDENTS

It is important that all staff, students and visitors 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. The school has processes for containing the incident, evacuation or lockdown depending on the circumstances.

RELATED LEGISLATION

- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 2008
- Freedom of Information Act 1992
- Transport Operations (Passenger Transport) Regulation 2005
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

RELATED POLICIES

- CMR-PR-001: Complaints Management
- CRP-PR-005: Drug Education and Intervention in Schools
- CRP-PR-009: Inclusive Education
- CRP-PR-010: Homework in State Schools
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- HLS-PR-001: Creating Smoke-Free Environments
- HLS-PR-009: Administration of Routine and Emergency Medication and Management of Health Conditions
- HLS-PR-012: Curriculum Activity Risk Management
- IFM-PR-004: Managing Electronic Identities
- LGS-PR-002: Freedom of Information
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- SCM-PR-005: School Security
- SCM-PR-006: Hostile People on School Premises, Willful Disturbance and Trespass
- SDV-PR-001: Employee Professional Development
- SMS-PR-001: Publishing Student and Staff Information on School Web Sites
- SMS-PR-008: Family Law Matters Affecting State Educational Institutions
- SMS-PR-012: Student Protection
- SMS-PR-017: Enforcement of Compulsory Education Provisions
- SMS-PR-018: Information Sharing under Child Protection Act 1999
- SMS-PR-019: Mature Age Students
- SMS-PR-021: Safe, Supportive and Disciplined Environment
- SMS-PR-022: Student Dress Code
- SMS-PR-024: Internet – Student Usage
- SMS-PR-026: Physical Restraint and Time Out Procedures – Students with Disabilities
- SMS-PR-031: Flexible Arrangements
- The Code of Conduct

SOME RELATED RESOURCES

- National Safe Schools Framework (www.ncab.nssfbestpractice.org.au/resources/resources.html)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)

- School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)

Executive Principal

P&C President

Executive Director (Schools)

I (parent / guardian) _____ of (student name) _____ have read and agree to support Brisbane State High School's Responsible Behaviour Plan for Students.

Parent Signature

Date

Date Effective 1 January 2010 to 31 December 2012