



**The Code of
School
Behaviour**
Better Behaviour
Better Learning

Toolooa State High School



Responsible Behaviour Plan for Students

1. Purpose

[Toolooa 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 teaching in our school can facilitate a learning culture of high performance whilst enabling our students to participate positively within our school community.

The Toolooa State High School community is motivated by a relentless commitment to improve. This Responsible Behaviour Plan outlines a set of standards and beliefs which are necessary in our pursuit of our key strategic priorities;

- Continuing to build a professional learning community across the school
- Improving student outcomes through an explicit and systematic focus on literacy and numeracy
- Continuing to build a culture of high performance

Additionally, Toolooa's Responsible Behaviour Plan reflects Education Queensland's commitment that all students have the right to learn, teachers have the right to teach and that all school community members have the right to be safe.

2. Consultation and data review

[Toolooa SHS](#) developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken 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/Chair of the School Council](#) and [Assistant Regional Director](#) in (November) 2012, and will be reviewed in 2018 as required in legislation.



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3. Learning and behaviour statement

At Toolooa SHS our core values underpin our beliefs of how a school should operate. These values are explicitly taught, made reference to and visible during the everyday operations of our school.



All areas of [Toolooa SHS](#) are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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

Toolooa's core belief about behaviour is that:

“Every member of our school community, whether staff, student, parent or visitor, will act at all times with the safety and dignity of themselves and others in mind”.

In support of this belief we value that every individual has equal worth, a natural desire to learn, the capacity to act ethically and morally and can and should pursue excellence to their own potential in a spirit of cooperation. In line with this core value, bullying behaviour and harassment of *any* individual in our school will not be tolerated.

Toolooa's community believes that a supportive and disciplined environment is characterised by the following beliefs and practices:

- Understanding student behaviour is necessary if we wish to positively manage that behaviour
- All behaviour, even misbehaviour, is purposeful and relates to how students perceive they belong
- Members of the school community relate to one another with mutual respect and when everyone is committed to establishing a positive and caring environment
- Positive and effective school leadership and purposeful, collaborative decision-making
- Clear and close links between support staff, wellbeing staff, teachers, parents, administration and external health and wellbeing agencies
- A whole-school, planned approach to behaviour management



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- An appropriate and relevant curriculum supported by effective teaching strategies
- Planned and positive classroom management based on a student-centred approach to learning
- The needs of individuals being met and their achievements recognised
- Recognising that some students will need more support, based on individual needs, than others
- Encouraging appropriate behaviour is better than managing misbehaviour and a pro-active or preventative approach is preferable to a reactive or corrective approach.

Toolooa believes that all rights carry equal responsibilities and both are made explicit in our Responsible Behaviour Plan.

Rights

Students:

- To receive instruction at their appropriate level
- To a relevant and worthwhile curriculum program of instruction
- To receive respectful treatment from adults and students
- To fair discipline policies, justly administered
- To opportunities to develop independence and responsibility
- To expect the rights contained with the *UN Charter of Children's Rights* to which Australia is a signatory

Responsibilities

- To attend school every day and arrive at class on time
- To have high expectations of your own performance
- To complete assigned class work and homework
- To behave in a manner which brings credit on the students, teachers and parents of the school
- To respect the rights and feelings of other students
- To respect the property of others
- To accept the consequences of their own actions

Teachers:

- That students be at school and class on time and ready to work
- To expect students to understand that school is a place for learning
- To be respected as teachers, staff and individuals
- To share concerns about students directly with parents
- To assert their professional, industrial and civil rights
- To provide for the welfare of all students within their care
- To provide quality programs of instruction and learning experiences
- To model respectful behaviour by treating students accordingly
- To regularly, openly and receptively discuss student progress with parents
- To inform students and parents of behaviour policies and the consequences of misbehaviour
- To enhance the prestige of their profession



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Parents:

- To receive comprehensive curriculum and assessment information
 - To be consulted regarding textbooks, resource materials and handouts before the end of the school year
 - To the provision of quality programs of instruction
 - To expect timely and honest reports of assessment of their child's progress
 - To be represented on school standing committees
 - To receive regular communication about their children and school
- To ensure that their children attend school every day and arrive at school on time
 - To ensure that their children have adequate rest and good nutrition
 - To assist the school by supporting behavioural expectations and academic standards
 - To be open and receptive to school contacts
 - To communicate their concerns honestly and openly with their child's teacher
 - To instil in their children that school is a place of learning

Bullying and Harassment

All students and teachers have the right to learn and work in an environment free from harassment and bullying, and it is the responsibility of all of us to ensure this occurs. At Toolooa State High School we want all students to develop respect for others and their rights.

The students of Toolooa SHS have the right to:

- feel safe and supported at all times
- participate in all learning experiences without their learning being affected by the inappropriate choices of others.

The students of Toolooa SHS have the responsibility to:

- treat all other students, staff and parents with courtesy and respect
- acknowledge their behaviour choices both appropriate and inappropriate and accept the consequences as a result of their choices.

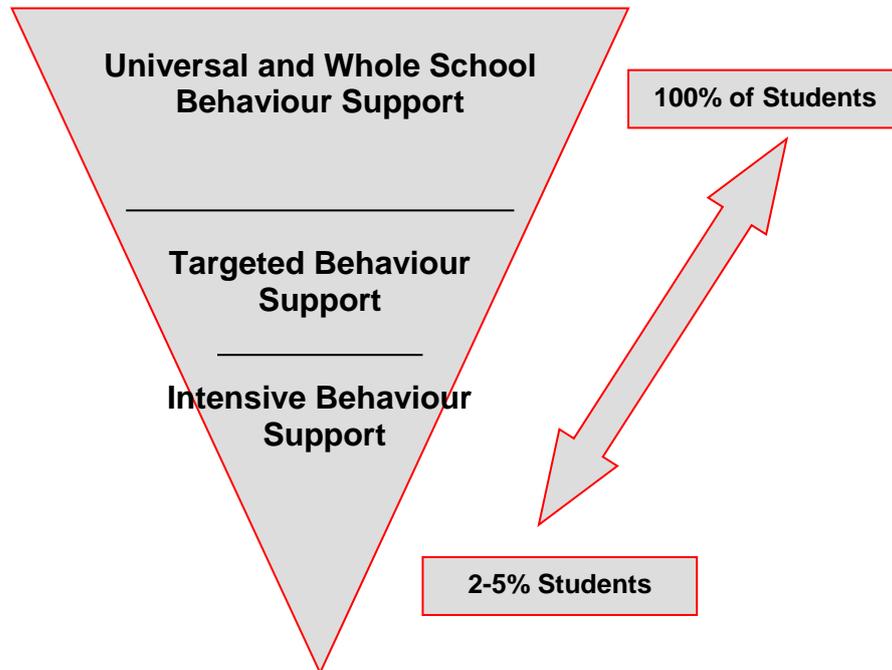
Our school's approach is to investigate all complaints of bullying (***including bullying and harassment related to the use of electronic devices and social media which affects the good order and management of the school***) in accordance with the procedures outlined within this document.



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

Toolooa State High School has a vast network of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties in being self-managed. Approximately 10 to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning.



• Universal behaviour support

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 first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At [Toolooa](#), 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.

[Toolooa SHS](#) 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.
- An embedded pastoral care and extended form class program which highlights school behavioural policies, appropriate behaviours, positive life values and our school's core values



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- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the [Toolooa SHS 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.
- Development and implementation of specific policies to address:
 - **The Use of Personal Technology Devices at School (Appendix 1)**
 - **Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)**
 - **The right to feel safe at Toolooa - Keep Safe Policy (Appendix 3).**
 - **Appropriate and safe cyber and social media behaviour (Appendix 4)**
- 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.
- Encouraging positive aspirations, relationships and values to develop, including:
 - establishing effective classroom management systems that encourage acceptable behaviour
 - procedures that provide students rapid 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 and that not all students develop these competencies 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.
- Acknowledging and recognising positive social and learning behaviours through:
 - our 'purple slip' rewards program
 - formal recognition parades focusing on the acknowledgement of high student performance
 - a systemic approach to success celebration by openly acknowledging the successes of all members of our school community in appropriate forums



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Re-directing low-level and infrequent problem behaviour

When 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 and core values.

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 **respectfully**, **responsibly** and whether their current choices are or will affect their potential **achievement**. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

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.

• Targeted behaviour support

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 [Toolooa](#) are identified through our data as needing 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.

In this section a description of school and classroom processes, strategies, adjustments and programs that facilitate acceptable standards of behaviour and provide educational support in responding to students *demonstrating higher than average rates of problem behaviour* are detailed. This 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
- strong and targeted restorative practices including mediation (both teacher and peer facilitated) and mentoring
- making adjustments as required to address individual students' needs



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- a range of research-validated program options for targeted support such as for example:
 - adult mentoring e.g. year level co-ordinators, key teachers and wellbeing staff
 - check in/check out
 - targeted/small group social and wellbeing programs
 - appropriate selection of and support of new students by peer mentors

Students whose behaviour does not improve within this phase, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

• Intensive behaviour support

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.

Toolooa SHS is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. *The Intensive Behaviour Support 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 Intensive Behaviour Support 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.

In this section intensive intervention procedures that respond to *chronic problem behaviour* and which support continued learning engagement are described.

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 of 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



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- planned use of any physical intervention required to ensure student safety (e.g. restraint)
- district, regional and state behaviour support options.

Toooloa SHS understands that a student's individual circumstances may require specific programs and resources targeted to their needs beyond that offered within the 'mainstream' and the following offers some key examples:

- Since 2006, Toooloa has operated the **Flexible Learning Centre**, an off-site campus providing one-on-one instruction in English and Mathematics to Year 10 level for students from around Gladstone who are disengaged from learning due to social, emotional and behavioural reasons
- The school works closely with the District Behaviour Management Team with students with challenging behaviours in Years 8 and 9
- Toooloa has employed a number of Indigenous teachers, support workers and counsellors to assist young Indigenous people in attending, and learning, at school. These staff develop classroom, school support and out-reach programs in collaboration with local Indigenous community groups
- The Special Needs team is involved at all levels of a Student Management Plan involving any student profiled with intellectual or physical disabilities. Support is also provided with those students with learning difficulties.
- Individual Behaviour Support Plans (IBSP) can be implemented to meet and support the needs of the student to allow them to meet the expectations of the school's code of behaviour. IBSPs are developed to align with the standards required by the school and involve the input of all stakeholders.
- The use of flexible arrangement options to support the behavioural and wellbeing development of students at risk

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).



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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 [Toolooa'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. Staff **must not** use physical intervention if they believe use of such intervention places them at risk of personal harm.

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,



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- 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 (Appendix 4)
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 5).

6. Consequences for unacceptable behaviour

Whilst the focus is on proactive and preventive whole school approaches, Toolooa's *Keep Safe Policy* (Appendix 3) details the processes and possible consequences to be followed when a student's behaviour becomes of concern. At each of six levels (0 to 5) students, teachers, welfare and support staff, parents and external agencies are increasingly involved to ensure that poor behaviour is removed as a barrier to students learning and enrolment.

Level 0 - Classroom behaviours are causing some initial concern: the teacher uses in classroom management strategies and engages with parents, HODS and Year Level Coordinators

Level 1 – Increasing concerns in the subject area: the student is referred to the Head of Department (HOD) and self-monitoring is initiated

Level 2 – Without improvement or compliance with monitoring: HOD initiates parent meetings, case conferencing based on periodic reports and raises concerns at Executive meetings, Welfare Committee and/or Guidance Officer involved, student on behaviour card

Level 3 – Little if any improvement: the student is withdrawn from the subject into an arranged work area for one week and other strategies continued; if the student is withdrawn from another subject, Level 4 will ensue

Level 4 – Continued deterioration and withdrawal from two or more subjects, student demonstrating disobedience, misconduct or behaviour prejudicial to the good order and management of the school - suspension of 1 – 5 days, re-entry based on agreed goals and behaviour monitoring, junior and senior enrolment reviews conducted

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 involves parents in the resolution of the problem. During periods of suspension, students are not to attend school. The care of the student becomes the responsibility of the parent/carer



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Level 5 – Re-entry is unsuccessful -student demonstrating disobedience, misconduct or behaviour prejudicial to the good order and management of the school : extensive timetable restructuring and engagement in external programs based on ‘learning or earning’ options initiated, 6- 20 day suspensions, a Behaviour Improvement Condition, suspension with recommendation for exclusion and cancellation of enrolments for seniors may occur.

The Principal has the authority to make a ‘proposal to exclude’ and ‘recommendation to exclude’ for any instances of;

- Repeated failure to respond, even to repeated suspensions and/or behaviour improvement conditions
- Possession, distribution and/or under the influence of illicit or illegal drugs
- Threatening use of weapons (including knives)
- 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 and misconduct which threatens the good order and management of the school.

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 Qld Certificate of Education (QCE) eligibility.

7. Network of student support

In addition to students being supported through proactive and positive reinforcement, a key component of Toolooa’s safe and supportive environment is its Wellbeing Committee. This committee exists to facilitate the provision of a supportive school environment for all students emotionally, academically, physically, spiritually and relationally. It meets weekly and its membership includes:

- Chaplain
- School Based Youth Health Nurse
- Youth Support Coordinator
- Youth Pathways Officer
- Youth Worker
- Behaviour Management Team
- Community Education Counsellor
- Indigenous Teacher
- School Based Police Officer
- Head of Department – Senior Schooling/Special Needs/Learning Support
- Guidance Officer
- Year Level Coordinators
- Deputy Principal
- *Provision also exists for the invitation of workers from relevant interagency groups.*



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Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Relevant local community support groups

8. 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 are considered at all times.

Toolooa considers the individual circumstances of students when applying support and consequences 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 students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.

Each behaviour incident will be addressed according to the individual circumstances. Consistency will be in responding to the behaviour, but not necessarily in the nature of the response.

9. Related legislation

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



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10. 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](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

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)
- MindMatters (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/buscode>
- Education Queensland's Learning and Wellbeing Framework

Endorsement

Principal

P&C President or
Chair, School Council

Assistant Regional Director

Date effective:

from to