



The Code of School Behaviour

Better Behaviour
Better Learning

Responsible Behaviour Plan for Students

1. Purpose

Gympie State High School's vision is a learning community where positive relationships are the foundations for achievement of everyone's personal best in all aspects of school life. We value a rounded education with a diversity of curriculum supplemented by extensive co and extra curricula activities. Gympie High provides opportunities for all students to participate and strive for their personal best. We have a stable, very experienced and dedicated staff maximising student achievement, delivering high expectations and building strong relationships in a learning environment.

At Gympie State High we value resilience, diversity, success and tradition. Our Responsible Behaviour Plan is focused on promoting positive behaviours for all students while recognising that some students choose ineffective behaviours to meet their needs.

We believe that a framework of positive behaviour support ensures all students have the emotional and social skills needed to succeed in school and beyond.

2. Consultation and data review

Our responsible behaviour plan was developed in collaboration with the whole school community. A behaviour review relating to school attendance, absenteeism, school disciplinary data and behaviour incidents informed this process. Gympie State High School has implemented "Positive Education for Learning" as evidence based framework for establishing the social culture needed for our school to be an effective learning environment for all students.

3. Learning and behaviour statement

At Gympie State High School our key aspect is to acknowledge and reward students demonstrating positive behaviour as encouragement and influence to all students resulting in enhanced learning. Criteria satisfied by student behaviours are:

- Attending school regularly
- Strive to complete school work to the best of his/her ability
- Being prepared for learning
- Demonstrate active participation in classroom learning
- Positive and respectful relationships between individuals and groups within the school
- Whole school approach to learning and behaviour including parents and the broader community

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

At Gympie High we believe in the importance of preventative based school discipline and the explicit teaching of behaviour to enable success in learning and broader social contexts. A balance of teaching expected behaviour, reinforcing expected behaviour and increasing positive interactions is the key to preventing school based behaviour problems including school violence and bullying.





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• Universal behaviour support

Gympie High has adopted a Positive Education for Learning philosophy. This philosophy has 7 essential features of a successful schoolwide system of positive behavioural support. These consist of:

1. administrator support, participation and leadership,
2. common purpose and approach to discipline,
3. clear set of positive expectations for all students and staff,
4. procedures for teaching expected behaviours,
5. continuum of procedures for encouraging expected behaviours,
6. continuum of procedures for discouraging inappropriate behaviours,
7. procedures for ongoing monitoring and evaluating effectiveness of the Positive Education for Learning

Gympie High has 4 universal expectations:



• Targeted behaviour support

At Gympie High School a behaviour expectation matrix has been created for targeted behaviour support. This targeted behaviour support was created through consultation with the school Administration team, staff, students and the school community. By using the language on the matrix, students hear consistent vocabulary from all adults and peers in the school setting. This consistency allows students to be familiar with and understand the expectations of their behaviour in all settings of the school.

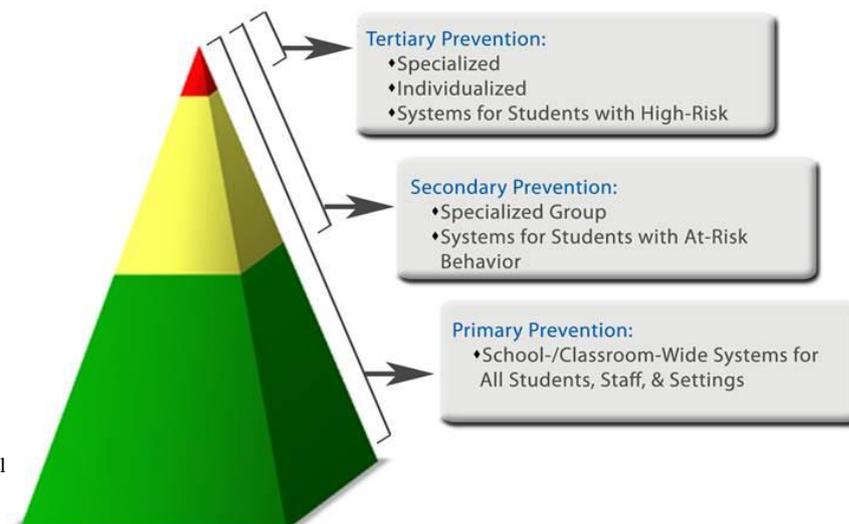
Explicit targeted behaviour lessons are determined through data based decision making for discipline, academic, attendance and social and emotional learning.

[\[Matrix App 1\]](#)

• Intensive behaviour support

In a supportive and well-disciplined school 2-5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. Individualised interventions for students with highly complex and challenging behaviours are generated to cater for these students behavioural needs.

Continuum of School-Wide Instructional & Positive Behavior Support





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Gympie High School is committed to educating all students, including those with highly challenging and complex behaviours. The Positive Education Team, consisting of Heads of Year and the Positive Education Mentors along with the Student Support Wellbeing Team work with all staff members to develop appropriate behaviour support strategies and programs to assist and develop individual students with highly challenging and complex behaviours. Through continuous data collection impact of support is monitored for these students and continual adjustments as required for them. Consistency and continuity is the key to improving individual students with challenging and complex behaviours.

The Positive Education Team and the Student Support Wellbeing Team has a whole school referral system in place.

[\[Student Support Diagram App 2\]](#)

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. [\[Gympie High Emergency Plan App 3\]](#)

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).



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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 Gympie 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. 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,
- 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
- Health and Safety incident record
- Debriefing report (for student and staff)



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6. Positive Education for Learning Expectations and Managing Student Behaviour Expectations

Gympie State High School Positive Behaviour for Learning Matrix [APP 4]

		WHOLE SCHOOL					COMMUNITY		
		All Areas	General Classrooms	In the School Grounds		Canteen/Cafe	Toilets	Before and after school	School Activities – excursions etc.,
				Passive Areas	Active Areas				
AT GYMPIE STATE HIGH SCHOOL WE ARE:	RESPECTFUL	<ul style="list-style-type: none"> Treat all members of the school community in a respectful and courteous manner Use polite language Maintain positive relationships Be tolerant and understanding of others Show respect for the property of school and all others Wear the school uniform in compliance with the Dress Code Policy 	<ul style="list-style-type: none"> Respect the rights of others to learn Cooperate with staff by following instructions Mobile phones will be turned off and out of sight Remove hats inside classrooms Adhere to an agreed entry routine 	<ul style="list-style-type: none"> Show courtesy and assistance to younger students Respect the school environment by keeping it clean and by placing litter in bins 	<ul style="list-style-type: none"> Participate co-operatively in school approved games Demonstrate good sportsmanship – good grace in defeat and humility when victorious 	<ul style="list-style-type: none"> Show courtesy and respect towards staff and fellow students Have your money ready as you move to the front of the queue 	<ul style="list-style-type: none"> Respect the privacy of others Keep the environment clean for others to use Report any damage to your service centre 	<ul style="list-style-type: none"> Treat others with courtesy and respect Treat bus drivers with courtesy and respect Conduct yourself in a manner that serves as a good role model for others and that promotes the good reputation of the school 	<ul style="list-style-type: none"> Conduct yourself in a manner that serves as a good role model for others and that promotes the good reputation of the school Wear appropriate school uniform Treat others with courtesy and respect Respect the property of community members
	RESPONSIBLE	<ul style="list-style-type: none"> Cooperate with staff members by readily obeying instructions at all times Accept responsibility and be aware that all actions have consequences Comply with school rules, procedures and policies – i.e. mobile phone, uniform Work at managing your own behaviour and actions appropriately 	<ul style="list-style-type: none"> Write homework in the planner Return laptops to their correct slots and plug in Ensure the room is clean and tidy Ensure all school equipment is used in a safe and sensible manner 	<ul style="list-style-type: none"> Comply with designated 'in bounds' and 'out of bounds' areas 	<ul style="list-style-type: none"> Comply with designated 'in bounds' and 'out of bounds' areas Ensure all school equipment is used in a safe and sensible manner Return sports equipment to the HPE staffroom promptly 	<ul style="list-style-type: none"> Wait in lines quietly and as directed by teachers 	<ul style="list-style-type: none"> Use toilets during breaks and before school when possible Use quiet voices 	<ul style="list-style-type: none"> Follow the correct school sign in and sign out procedure Use road crossings appropriately to ensure safety 	<ul style="list-style-type: none"> Conduct yourself in a manner that serves as a good role model for others and that promotes the good reputation of the school Use road crossings appropriately to ensure safety
	SAFE	<ul style="list-style-type: none"> Use equipment appropriately Keep hands and objects to yourself Be sun safe Look out for the safety of yourself and others 	<ul style="list-style-type: none"> Stay in allocated seat, unless instructed otherwise Follow teacher instructions immediately Enter and exit room in an orderly manner Use equipment appropriately 	<ul style="list-style-type: none"> Make the school safe by not threatening or hurting anyone Walk on pathways / concrete areas 	<ul style="list-style-type: none"> Ensure that you are active when in active area. Sitting in these areas may put yourself in danger. Play by the rules 	<ul style="list-style-type: none"> Wait patiently in lines 	<ul style="list-style-type: none"> Wash hands and use good hygiene Go directly to and from toilets Report any inappropriate behaviour 	<ul style="list-style-type: none"> Wait sensibly in bus lines as directed by teacher 	<ul style="list-style-type: none"> Follow teacher directions promptly Wait sensibly in bus lines as directed by your teacher
	LEARNERS	<ul style="list-style-type: none"> Engage fully with all class activities and learning opportunities Be actively involved in the life of the school community Attend school regularly and report punctually to classes Select a program of study suited to own ability and that provides future opportunities for success Manage own time and responsibilities 	<ul style="list-style-type: none"> Be prepared with all required equipment – eg. Pencils, books planner etc. Make a genuine effort towards the achievement of learning goals Actively seek the help of teachers in understanding Keep up to date with set work outside the classroom Comply with school assessment procedures 	<ul style="list-style-type: none"> Move to class on time when first bell rings Seek teachers' assistance during recess to catch up on work misunderstood or missed 	<ul style="list-style-type: none"> Move to class on time when first bell rings Make use of opportunities to improve your skills through lunchtime activities – i.e. Volleyball or swimming practice. 	<ul style="list-style-type: none"> Purchase lunch with enough time to eat before class 	<ul style="list-style-type: none"> Return to class promptly – don't loiter in the toilets 	<ul style="list-style-type: none"> Have a good breakfast to ensure you have the energy to get you through the day Prepare a nutritious lunch, snacks and water 	<ul style="list-style-type: none"> Be productive when completing activities on excursion



POSITIVE EMOTIONS
ENGAGEMENT
RELATIONSHIPS
MEANING
ACHIEVEMENT

Managing Student Behaviour at Gympie SHS

DEFINE AND TEACH BEHAVIOUR EXPECTATIONS
OBSERVE BEHAVIOUR AND DECIDE: 1. LEVEL 2. ACTION 3. FUTURE STRATEGY
MODEL, PRACTISE AND REINFORCE EXPECTATIONS



STAGE ONE ESCM: LOW LEVEL BEHAVIOUR	STAGE TWO MINOR: MODERATE LEVEL BEHAVIOUR	STAGE THREE MAJOR: HIGH LEVEL BEHAVIOUR												
<p>Essential Skills for Classroom Management Minor acts of misconduct, which interfere with teaching and learning that is resolved at the classroom teacher's level.</p>	<p>Moderate acts of misconduct which may include repeated acts of low level behaviour and/or misbehaviours against people or property, which do not seriously endanger others' health, safety or well-being.</p>	<p>Major acts of misconduct that adversely affects or is likely to adversely affect the good order and management of the school or is likely to adversely affect students enrolled at the school.</p>												
<p>CLASSROOM TEACHER MANAGED</p> <ul style="list-style-type: none"> Non-negotiables not adhered to Non compliance Slight interruptions to learning (talking, noises, calling out, late, work avoidance, off task) Not interacting fairly Marginal dishonesty Out of seat Unprepared for learning Moving unsafely (e.g. running, swinging on chairs etc) Inappropriate tone, attitude or use of put downs 	<p>TEACHER - HOD/HOY MANAGED</p> <ul style="list-style-type: none"> Non compliance Damaging property (e.g. graffiti, vandalism) Disrespectful language (e.g. backchat, swearing) Consistently late Using put downs (moderate) Repeated interruptions to learning Deliberate defiance Taking property without asking Unsafe use of equipment Unsanctioned Walkout 	<p>OFFICE MANAGED ONESCHOOL ENTRY BY ORIGINAL WITNESSING STAFF</p> <ul style="list-style-type: none"> Willful destruction of property Willful non-compliance (physical/verbal abuse) Absent without permission (ongoing truancy) Inappropriate use of technological devices Significant: <ul style="list-style-type: none"> bullying and harassment verbal harassment verbal aggression sexual harassment physical harassment physical aggression 												
<p>ACTIONS</p> <p>Staff will apply behaviour management strategies (ESCM) appropriate for the situation (that show consideration of the likely function of behaviour) including, but not limited to the following:</p> <ul style="list-style-type: none"> Rule reminder or prompt Body language (non-verbal) encourager Quiet talk ::: Logical and natural consequences (tidy up, make up time etc) Give direct instructions Selective attending/tactical ignoring Descriptive encouraging Sit and think (2-5 min max utilise restorative questions) Redirect to learning Supportive conversation Move seat in class Sit and think use reflective questions Contact parent/s 	<p>ACTIONS</p> <p>Staff will apply behaviour management strategies appropriate for the situation (that show consideration to the likely function of behaviour) including, but not limited to previous strategies as well as the following:</p> <ul style="list-style-type: none"> Logical and Natural Consequences (i.e. littering – pick up papers) Buddy Class (Blue Slip process) Written/Visual plan to get back on track (working it out form) Community Service (reflects behaviour/expectation) Restore relationship through use of Restorative Practice Loss of own time – teacher detention Contact parent/s* One School referral to HOD 3 or more incidents HOD referral to HOY 	<p>ACTIONS</p> <p>Office staff will apply behaviour management strategies appropriate for the situation (that show consideration of the likely function of behaviour) including, but not limited to the following:</p> <ul style="list-style-type: none"> Time in office (internal suspension) Restorative Conference with restitution plan Parent contact/conference IBSP/behaviour contract or External Behaviour Support Suspension Cancellation of enrolment Loss of privileges eg. Leader Badge or activity involvement (i.e. Formal) Community Service (reflects behaviour/expectation, fix, repair, financial etc.) 												
<p>BEHAVIOUR RESOLVED?</p> <table border="1"> <tr> <td>YES</td> <td>NO</td> </tr> <tr> <td>PRAISE & REWARD APPROPRIATE BEHAVIOUR</td> <td>3RD OFFENCE IN ONE WEEK BECOMES 'STAGE 2 MINOR'</td> </tr> </table>	YES	NO	PRAISE & REWARD APPROPRIATE BEHAVIOUR	3 RD OFFENCE IN ONE WEEK BECOMES 'STAGE 2 MINOR'	<p>BEHAVIOUR RESOLVED?</p> <table border="1"> <tr> <td>YES</td> <td>NO</td> </tr> <tr> <td>PRAISE & REWARD APPROPRIATE BEHAVIOUR</td> <td>HOD/HOY REFERRAL</td> </tr> </table>	YES	NO	PRAISE & REWARD APPROPRIATE BEHAVIOUR	HOD/HOY REFERRAL	<p>BEHAVIOUR RESOLVED?</p> <table border="1"> <tr> <td>YES</td> <td>NO</td> </tr> <tr> <td>PRAISE & REWARD APPROPRIATE BEHAVIOUR</td> <td> <ul style="list-style-type: none"> CASE CONFERENCE LONG TERM SUSPENSION EXCLUSION/CANCELLATION </td> </tr> </table>	YES	NO	PRAISE & REWARD APPROPRIATE BEHAVIOUR	<ul style="list-style-type: none"> CASE CONFERENCE LONG TERM SUSPENSION EXCLUSION/CANCELLATION
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[APP 5]

7. Network of student support

Whilst the focus is on proactive and preventive whole school approaches, the Managing Student Behaviour flow chart details the processes and possible consequences to be followed when a student's behaviour becomes of concern. At each of the levels students, teachers, student support and wellbeing team and support staff, parents and external agencies are involved to ensure that poor behaviour is removed as a barrier to students learning and enrolment. [Managing Student Behaviour Flowchart App 4 & 5]

Minor/Moderate

Level 1 - Classroom behaviours are causing some initial concern: the teacher uses in classroom management strategies and engages with parents, HODS and Year Level Coordinators

Level 2 – Increasing concerns in the subject area: the student is referred to the Head of Department (HOD) and self-monitoring is initiated

Level 3 – Without improvement or compliance with monitoring: HOD refers student to Head of Year [HOY] who instigates parent meetings, case conferencing based on periodic reports and raises concerns at Student Support and Wellbeing Committee and/or Guidance Officer involved, student on behaviour card





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Major

Level 1- Failure to any improvement of above leading to internal suspensions, HOY/HOD detentions, Blue slipped from class [timed out], Behaviour Student Engagement Monitoring cards issued

Level 2 – 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

Level 3 – Long term 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

Level 4 – 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.

8. Consideration of individual circumstances

In addition to students being supported through proactive and positive reinforcement, a key component of Gympie High's safe and supportive environment is its Student Support and Wellbeing Team. This team exists to facilitate the provision of a supportive school environment for all students emotionally, socially, academically, physically, spiritually and relationally. It meets fortnightly and its membership includes:



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- Deputy Principal
- Chaplain
- School Based Youth Health Nurse
- Youth Support Coordinator
- Youth Pathways Officer
- Behaviour Management Coordinator
- Indigenous Teacher
- HOSES
- Learning Support Teacher
- Guidance Officer
- Year Level Coordinators

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

- Disability Services Queensland
- Child and Youth Mental Health
- Gympie Community Action Group
- Youth In Search
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Relevant local community support groups

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 and procedures

- 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





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- 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
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

Principal

P&C President or
Chair, School Council

Date effective: from to

