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 Behaviour 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.
• **Universal behaviour support**
Gympie High has adopted the Positive Behaviour 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 Behaviour for Learning system

Gympie High has 4 universal expectations:

At Gympie State High we are:
- Respectful
- Responsible
- Safe
- Learners

Gold from the school as well as the mines

• **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

- **Tertiary Prevention:**
  - Specialized
  - Individualized
  - Systems for Students with High-Risk Behavior

- **Secondary Prevention:**
  - Specialized Group
  - Systems for Students with At-Risk Behavior

- **Primary Prevention:**
  - School-/Classroom-Wide Systems for All Students, Staff & Settings
Gympie High School is committed to educating all students, including those with highly challenging and complex behaviours. The Positive Behaviour for Learning Team and 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 Behaviour for Learning 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).

**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)
## 6. Consequences for unacceptable behaviour

Gympie State High School Positive Behaviour for Learning Matrix

<table>
<thead>
<tr>
<th>Whole School</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Areas</strong></td>
<td><strong>General Classrooms</strong></td>
</tr>
<tr>
<td><strong>Respectful</strong></td>
<td></td>
</tr>
<tr>
<td>Treat all members of the school community in a respectful and courteous manner</td>
<td>Respect the rights of others to learn</td>
</tr>
<tr>
<td>Use polite language</td>
<td>Cooperate with staff by following instructions</td>
</tr>
<tr>
<td>Maintain positive relationships</td>
<td>Mobile phones will be turned off and out of sight</td>
</tr>
<tr>
<td>Be tolerant and understanding of others</td>
<td>Remove hats inside classrooms</td>
</tr>
<tr>
<td>Show respect for the property of school and all others</td>
<td>-</td>
</tr>
<tr>
<td>Wear the school uniform in compliance with the Dress Code Policy</td>
<td>-</td>
</tr>
<tr>
<td><strong>Safe</strong></td>
<td></td>
</tr>
<tr>
<td>Cooperate with staff members by readily obeying instructions at all times</td>
<td>Write homework in the planner</td>
</tr>
<tr>
<td>Accept responsibility and be aware that all actions have consequences</td>
<td>Return laptops to their correct slots and plug in</td>
</tr>
<tr>
<td>Comply with school rules, procedures and policies – i.e. mobile phone, uniform</td>
<td>Ensure the room is clean and tidy</td>
</tr>
<tr>
<td>Work at managing your own behaviour and actions appropriately</td>
<td>Enter and exit room in an orderly manner</td>
</tr>
<tr>
<td>** Learners**</td>
<td></td>
</tr>
<tr>
<td>Engage fully with all class activities and learning opportunities</td>
<td>Make the school safe by not threatening or hurting anyone</td>
</tr>
<tr>
<td>Be actively involved in the life of the school community</td>
<td>Walk on pathways, concrete areas</td>
</tr>
<tr>
<td>Attend school regularly and report punctually to classes</td>
<td>-</td>
</tr>
<tr>
<td>Select a program of study suited to own ability and that provides future opportunities for success</td>
<td>-</td>
</tr>
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<td>Manage time and responsibilities</td>
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**Notes:**
- Consequences may include a warning, detention, loss of privileges, suspension, or exclusion.
- Consequences are gradual and consistent, leading to more serious consequences for repeated unacceptable behaviour.

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Queensland Government
7. Network of student support

Whilst the focus is on proactive and preventive whole school approaches, the 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.

[Behaviour Flowchart App 4]

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

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:

- 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
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
- 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 ………………………………………..