



The Code of School Behaviour

Better Behaviour
Better Learning

Responsible Behaviour Plan for Students

Based on: **The Code of School Behaviour**



Available on the Toowoomba State High School website: www.toowoombashes.eq.edu.au

1. Purpose

Department of Education is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Since July 1 2006, Department of Education's schools are bound by legislation defining a Code of School Behaviour. This code defines the responsibilities which all members of the school community are expected to uphold while recognising the importance of appropriate and meaningful relationships. Our school's Responsible Behaviour Plan incorporates the elements of the Code of Behaviour and clearly articulates standards and expectations for student behaviour. In order to achieve the best educational outcomes for all our students; the core of our school's Responsible Behaviour Plan is our vision for the future. The school's **Student Code of Conduct** provides further detail.

Vision: **creating stars for our future**

Our vision strives to promote high standards of achievement and behaviour across our school community. We believe high expectations and standards are essential in preparing all our students to become active, positive and productive citizens, who take responsibility for their own learning and behaviour. Our school's vision promotes a positive school ethos that recognises the importance of the close relationship between learning, achievement and behaviour. Our positive ethos is based upon the quality of the relationships that exist between staff, students and the community. This positive ethos permeates all the school's activities and comes from a strong sense of social cohesion within the school - this strong sense of pride is a significant feature of the school community. It allows students to attain a sense of "connectedness" to the school where perhaps none may exist in other aspects of their lives. We believe that the best way to cater for these diverse needs, in order that our students reach their full potential, is by establishing and maintaining a safe, supportive and disciplined learning environment where positive behaviours are promoted and consequences for inappropriate behaviours are clearly explained.

At Toowoomba SHS we believe that in everyday personal and professional life, the nature and quality of the connections people have with each other are more important than almost any other factor in determining results. Consequently, we believe that parents in partnership with teachers play a vital role in shaping a positive and meaningful future for the young people enrolled at our school.

2. Consultation and data review

The Toowoomba SHS school community developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held in 2013. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2016 in preparation of the separation of 2 campuses into 2 discreet schools was also a basis for this review and informed the development process.





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This Plan has been endorsed by the Principal, the President of the P&C and Regional Director in 2016, and will be reviewed in future as required in legislation.

3. Learning and behaviour statement

Our school fosters a positive school climate, in which young people feel connected and an environment where optimal learning can take place. The aim of our *Responsible Behaviour Plan for Students* is to create the conditions for each student to progress towards self-management, while learning and understanding about how and why people behave the way they do.

A major part of the school's role is to ensure that students will develop and learn in an environment without disruptive behaviour impacting on their success and enjoyment of learning. It is expected that students will respect our teaching staff's fundamental right to teach and their peers' right to learn.

Generally when students are actively engaged in learning, they are focused on the task and are involved with the material, so fewer behaviour problems exist. Effective teaching minimises behavioural problems by preparing meaningful lessons that engage students during lessons. This is important to understand, because it has implications for the development and implementation of the teaching and learning experiences within our school. If the needs of students are not being met then students will generally satisfy these needs in other less constructive ways. In most cases this usually leads to disruptive behaviour and/or absenteeism.

Our school community believes that student engagement is a precursor to achievement and as such we strive to constantly explore new approaches to schooling that ensure we are in step with the interests and imperatives of our young people and adopt teaching strategies and learning activities accordingly.

Through understanding of student's needs and by giving them some control and ownership of the curriculum and learning activities in their classrooms we not only minimise behaviour issues and develop important social outcomes, but strive to provide the highest quality education that makes a positive difference to the lives of all young people in our school community. At the core of our plan is also a focus upon the individual student and their responsibilities in the learning/behaviour relationship. We believe that each individual:

- makes choices about how they act and treat each other.
- is responsible for their behaviour and the choices they make.
- should accept the consequences of their actions and understand the importance of making amends.
- can choose to change their behaviour.

We also acknowledge that if students are to become responsible and productive members of society, teachers must help them develop responsibility for their actions. Teachers explicitly model, teach, correct and re-teach expected behaviours and foster and repair relationships.

At Toowoomba State High School, through Restorative Practices, we seek to enhance relationships among students, and between students, teachers, and parents, so as to accept responsibility. The Restorative Practices philosophy provides students with the opportunity to develop self-discipline and positive behaviours in a safe and supportive environment. Restorative Practices promote individual and community values around participation, respect, honesty, humility, interconnectedness, accountability, empowerment and hope. Our aims in utilizing Restorative Practices are to:

- Educate students towards self-directed positive behaviour,
- Promote, nurture and protect healthy relationships among members of the school community, and





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- Enable students to be accountable for the real consequences of any wrong doing.

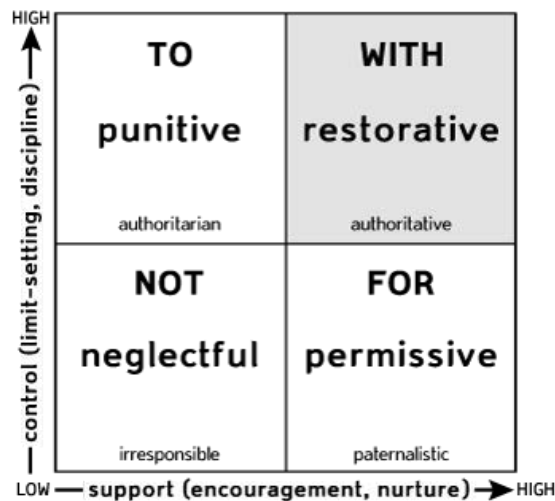
We believe that our approach to student behaviour management should primarily be an educative one. That is, the fundamental aim of our behaviour management philosophy and practice should be for students to learn to be responsible for themselves and their actions and to make genuine, positive contributions to their community. A Restorative approach sees conflict or wrong-doing firstly as an opportunity for students to learn about the consequences of their actions, to develop empathy with others, and to seek to make amends in such a way as to strengthen the community.

We do this by:

- having high expectations and insisting upon high standards of behaviour, and
- providing high levels of support and care for individuals.

Valuing both a strong sense of community and positive behaviour means that Toowoomba State High School has high expectations of all its community members. Students are expected to exhibit high standards of personal behaviour and are challenged when these expectations are not met. Our school community perceives this approach as being 'firm, but fair'. Being 'firm, but fair' involves:

- Clearly articulating and reinforcing expectations,
- Adhering to fair process in dealing with all cases of conflict and wrong-doing, and
- Recognising that wrong-doing primarily causes harm to relationships, and that this harm must be repaired in order to move forward.



At the heart of the Restorative Practices philosophy is an understanding of the Social Discipline window which depicts the possible ways in which teachers (or parents) could respond to undesirable behaviours in young people. In a primarily punitive response, the wrongdoer is held to high standards, but without the support necessary to reach them. Such a response can be alienating and stigmatising. It can also fail to effect any real change in behaviour. In a more permissive response, the wrongdoer may find the support he

needs without being held to account for their actions.

It is the aim of the Restorative approach to be operating in the top right pane of the window - holding students to high standards of behaviour while at the same time providing the support and encouragement necessary for them to meet these expectations.

A Restorative approach:

- Values the person while challenging negative behaviour,
- Encourages students to accept the consequences of their actions for others,
- Enables students to make amends where their actions have harmed others,
- Requires students to be accountable for their actions,
- Develops self-discipline,
- Encourages respect for all concerned, and
- Reflects the value placed on relationships - among students, and between teachers and students.

Restorative Response



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Strategy: Repair and Rebuild

A restorative chat provides the student and teacher with an opportunity to review the behaviours and effects of these on the learning, relationship and learning outcomes. The aim of the conversation is to repair and rebuild the relationship. Students engage in a sequence of steps:

- Fess Up: admit to the behaviours which caused damage.
- Face Up: Accept that the behaviour had consequences to learning and the relationship
- Fix Up: Work together and agree on a set of actions which will repair the damage
- Finish: Ensure that all stakeholders agree that the matter has concluded and can move on.

In this way, a Restorative approach is perceived as being authoritative, rather than authoritarian. An authoritative approach holds to the community values and challenges members to demonstrate these values in all their interactions with others.

Values:

At Toowoomba State High School, we expect that all students will demonstrate the key qualities and attributes of our school values:

- **Respect**
- **Responsibility**
- **Commitment**

RESPECT

Members of the TSHS community show a high level of care, courtesy and respect toward their school and each other.

- ✓ Meet high expectations
- ✓ Support teaching and learning
- ✓ Demonstrate self-respect and courtesy
- ✓ Be tolerant of individual needs
- ✓ Take pride in all aspects of school life





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RESPONSIBILITY

Members of the TSHS community work with each other to provide a very supportive and safe school environment.

- ✓ Be accountable for your behaviour and consequences
- ✓ Attend school regularly and be prepared for class
- ✓ Contribute positively to the school community
- ✓ Participate in all elements of school life
- ✓ Value safety for yourself and others



COMMITMENT

All members of the TSHS community commit to a school environment where learning and service are the highest priority.

- ✓ Set clear goals and strive for achievement
- ✓ Embrace learning and academic success
- ✓ Participate actively in education
- ✓ Seek assistance and ask for help
- ✓ Learn from past experiences



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

Toowoomba SHS has an array of support needs. Our approach shapes, supports and recognises appropriate behaviours in all students and celebrates these on a regular basis. Approximately 90% of our students will have little or no difficulties. However about 10% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 1 to 2% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning. The diverse nature of our student population means that Toowoomba SHS has developed an excellent reputation for providing alternative pathways to support students at risk of disengaging from school.





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At the heart of this positive climate is the preservation of everyone's fundamental rights. Essential to effective learning at Toowoomba SHS is a safe, supportive and disciplined environment that respects the following **Rights**:

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe.

All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others. See the Toowoomba SHS website www.toowoombashs.eq.edu.au for more detailed information about our students' rights and responsibilities under this plan.

Creating a Positive Climate at Toowoomba SHS

Four key elements underpin the creation of a positive climate across the school community:

- RESPECT: For self, for others and natural/built environments
- RESPONSIBILITY: Cooperation, courtesy and consideration for all
- RIGHTS: Every student has the right to learn unhindered
- REPUTATION: Promote and enhance the good name of the school

Students are acknowledged for good behaviour. Such acknowledgement may result in students receiving a silver or gold level award. The process for this is outlined below.

Levels of Recognition

There are Six levels of recognition: **Platinum, Gold, Silver, Green, Yellow and Red.**

All students are on Green Level when they begin at Toowoomba State High School. Many students remain on this level during their stay at school, because they will cooperate with their teachers and other students, demonstrate self-discipline and develop maturity and be ever mindful of their rights by practising their responsibilities.

Silver, Gold and Platinum

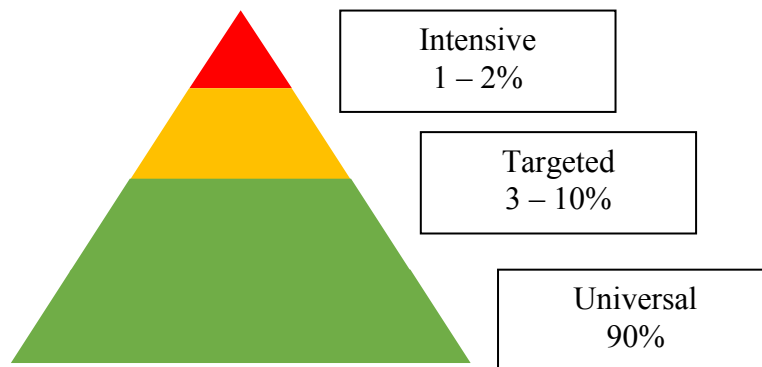
By exhibiting excellent behaviour, attendance and a positive contribution to the school, students may apply for exemplary levels of Silver, Gold and Platinum.

Support Levels Yellow & Red

Students who are placed on levels Yellow and/or Red, will be placed according to choices they have made and behaviour they have demonstrated.

See the **Student Code of Conduct** on the school website for more details about Recognition Levels; Respect, Responsibility, Rights and Reputation at Toowoomba SHS.

Model of intent of Behaviour Support at Toowoomba SHS



The Toowoomba SHS Responsible Behaviour Plan is applicable for all students whilst at school, travelling to and from school or involved in any school related activity, be it off campus or





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outside regular school hours. This includes but is not limited to school excursions, school camps, social activities, sporting competitions and school performances.

In creating a positive climate to manage behaviour in the classroom, we use proactive strategies to reduce misbehaviours and are consistent in the delivery of consequences for the full range of students.

• Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students.

At Toowoomba State High School we emphasise the importance of explicitly 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.

A universal or whole school approach means everybody committing to the provision of a safe and supportive school environment.

The basic principles of our whole school approach provide a supportive school environment through:

- Open communication with the school community on *The Code of School Behaviour* and the school's *Responsible Behaviour Plan for Students*.
- Shared school values and a positive, inclusive culture.
- Establishment of agreed programs and procedures that are known and understood by all members of the school community.
- Staff, student and parent access to professional development, education and training.
- Managing of incidents through clear and well understood processes.
- Supporting students and building strong community relationships.

At Toowoomba State High School we expect and promote that individuals are responsible for *what they do and say* and encourage students to make appropriate *choices* about their behaviour. Central to our whole school approach is the use of an agreed set of **School Values** and **Expectations** that are embedded in teaching and learning practices across the school.

We strongly believe that although our students present with a range of individual differences, it is essential to have a shared code of behaviour at school.

Expectations

Strategy: Explicit teaching of behaviours

The first step in facilitating standards of appropriate behaviour is communicating those standards to all students. We emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school through Form Class, Pastoral Care, Year Level Assemblies and Whole School Assemblies. We communicate our expectations in the Student Planner, School Website and Posters in classrooms.

Strategy: Common class rules

All classrooms have clear class rules published, discussed, elaborated on, explicitly taught and consistently applied. There is a clear line of sight from the class rules to the language and behaviour in class.

Strategy: Consistent routines

Teachers employ a set of articulated routines to provide students with consistency. The expectations include behaviours for:





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- Entry
- Engagement
- Exit

Restorative Response

Strategy: Repair and Rebuild

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- Fess Up: admit to the behaviours which caused damage.
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- Finish: Ensure that all stakeholders agree that the matter has concluded and can move on.

Pedagogical Response

Strategy: Teaching using corrective responses

The teacher uses a range of responses which continue the flow of learning and cause minimal disruption. The objective of employing a range of strategies including the Essential Skills is to de-escalate a situation. Responding to the stage of escalation appropriately is key.

Strategy: Re-teach and reinforce

Students who are not responding to the expectations of the classroom are provided with the opportunity to learn the expected behaviours when teachers re-teach and then reinforce achievement in the performance through use of recognition and reward.

Strategy: Engaging curriculum and effective teaching strategies

Classroom teachers have a duty of care to monitor and promote school and class expectations of all students. An engaging curriculum, inclusive practices and effective school-wide pedagogy are the starting points of our behaviour support strategies. Teachers strive to develop and maintain a wide range of proactive strategies and skills based on authoritative behaviour management theories.

Strategy: Active student involvement

Active student participation is encouraged and demonstrated through a progressive Student Representative Council, Peer Leaders and Student Celebrations that promote the individual and collective success of our students.

Strategy: Social skill development

At Toowoomba State School, explicit teaching of positive behaviour is actively embedded within classroom curriculum programs. A developmentally appropriate program is implemented with a strong focus on building and maintaining positive relationships, social emotional learning, anti-bullying, anti-harassment and child protection.

Strategy: Supportive classroom practice

A range of restorative classroom practices and a whole school approach to working with students to resolve problems and address behavioural concerns. Restorative classrooms are characterised by high levels of support, explicit teaching and modelling as well as clear expectations that align to our School Values.



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Pastoral Care

Strategy: Pastoral Care system

The school's system of Pastoral Care includes a PC teacher and clearly articulated program supported by the Year Coordinator and Head of School.

Strategy: Leadership development

All students have the opportunity to nominate for various leadership positions including School Captain, School Prefect Campus Indigenous Leader, House and Cultural leader, Student Council and Year Level Leader through a process of self-nomination, staff short-listing and student voting.

Strategy: Peer Support & Mentoring

The Peer Support Program, is a peer led, skills-based program which fosters the social and mental well-being of all students from Year 7 to Year 12. It provides an opportunity for our Year 10/11 students to become trained '**Peer Support Leaders** able to deliver a range of activities that include the key concepts of: *Relationships* (Building Connection), *Values* (Promoting Harmony), *Optimism* (Being Positive) and *Taking Opportunities* (Resilience).

Students also access a range of mentoring programs such as USQ's DARE program for indigenous students. Heads of Department manage a mentoring program for students in senior subjects as part of an extension program.

Recognise and reward

Strategy: Acknowledgement of positive behaviours

At Toowoomba State High School we support and encourage a wide range of strategies to recognise and promote the positive behaviours of students. We use and encourage strategies that will meet the needs of individuals, small groups, whole classes, and the whole school to celebrate their achievements. These can include:

- Verbal / Non-verbal praise and encouragement
- Assigning class/ year level responsibilities and goal-setting
- Whole school acknowledgement of success and achievement
- Public acknowledgement of student success and achievements
- Phone calls & postcards to parents and recognition through newsletter
- Platinum, Gold & Silver level awards
- ATSI Awards night
- Annual School Awards night

Strategy: Platinum, Gold & Silver Level awards

In order to recognise students across the school whose behaviour and effort are exemplary and who clearly and consistently demonstrate the key aspects of our School Values and Expectations, there exists the **Platinum, Gold & Silver Level Awards** which are presented on a semester basis.

To attain Silver Level a student must have achieved a rating of excellent or very good for effort and behaviour in all but 2 subjects and no less than a single satisfactory in each of the remaining two subjects.

To attain Gold Level a student must have achieved a rating of excellent or very good for effort and behaviour in all but one subject and at least satisfactory for effort and behaviour in the remaining subject.

To attain Platinum Level, which applies to Year 12 students only, a student must have attained Gold Level in each year of their enrolment at TSHS.



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• Targeted behaviour support

Targeted behaviour support occurs around a specific setting, issue, student or group of students. The development and implementation of targeted support is team based and develops strategies that prevent or minimize the occurrence. Where targeted or individual support occurs in the classroom setting, this support is in alignment with our whole school behaviour approach and procedures.

Restorative Response

Strategy: Student review meeting

Staff may gather to review the reports and actions taken by multiple staff to determine the effectiveness of support to date and plan next steps.

Students may be involved in meeting with the Head of Department, Year Coordinator or Head of School to review performance and make a plan for the next stage.

Parents/Carers may also be involved in this process.

Strategy: Monitoring cards

Monitoring cards may be issued to assist a student in owning their behaviour. Monitoring cards are an opportunity for students to reflect on their actions, receive feedback, reflect and develop strategies to assist them to improve their behaviour/s and repair relationships that may have been damaged. They may be used to monitor broad categories of behaviour or specific behaviours tailored to the student.

Green Level: ascribed to students with satisfactory behaviours. This is not subject to specific monitoring.

Yellow Level: Students may be placed on a monitoring card by a Year Coordinator or Head of Department for a period of time. Yellow card assists students and the YC/HOD to monitor ongoing minor behaviours which have not improved with teacher intervention alone. The aim is to return to Green Level in the shortest possible time.

Red Level: Students are placed on red level to monitor more serious behaviours. This level may involve significant support by the school in attempting to improve the student's behaviour.

Placement on Red Level may usually also involve, but not be restricted to one or more of the following consequences:

- Monitoring by means of a Daily Behaviour Sheet. An unsatisfactory result from any teacher will result in a behaviour interview.
- Parent contact and involvement.
- Support team involvement
- Behavioural support plans including risk management.
- Other possible responses to support improved behaviour may be put in place pending the outcome of restorative practices.

Red level is a final opportunity to demonstrate willingness to restore relationships or improve behaviour. If not successful further review may lead to other serious responses.

A student who does not complete their red level in a timely manner or who is frequently on Red Level will be placed on a Discipline Improvement Plan, following an interview process with parent, student and Head of School.

Strategy: Restorative chat/conference

Students engage in a restorative chat to reflect on behaviours and the effects on others. The aim of the conversation is to repair and rebuild the relationship. Students engage in a sequence of steps:





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- Fess Up: admit to the behaviours which caused damage.
- Face Up: Accept that the behaviour had consequences to learning and the relationship
- Fix Up: Work together and agree on a set of actions which will repair the damage
- Finish: Ensure that all stakeholders agree that the matter has concluded and can move on.

Strategy: Individual Behaviour Agreement

To formalise agreements from the restorative chat, the school has developed an Individual Behaviour Agreement for use as an additional support to students working to improve behaviour performance.

Strategy: Discipline Improvement Plan

A Discipline Improvement Plan is a written agreement that sets out strategies and steps to improve a student's behaviour. A Discipline Improvement Plan can take any form: there are no specific requirements; it can be used to respond to a range of behaviours; it can impose a greater scope of conditions; it can be amended or removed at any time; and it can be applied at any time.

Non-compliance with the conditions of a Discipline Improvement Plan by the student is not a ground for suspension, exclusion or cancellation of enrolment; however, the original behaviour which the disciplinary consequence was applied may be.

Pedagogical Response

Strategy: Essential Skills

Teachers utilise the range of essential skills in classroom management to teach appropriate behaviours.

Strategy: Classroom consequences

A range of logical consequences may be agreed on to fix the inappropriate behaviour(s).

Strategy: Student conference

Student and teacher may engage in a more formal restorative chat to resolve the inappropriate behaviours.

Strategy: Buddy classroom

Heads of Department allocate each class a 'Buddy' class to help maintain an environment where teachers can teach without minor and/or persistent inappropriate behaviours. Students may be directed by a teacher to attend their 'Buddy' class for a set period of time with an expectation to work quietly. After the student has completed the task required they will be directed to return to their regular classroom.

• Intensive behaviour support

Students identified as needing Intensive Behaviour Support are those students who have had targeted support through the above strategies and are still at risk of significant educational underachievement due to their inappropriate behaviour/s.

Restorative Response

Strategy: Student review meeting

Stakeholders meet to clearly identify behaviours, possible options and response. Stakeholders may include the teachers, members of the support services team, Head of School parent/carer and student.

Strategy: Frequent data cycles and collection

Student performance is assessed regularly with information collected on progress of specific behaviours.





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Strategy: Parent engagement

Ongoing reporting and feedback during the period of intensive support is essential for success.

Strategy: Restorative conference

A full restorative conference to deal with serious behaviours involves all stakeholders in an effort to repair and restore the relationships.

Strategy: Alternative plan

An alternative plan for the student aiming to support them in improving behaviour through intensive social skilling and other targeted learning objectives is developed using a range of elements.

Element: Work Experience

Work experience in or outside the school setting may be used as an element of an alternate program.

Element: Modified timetable

Students may have their school timetable modified to provide them with access to essential curriculum. Often used to reduce access to situations of risk such as unstructured playground during break, or the stress of maintaining performance for an extended time caused by attending a full day. This is implemented in negotiation with parents/carers and the Head of School.

Element: Community Service Interventions

Community Service Interventions take place outside of school hours. They are an optional strategy which present an opportunity for schools to develop meaningful and proportionate consequences for inappropriate behaviour.

Schools may collaborate with community organisations such as local councils or charity groups to identify appropriate challenging and constructive tasks to implement. Community Service Interventions involve students performing work or service in the local community with a host organisation or under the supervision of a school staff member.

For Community Service Interventions where the student is under the direct supervision of a school-based staff member, the principal will: conduct a risk assessment; develop a risk management plan; ensure activities occur either on school grounds or as part of a school activity; arrange appropriate supervision of the participating student by a school-based employee; and obtain written consent from the student's parent prior to their participation.

Community Service Interventions with a host organisation may be undertaken by students aged 14 years and over. The principal follows the requirements of the Work Experience Placements for School Students procedure.

Refusing to attend a Community Service Intervention is not a grounds for suspension of exclusion, but the original behaviour for which the Community Service Intervention was given, may be.

Element: Detention

Principals have flexibility to exercise their discretion as to when to apply detention, and for how long, taking into consideration the behaviour and the age of the student. The Safe, supportive and disciplined school environment procedure enables Principals to determine the school's processes relating to detention.

Teachers can require a student to attend a lunchtime detention for 30 minutes of their long break.

If a detention is to be applied after-hours, the principal will arrange for a teacher to supervise the detention. The principal or teacher will consult with the student's parents about a suitable day and time for the detention to be completed, within any parameters set by the school.





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Element: Intensive access to student support services and tailored programs

Administration staff assists in the coordination of a Case Management approach involving specialist services. A collaborative consultation process is facilitated, involving the appropriate teacher/s, the student, parents/carers and relevant school support personnel such as the Guidance Officer, Youth Support Coordinator, Community Education Counsellor. As a team, the group is focussed on identifying significant factors associated with the occurrence of specific behaviours. Inter-agency groups are used to coordinate services to meet the needs of the student identified with persistent or challenging behaviours. Agencies may include: Child and Youth Mental Health, Disability Services Queensland, Department of Communities and Queensland Police Service.

Element: District Behaviour Support Team and GO-IBS

Education Queensland offers a range of specialist personnel who may be required to support the educational and behavioural needs of a student. Where a student presents severe and challenging behaviours it may be deemed by the case management team that they require the additional specialised behaviour intervention programs and services of Behaviour Support Team. The support services provided may include:

- specialist Individual Behaviour Management Programs
- specific whole-class and individual programs (e.g. Rock and Water)
- professional support and advice for staff and parents
- functional Behavioural Assessment

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.

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 the school's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

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

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 on the schools central database

6. Consequences for unacceptable behaviour

Our school policy is based on values such as fairness, inclusiveness, natural justice and equality and aim to make students take increasing responsibility for their own behaviour and the consequences of their actions. Consequently we enforce clear standards of academic and social behaviour where teaching and learning rights are promoted.

Our school uses a range of strategies and consequences that are authorised by Department of Education which include:

- detentions • buddy system • suspensions • exclusions • cancellations of enrolment

At Toowoomba SHS most situations can be dealt with at the classroom level through a range of strategies including warnings, isolation and contact with parents and detentions. To facilitate this our teachers will aim to:

Be Proactive

- Identify the causes of misbehaviour and develop classroom routines and experiences that reduce these occurrences.
- Utilize proximity to monitor student involvement and behaviour.
- Model appropriate behaviours.
- Communicate and reinforce class rules and procedures.
- Implement class rules to maintain peaceable behaviours.

Be Consistent

- Follow through with all infractions by assigning a consequence
- Communicate both positive and negative behaviours with parents and students.
- Use appropriate consequences.
- Immediately correct behaviours.
- Help students to recognize inappropriate behaviours and related consequences.

Throughout their daily activities, teachers are advised to be proactive in contacting parents in relation to continued or major inappropriate behaviours in the classroom soon after the event. Teachers, Year Co-ordinators, Deputy Principals and HODs also record the details of incidents (on the school's central database) when significant consequences or regular intervention is necessary and the actions or consequences applied.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- Minor problem behaviour is handled by staff members at the time it happens
- Major problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:

- are minor breaches of the school policy
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way





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- are not part of a pattern of problem behaviours

Major behaviours are those that:

- are major breaches of school policy
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour.

Some situations will involve more immediate and severe consequences (eg. suspension and/or exclusion) and will be referred directly to a member of the administration team. These situations may include, but are not limited to:

- Fighting/Violence/Assault
- Inappropriate/offensive/abusive language
- Extreme or persistent bullying/harassment
- Persistent/wilful disobedience
- Fraud/deception/extortion/security breaches
- Serious vandalism, arson, graffiti or theft
- Abuse and/or harassment via electronic and/or social media
- Dangerous behaviour
- Inappropriate material
- Possession/use of weapons
- Alcohol and/or other drug-related offences/implements

Refer to the **Student Code of Conduct** on the school website for detailed information.

As a community we are aiming to create a safe, supportive and disciplined learning environment that is:

- **Violence Free** - hands off other people and their property
- **Harassment Free** - address and target bullying behaviours in a constructive manner
- **Smoke, Alcohol & Drug Free** - keep drugs, alcohol and smoking out of the school environment

Use of Buddy System & Detentions

At Toowoomba SHS we:

- impose detention as punishment for disobedience, misconduct, wilful neglect to prepare homework or other breaches of school discipline
- impose detention for not more than 20 minutes during school break, or one-half hour after school program
- inform parent/carer of proposed period of after school detention before detention is imposed
- use Buddy System:
 - as strategy for students to manage their own behaviour
 - in order to assist a student in calming down process
 - as a strategy to reduce the frequency of a particular behaviour

Use Student Disciplinary Absences (Suspension/Exclusions)

There are two types of suspensions: (i) one to ten days and (ii) eleven to 20 days. If a student is suspended:

- for up to ten days we take reasonable steps to ensure the student is given school work to allow them to continue with their education





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- for more than ten school days, the Deputy/Principal must coordinate arrangements for placing the student in an alternative education program that allows them to continue with their education.

Suspensions, Exclusions and Cancellations

Suspension is a serious disciplinary consequence applied to address student disobedience or misconduct. The duration of a **short suspension** is 1-10 days and is not subject to review or appeal. A **long suspension** is 11-20 days. Students are entitled to make a submission to the Regional Director for review of long suspension decisions.

A **charge-related suspension** means the student is suspended until the charge is dealt with, or until the principal decides the suspension will end. Students are entitled to make a submission to the Regional Director for review of charge-related suspension decisions.

A suspension can commence immediately upon the Principal or authorised delegate verbally notifying the student. It is intended that this will facilitate an immediate response to student behaviour and allow the school to send a strong and clear message about what is acceptable behaviour at the school. Principals must then give the student a long suspension notice which contains the reasons for the decision, the materials used in making the decision and the facts supporting the decision.

The grounds for suspension include:

- disobedience
- misconduct
- conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
- the student is charged with a serious offence (as defined in the Commission for Children and Young People and Child Guardian Act 2000)
- the student is charged with an offence, other than a serious offence **and** the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.

These grounds apply to a student of a State school includes misconduct happening while the student is:

- attending or representing school off campus;
- truanting from school, or
- travelling to or from the school.

At the conclusion of a suspension, a re-entry interview with student, parent/carer and Head of School works to resolve the issues which led to suspension. This is compulsory. A restorative conference may also be appropriate to repair relationships and establish between affected stakeholders.

The Principal may consider **exclusion** only if suspension is inadequate to deal with the behaviour or the risk. The grounds for exclusion are:

- persistent disobedience
- misconduct
- conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school



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- the student being convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.

The following are examples of behaviours that are categorised as grounds for exclusion.

- possessing, using, selling or supplying illicit drugs,
- violent assaults
- extreme harassment and/or threatening behaviour (this may include harassment and/or defamation via social media)
- extreme acts of vandalism
- possession of and/or use of weapons
- persistent disobedience

Cancellation of enrolment is a serious disciplinary consequence.

A student's enrolment can be cancelled for persistently refusing to participate in the education instruction provided at the school if they are post-compulsory school age (over 16 or finished Year 10).

A Consistent Approach

A consistent approach to student behaviour should occur across the school and should be applied so that they:

- provide the opportunity for all students to learn;
- ensure the safety of all staff and students; and
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In 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. Ultimately the Principal has the right and discretion to determine actions and consequences as seen fit to best deal with the circumstances of each individual case.

Student behaviour that does not comply with the school's standards and expectations is not acceptable. Toowoomba State High School's *Responsible Behaviour Plan for Students* sets out the range of responses and consequences for student behaviour that is not consistent with school standards and expectations.

Off Campus Learning Activities

Students are at risk of being withdrawn from off-campus activities if they have a history of major/ significant inappropriate behaviours and present a significant risk to the success, safety and/or wellbeing of themselves and/or others. Where an off-campus activity (eg. excursion) is an essential part of the learning program, the HOD will organise for an alternative learning task to be undertaken back at school.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour. Student disciplinary absences are generally used after consideration has been given to all other responses.

See the **Student Code of Conduct** on the school website for more detailed information relating to consequences for inappropriate behaviours.



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7. Network of student support

Students at Toowoomba State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- P&C Executive Officer
- Teachers
- Principal
- Deputy Principals/ Heads of School
- Heads of Department
- Administration Staff
- School Based Health Nurse
- School Based Police Officer
- Chaplain
- Engagement Officer
- Guidance Officer
- Youth Support Coordinator
- Positive Learning Centre Staff
- Senior Guidance Officer

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
- Local Council

All students are monitored through the school's Student Management Database which keeps track of all student behaviour issues. It is the central point of information collation and referral for all behaviour issues involving students and enables systematic tracking and monitoring of individual students, types of incidents and locations.

8. Consideration of individual circumstances

Toowoomba State High School's values and beliefs inform our Responsible Behaviour Plan. This ensures that we treat each case on an individual basis and that our response to inappropriate behaviour takes account of particular contexts and situations.

In all circumstances Toowoomba State High School follows the principles of Natural Justice. Before a decision is made on an issue of student behaviour, we seek input and explanations from all involved to ascertain all factual details and consider prior issues, student conduct and mitigating circumstances. No punitive measures are applied without due consideration of both the cause of misbehaviour and the consequences. Such considerations match the consequences for unacceptable student behaviour.

Our commitment to a consideration of both the individual circumstances and actions of the student, and the needs and rights of school community members is shown by our emphasis on:

- positive relationships and a respect for diversity and difference
- a broad and flexible range of interventions, with a focus on learning from mistakes and developing responsibility
- prevention, and keeping students engaged in mainstream schooling wherever possible
- taking students' circumstances and other relevant factors into account
- clear and consistent communication between home and school





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- a multi-disciplinary approach so that students' chances of success are maximised
- involvement from parents/carers
- links with relevant external agencies and specialists

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

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
- TSHS - Student Code of Conduct
- 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

12. Endorsement

T. Kennedy
Principal

B Cairns
P&C President

Effective: 01 January 2017 - 31 December 2018

