COLLINSVILLE STATE HIGH SCHOOL
Responsible Behaviour Plan for Students

1. Purpose

Collinsville State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the teaching and learning in our school can be effective and students can participate positively within our school community.

This Responsible Behaviour Plan for Students applies to students when travelling to and from school and when representing the school at any event and in any manner.

2. Consultation and data review

Collinsville State High School developed this plan in collaboration with our school community. Positive Behaviour for Learning (PB4L) forms the foundation of the school's Responsible Behaviour Plan.

A review of school data relating to attendance, behaviour incidents and school disciplinary absences also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C in August, 2016.

3. Learning and behaviour statement

All areas of Collinsville State High School are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Positive Behaviour for Learning.

Our Responsible Behaviour Plan and policies and procedures outline our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our shared school values and behavioural expectations and policies and procedures, Collinsville State High School aims to create and maintain a positive and productive teaching and learning environment where all members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school values and behavioural expectations.

I am COMMITTED.
- I will actively participate in my learning in class.
- I will ask questions when I do not understand something.
- I will strive to meet the success criteria in every lesson.
- I will consolidate my learning by completing assessment, homework and study.
- I will track my academic progress.
- I will set goals for improvement.

I am RESPECTUL.
- I will be accepting of individual differences.
- I will respect staff and students right to teach and learn.
- I will follow the instructions of staff.
- I will use appropriate language.

I am RESPONSIBLE.
- I will attend school every day.
- I will be on time to class.
- I will bring all the equipment to class that I need to participate in learning activities.
- I will manage my time effectively to complete all tasks to the best of my ability.

I am SAFE.
- I will keep my computer username and password to myself.
- I will use technology for educational purposes only.
- I will use chemicals, equipment and machinery correctly and only as directed by staff.
- I will report hazards that may cause harm to myself and others.
- I will play fair and follow the rules of games.
- I will refrain from making physical contact with others.
  I will practice sun safety.

Our school community has identified the following policies and procedures:
- Assessment Policy
- Attendance Policy
- Detention Policy
- Electronic Devices Policy
- Homework and Study Guidelines
- Uniform Policy
- Sun Safety and Heat Policy

Our school values and behavioural expectations and policies and procedures have been agreed upon and endorsed by all staff, students and our P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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

• Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating the school values and behavioural expectations and policies and procedures to all students. At Collinsville State High School, we emphasise the importance of explicitly stating and directly teaching students the school values and behaviours we want them to demonstrate and publishing all policies and procedures.

Communicating the school values and behavioural expectations and policies and procedures is a form of universal behaviour support - a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

School values and behavioural expectations are communicated to students and parents/carers via a number of strategies, including:
- explicit statements by the Principal, Heads of Department, Junior Secondary and Senior Secondary Coordinators at whole school and year level assemblies.
- explicit statements by teachers and teacher aides in learning experiences.
- a whole school well-being program.
- publication on posters displayed in the classrooms and around the school.
- publication in the student diary.
- publication in the student handbook.

School policies and procedures are communicated to students and parents/carers via a number of strategies, including:

- explicit statements by the Principal, Heads of Department, Junior Secondary and Senior Secondary Coordinators at whole school and year level assemblies.
- explicit statements by teachers and teacher aides in learning experiences.
- publication in the student diary.
- publication in the student handbook.
- publication on the school website.

Reinforcing expected school behaviour

At Collinsville State High School, communication of our key messages about school values and behavioural expectations and policies and procedures is backed up through reinforcement, which provides students with feedback for engaging in expected behaviour. A formal recognition system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

That's Tops

Staff members award a 'That's Tops' cards when they observe students following the school values and behavioural expectations and policies and procedures. This reinforcement occurs continually throughout the day. Each Monday on the whole school assembly, the student leaders identify two students who have received a card through a random draw. These students are issued with a voucher that can be redeemed at the tuckshop.

Student of the Week

Staff members nominate students for the 'Student of the Week' when they observe a student consistently following the school values and behavioural expectations and policies and procedures in both classroom and non-classroom areas or a significant improvement in the students behaviour. Each week on year level junior and senior secondary parades, the coordinators award a certificate to a student from each year level.

Positive Postcard

Staff members send home a positive postcard when the observe students going beyond the school values and behavioural expectations and policies and procedures and contributing positively to the school culture.

Rewards Day

Students who meet minimum requirements are selected to attend a rewards day to acknowledge their positive behaviour.

Term	Criteria
1	≥ 90% attendance 100% compliance with the school uniform
2	≥ 90% attendance 100% compliance with the school uniform Achieve 'Satisfactory', 'Very Good' or 'Excellent' for Behaviour and Effort in all subjects
4	≥ 90% attendance 100% compliance with the school uniform Achieve 'Very Good' or 'Excellent' for Behaviour and Effort in all subjects

Responding to unacceptable behaviour

At Collinsville State High School, staff are provided with annual training in 'Essential Skills for Classroom Management'. Each week, a skill is highlighted and reviewed by the Principal as part of a weekly briefing. These skills are utilised to redirect low level behaviour.

Language	Essential Skill	Descriptor
Language of Expectation	Establishing expectation	Making rules
	Giving instructions	Telling students what to do
	Waiting and scanning	Stopping and assessing what is happening
	Cueing with parallel acknowledgement	Praising a particular student to prompt others
Language of Acknowledgement	Body language encouraging	Smiling, nodding, gesturing and moving near
	Descriptive encouraging	Praise describing behaviour
Language of Correction	Selective attending	Not obviously reacting to certain behaviours
	Redirecting to the learning	Prompt on-task behaviour
	Giving a choice	Describing the students behaviour and likely consequence
	Following through	Doing what you said you would

- **Targeted behaviour support**

Each year a small number of students at Collinsville State High School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Behaviour Card
Students who demonstrate frequent low level inappropriate behaviour may be placed on a Behaviour Card for a short period of time. This card identifies areas of concern, behaviour goals, strategies for improvement, provides feedback from teachers on student performance and allows Heads of Department, the Principal and parents/carers to monitor students' progress towards goals.

Behaviour Plan
Students who demonstrate frequent low to high level inappropriate behaviour may be placed on a Behaviour Plan. This plan identifies triggers for inappropriate behaviour, risks associated with inappropriate behaviour, examples of inappropriate behaviour and strategies for the student and teachers to utilise. This plan is developed in collaboration with the student, parent/carer, teachers, HOD and Principal.

Student Wellbeing Team
Students may be referred to the Student Wellbeing Team (Guidance Officer, Youth Support Coordinator, Youth Health Nurse and Chaplain) for case management. This team may refer to external providers for support.

Programs
Students may be referred to targeted programs to support them in managing their behaviour.

- **Intensive behaviour support**

Collinsville State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

The leadership team:
- facilitates a Functional Behaviour Assessment for appropriate students;
- works with staff to develop a behaviour plan that includes triggers and management strategies to ensure continuity and consistency;
- monitors the impact of support for individual students through ongoing data collection; and
- makes adjustments as required for the student.

Staff can refer students to the leadership team. Following a referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

5. Consequences for unacceptable behaviour

Collinsville State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected values and behavioural expectations and policies and procedures on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

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 values and behavioural expectations or policies and procedures;
- 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;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or the leadership team.

Minor problem behaviours may result in the following consequences:
- a re-direction procedure. The staff member takes the student aside and asks:
    - What are you doing? If necessary, the teacher states the observed behaviour.
    - What should you be doing? If necessary, the teacher states the desired behaviour.
    - What happens if you do it again? If necessary, the teacher states the possible consequence.
- a minor consequence that is logically connected to the problem behaviour

Major behaviours are those that:
- significantly violate the rights of others;
- put self/others at risk of harm; and
- require the involvement of school Administration.

Major behaviours result in an immediate referral to the leadership team because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** warning, lunch time detention, withdrawal from class to a buddy room, loss of privilege, temporary removal of student property, restorative justice processes, parent contact.
- **Level Two:** afternoon detention, withdrawal to Head of Department, withdrawal to Principal, referral to 'Student Well-being Team', restorative justice processes, short-term suspension from school.
- **Level Three:** long-term suspension from school, exclusion from school, cancellation of enrolment.

Warning	A staff member: • articulates the relevant expected school value and behavioural expectation; • explains how the students behaviour differs from expected school value and behavioural expectation; • describes the likely consequences if the problem behaviour continues; and • identifies what the student needs to do to change their behaviour in line with expected school value and behavioural expectation.
Detention	A principal, HOD or a teacher may use detention as a consequence for a breach of school values and behavioural expectations and policies and to provide a student with an opportunity to reflect on their behaviour.
Withdrawal	A principal, HOD or a teacher may use withdrawal as a strategy for students to manage their own behaviour and to assist the student to calm down. During the withdrawal, the student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.
Loss of Privilege	A principal, HOD or a teacher may withdraw a privilege from the students as a consequence for a breach of school values and behavioural expectations. This may include but is not limited to loss of internet access, inability to attend a school event or excursion, etc.
Temporary Removal of Student Property	A principal, HOD or teacher has the power to temporarily remove property from a student. Removed items will be kept in the Administration and can be collected by students at 2.30pm on the day of removal. Students will sign the removal of property register when collecting removed items. In the event of a Student Protection issue confiscated items may be provided to police as evidence and will not be returned to students. Parents will be notified in this case.
Restorative Justice Processes	A principal, HOD or teacher may engage a student in restorative justice practices for a breach of school expectations and to provide a student with an opportunity to reflect on how their behaviour has affected others. Restorative process may include but are not limited to an apology, mediation, restitution, etc.
Referral to the Student Wellbeing Team	A principal or HOD may refer a student to the Student Wellbeing Team (Guidance Officer, Youth Support Coordinator, Youth Health Nurse, Chaplain) for a breach of school values and behavioural expectations and to provide support for the student in changing their behaviour.
Suspension	A principal may suspend a student from school under the following circumstances: • disobedience; • misbehaviour; • 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
Exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: • persistent disobedience; • misbehaviour; • 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 has been 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
Cancellation of Enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

Examples of minor and major behaviours may include but are not limited to:

Value	Area	Minor	Major
I am COMMITTED.	Class	• Failure to participate in class activities. • Failure to complete homework. • Failure to complete drafts. • Failure to complete assessment.	• Non-submission of draft work. • Non-submission of assessment.
I am RESPONSIBLE.	Class	• Late to class. • Failure to have all necessary equipment for learning.	• Truancy
I am REPECTFUL.	Class	• Calling out. • Excessive talking. • Failure to follow instructions of a staff member. • Littering.	• Significantly interrupting teaching and learning.
	Interaction with others	• Speaking rudely to another person. • Teasing another person.	• Consistently speaking rudely to another individual. • Consistently teasing anther individual.
	Language	• Offensive language (verbal/written) in general conversation.	• Offensive language (verbal/written) directed at another student or staff member.
	Property		• Theft. • Vandalism.
	Playground	• Littering.	
I am SAFE.	Class	• Incorrect use of equipment. • Not wearing personal protective equipment.	• Sharing and using others computer username and password. • Incorrect use of equipment which can cause physical harm to self or others.
	Playground	• Incorrect use of equipment. • Not wearing a hat in the sun. • Not playing school approved games. • Not playing by the rules of a game. • Playing in toilets.	
	Moving around school	• Running on concrete or around buildings.	
	Physical Contact	• Minor physical aggression including pushing and shoving.	• Major physical aggression including hitting, punching and kicking.
	Other	• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school.	• Possession or selling of alcohol, tobacco and illicit substances. • Possession of weapons including knives and any other items which could be considered a weapon. • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school.

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school values and behavioural expectations or policies and procedures. One method that staff members might use is a redirection procedure:

- What are you doing? If necessary, the teacher states the observed behaviour.
- What should you be doing? If necessary, the teacher states the desired behaviour.
- What happens if you do it again? If necessary, the teacher states the possible consequence.

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour
At Collinsville State High School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6.   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, 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.

Collinsville State High School implements a least to most intrusive approach when managing emergency situations and severe problem behaviour.

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 staff and 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; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Collinsville 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.

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. Specific staff are trained in restraint practices.

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 and 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; and
- 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 processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx online.

7. Network of student support

Students at Collinsville State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support.

Student are supported at Collinsville State High School by:

- Teachers
- Heads of Department
- Principal
- Administration Staff
- Teacher Aides

Students at Collinsville State High School are also supported by a range of specialist staff including:

- Guidance Officer
- Senior Guidance Officer
- Advisory Visiting Teachers
- School Chaplain
- School Based Youth Health Nurse
- Youth Support Coordinator

Students may access this support network by self-referring or being referred by a parent/carer or teacher, Head of Department or Principal.

External support is also available to students 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
- Youth Centre

Students may access this support network by self-referring or being referred by a parent/carer or specialist staff, Head of Department or Principal.

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Collinsville State High School considers the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.

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
- 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

Heather Murry   **Johanna Oats**
Principal   **P&C President**

Date effective: from September, 2016 to January 2018