The Department of Education is currently devising the new Student Code of Conduct. The new Code will be released to schools in the very near future. Once received, the school will align its policies and procedures to the new Code.

HELENSVALE
STATE HIGH SCHOOL

RESPONSIBLE BEHAVIOUR
PLAN FOR STUDENTS
(INTERIM)
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Our Learning Mission: One Student, One Community, Many Futures

Our Learning Values: i am Responsible, i am Respectful, i am Resilient

Our Learning Vision: Each student engages personally in our school and achieves to their full potential (One Student). We will create an innovative learning community (One Community) that prepares our students for the future (Many Futures). Our students will be literate, numerate, motivated, creative, sceptical, respectful, responsible, ethical, healthy and resilient.

One Student

• Our school is a ‘school for one’ by catering for the learning needs, interests and aspirations of every student.
• Every student engages meaningfully and personally through our ‘four pillars of opportunity’ – learning, sport, the arts and community - to reach their full potential.
• There is a strong sense of belonging, student voice and pride within our school which is reflected through personal presentation and exceptional standard of behaviour.
• We prioritise the connection between well-being and learning and provide for the psychological, emotional and social needs of our students.
• We prepare our students for the future by creating literate, numerate, motivated, creative, sceptical, respectful, responsible, ethical, healthy and resilient learners.
• Our students embrace change and effectively use technologies to learn in new ways.
• Our students are creative thinkers and problem solvers and see these as the skills needed to thrive in the knowledge economy of the future.

One Community

• Our school is an innovative professional learning community with an unrelenting focus on and a commitment to the learning of each student.
• Every staff member is supported and seeks to learn and grow and reach their potential.
• A collaborative culture exists where our teams focus on continual improvement and solve problems in new and innovative ways.
• We explicitly clarify our team culture through modelling our learning values of being respectful, responsible and resilient.
• Our school is action oriented, reflective and focused on results as seen through the evidence of student learning.
• We have high expectations for learning and behaviour which is celebrated within our community.
• Our school is a hub of learning in our community and our parents and carers feel connected, welcome and frequently engage with our school.
• We have agreed and common standards and we insist on high levels of accountability for all.
• There is an overwhelming sense of positivity, optimism and future orientation within our school.

Many Futures

• Every student transitions from our school with a viable pathway to the future by delivering on our ‘qualification guarantee’.
• Students learn ‘anytime, anywhere’ through a blend of face to face, flexible and virtual learning.
• Our range of subjects and delivery modes cater for the diversity of student learning styles and aspirations.
• Rigorous tracking, accountability and intervention measures are in place and all our students learn and achieve to their potential.
• We have diverse, deep and productive industry and community links and our students are sought after by employers at a state and national level.
• Strong and productive partnerships deliver exceptional and guaranteed tertiary learning opportunities.
• Our students consistently produce learning outcomes that are on par with the best schools in Queensland.
1. **Purpose**

Helensvale 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.

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

2. **Consultation and Data Review**

In 2012, the staff voted overwhelmingly to redevelop our Responsible Behaviour Plan for Students (The Plan) in line with evidence based whole-school positive approach to behaviour with the goal of improving student social and academic behaviours to improve student outcomes.

The Plan was endorsed by the Executive Principal and the President of the P&C and has been reviewed and updated each year.

A major review of the plan was undertaken in semester 2 2018. The current plan reflects consultation from the School community, including parents/carers, staff and students.

3. **Learning and Behaviour Statement**

At Helensvale State High School, 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 framework for managing behaviour is School wide Positive Behaviour for Learning (PB4L).

Our Responsible Behaviour Plan for Students outlines systems and processes that promote positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through The Plan, shared expectations for student behaviour are plain to everyone, assisting Helensvale State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.
4. Learning Values

At Helensvale State High School the wellbeing of students underpins our learning framework and is articulated through our learning values – Respect, Responsibility and Resilience.

| LEARNING VALUES |
|------------------|------------------|------------------|
| Respectful       | Responsible      | Resilient        |
| "treat others the way you want to be treated" | "Follow directions without debate - it's about time and place" | "Never ever give up" |
| I RESPECT WHO I AM | I STRIVE TO DO THE RIGHT THING | I BELIEVE |
| I LISTEN TO SEEK UNDERSTANDING | I AM RESPONSIBLE FOR MY OWN BEHAVIOUR | I REACH OUT |
| I RESPECT OTHERS, PROPERTY AND OUR ENVIRONMENT | I UPHOLD THE REPUTATION, VALUES AND RULES OF THE SCHOOL | I BOUNCE BACK |
| I VALUE OTHERS, PROPERTY AND OUR ENVIRONMENT | I STRIVE TO DO THE RIGHT THING | I BELIEVE |
| I AM RESPONSIBLE FOR MY OWN BEHAVIOUR | I UPHOLD THE REPUTATION, VALUES AND RULES OF THE SCHOOL | I BOUNCE BACK |
| I VALUE OTHERS, PROPERTY AND OUR ENVIRONMENT | I STRIVE TO DO THE RIGHT THING | I BELIEVE |
| I HAVE A STRONG SENSE OF BELONGING | I ACCEPT THAT I AM RESPONSIBLE FOR WHAT I DO | I BELIEVE |
| I SEEK TO UNDERSTAND WHAT IS RIGHT AND WHAT IS WRONG | I ACCEPT THAT I AM RESPONSIBLE TO COME PREPARED TO LEARN | I BELIEVE |
| I CARE ABOUT HOW I AM PERCEIVED | I FOLLOW HEALTH AND SAFETY PROCEDURES | I HAVE HIGH LEARNING EXPECTATIONS |
| I QUESTION TO CLARIFY | I AM POSITIVE ABOUT MY FUTURE | I LEARN FROM MISTAKES |
| I CARE ABOUT MY WELLBEING | I CHALLENGE MY COMFORT ZONE | I SEEK SUPPORT |
| I EMPATHISE WITH OTHERS | I OFFER SUPPORT | I PROVIDE SUPPORT |
| I TAKE CARE OF THE ENVIRONMENT | I REFLECT ON MY DECISIONS | I UPHOLD THE SCHOOL’S NON-NEGOTIABLES |
| I MAKE INFORMED CHOICES | I ACCEPT THAT I AM RESPONSIBLE FOR MY LEARNING | I VALUE THE PERSONAL SPACE OF OTHERS |
| I TACT HANDLE MY DECISIONS | I BRING CREDIT TO THE SCHOOL THROUGH MY POSITIVE BEHAVIOUR | I VALUE THE PERSONAL SPACE OF OTHERS |
| I REFLECT ON AND LEARN FROM MY DECISIONS | I SET REALISTIC GOALS AND WORK TOWARDS THEM | I LEARN FROM MISTAKES |
| I AIM FOR SUCCESS | I CHALLENGE MYSELF | I SEEK SUPPORT |
| I STRIVE TO DO THE RIGHT THING | I OFFER SUPPORT | I PROVIDE SUPPORT |
| I UPHOLD THE REPUTATION, VALUES AND RULES OF THE SCHOOL | I AM RESPONSIBLE FOR WHAT I DO | I BELIEVE |
| I VALUE OTHERS, PROPERTY AND OUR ENVIRONMENT | I FOLLOW HEALTH AND SAFETY PROCEDURES | I HAVE A STRONG SENSE OF BELONGING |
| I STRIVE TO DO THE RIGHT THING | I AM RESPONSIBLE FOR WHAT I DO | I BELIEVE |
| I UPHOLD THE REPUTATION, VALUES AND RULES OF THE SCHOOL | I ACCEPT THAT I AM RESPONSIBLE FOR WHAT I DO | I BELIEVE |

Learning and wellbeing are inextricably linked – students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in the classroom. (DoE - Learning and Wellbeing Framework 2012)

Our school values have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Department of Education’s Code of School Behaviour. These values are visible across our school and are referenced regularly in communications with all stakeholders to teach and promote our high standards of responsible behaviour.

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

Universal Support - Positive Behaviour for Learning (PB4L)

PB4L is underpinned by best practice which involves planning and implementing explicitly taught behaviours consistently across the whole school to promote positive behaviour and maintain teaching and learning environments that support learning and wellbeing for all students. This is a proactive and prevention-based approach as expected behaviours are explicitly taught with the prospect of preventing the development of new behaviour problems and reducing the frequency and intensity of existing problem behaviours.

These expectations are communicated to students via a number of strategies, including:

- Explicit teaching of behaviours and follow up discussions conducted by classroom teachers during Futures wellbeing lessons.
• Reinforcement of learning from PB4L lessons at Year Level and Whole School Parades and during active supervision by staff during classroom and non-classroom activities.
• Acknowledgement through the Positive Behaviour reward system, Positive Behaviour Profiles on OneSchool and special parades.
• Visual and media reinforcements of expected behaviour – posters, social media, newsletters.

Typically, a school tends to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Research suggests that approximately 80% to 90% of students will have little or no difficulties. However about 10 to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

Helensvale State High School implements the following whole school proactive and preventative processes and strategies to support student behaviour:
• Regular communication with parents/carers through the school newsletter, social media and emails to enable parents/carers to be actively and positively involved regarding our school behaviour expectations.
• Whole school focus on pedagogies which encourages engagement and success.
• School Positive Behaviour for Learning team members’ regular provision of information to staff and parents/carers, and support to others in sharing successful practices.
• Explicit teaching of behaviours and follow up discussions conducted by classroom teachers during Futures wellbeing lessons.
• Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary reasonable adjustments to support these students consistently across all classroom and non-classroom settings.
• The Student Support Services team are accessible to support student learning, behaviour and wellbeing.
Reinforcing expected school behaviour

At Helensvale State High School communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring 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.

**Helensvale State High School Positive Behaviour Points (PBs)**

Staff members hand out PBs each day to students when they observe them demonstrating our school values and following our school rules in both classroom and non-classroom settings. This reinforcement occurs continually throughout the day. When they ‘catch’ a student following the rules they can choose to give them a PB. Students are issued PBs electronically through IDAttend. Students can also be issued a PB voucher in non-classroom settings which they will be directed to exchange for a PB in the dean’s office at the following locations:

- School administration block;
- Student Services;
- IT Support;
- SWELL; or
- Tuckshop.

Each term students will be issued certificates for receiving a specific number of PB points. These certificates will be recorded as a positive behaviour on their OneSchool profile.

In addition, during year level roll mark parades there will be weekly opportunities for students to win an assortment of prizes via the Deans Draw along with a weekly reward activity for the individuals or class who have been issued the highest number of PB points that week (Please refer to the Vale Way).

**Responding to unacceptable behaviour**

**Re-directing low-level and infrequent problem behaviour**

Students come to school to learn. PB4L processes support a consistent and transparent approach to management of unacceptable behaviours. The Essential Skills for Classroom Management inform staff of best practice for managing low level unacceptable behaviours across the school. Students are reminded of expected school behaviour, then asked to think of how they might be able to act more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community (Appendix 3 – 10 Essential Skills of Classroom Management).

**Targeted Behaviour Support**

Each year a small number of students at Helensvale 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.

We offer a range of strategies and programs that target specific individual needs of particular students and
are designed to provide lifelong skills designed to facilitate acceptable behaviours. Support and intervention processes, strategies and programs utilised to respond to unacceptable behaviours may include:

- Communication with parents/carers.
- Interviews with students and parents/carers with Support and/or Administration team members.
- Placement on a Behaviour or Attendance monitoring card.
- Counselling with Support Team member(s).
- Education regarding specific issue; e.g. anger management.
- Referral to Community Service Agency.
- Buddy Room Program.
- A 2 B Program.
- Rock and Water Program.
- Bloom Yoga.
- Radiance Program.
- Corroboree Dreamworld Mentoring Program.

The Student Support Services Team operates across the school to support students where repeated unacceptable behaviour is a result of other factors that may well be impacting on their behaviour, attendance or mental health and wellbeing. Referrals to these support networks occur through the Student Support Service Referral procedure.

**Intensive Behaviour Support**

Intensive behaviour support for a student is initiated when all other forms of behaviour support have been exhausted. This level of support responds to frequent breaches of the process and continued unacceptable behaviour. The school support team meet on a regular basis and students at risk are referred through a number of avenues. The student is often at risk of dis-engagement from learning and not fulfilling their potential. When students have reached this level of behaviour support we offer the following in-school support:

- Adjustments to normal school routine and learning programs.
- Involvement with Student Support Service staff e.g. Guidance Officer, School Based Youth Health Nurse, Chaplain.
- Specifically designed behaviour programs.
- Case Manager from the school support team is nominated. A Functional Behaviour Assessment may be completed and an Individual Positive Behaviour Support Plan in consultation with student and parent/carer is developed and shared with staff to ensure consistency.

The following types of in-school programs may be offered and are designed to provide support to students who are at risk of disengagement and have reached this level of behaviour support. These vary from year to year depending on identified needs and program availability.

- Community agency support.
- Reconnect.
- Men of Business.
- YODA.
- Referral to the ‘Annex’.

We also have a close liaison with outside school support agencies that provide intensive behaviour support for students as necessary.
6. **Consequences for unacceptable behaviour**

Helensvale State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours and school values 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. All minor and major problem behaviour is recorded anecdotally using the Oneschool data base.

**Minor and major behaviours** (Appendix 2 – Minor Major Behaviour Categories Chart)

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 relevant Year Level Dean or Curriculum HOD.

Minor behaviours are those that:

- are minor breaches of the school rules;
- 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, Year Level Dean or Curriculum HOD.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others;
- pose an unacceptable risk to the safety or wellbeing of other students, staff or other members of the school community;
- put others/self at risk of harm;
- require the involvement of specialist support staff, the relevant Year Level Dean or Curriculum HOD;
- are habitual in nature; and/or
- other conduct prejudicial to the good order and management of the school.

Major behaviours result in an immediate referral to the relevant Curriculum HOD or Year Level Dean 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 oneschool referral and escorts the student to the relevant Year Level Dean or Curriculum HOD.

Major problem behaviours may result in the following consequences:
- Level One: Time in office, removal to buddy room, alternate lunchtime activities within the Supportive Schooling room, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, Parent contact, referral to Respond Program;

- Level Two: Parent contact, referral to Guidance Officer, referral to Positive Behaviour Support Team, suspension from school: and/or

- Level Three: Students who engage in very serious problem behaviours such as violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Ultimately, the severity of disciplinary outcomes is determined by the School Executive Principal based on an assessment of the totality of the alleged misbehaviour, the consequences of the said misbehaviour and the student’s personal circumstances (including their behaviours history). Educating young people is a shared responsibility and Helensvale State High School recognises the role of parents/carers as integral to a coordinated case managed approach to encourage students to reach identified behaviour patterns. If for any reason the student chooses the following inappropriate behaviour, the following consequences apply:

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Maximum Consequence *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour that poses an unacceptable risk to the safety or wellbeing of other students, staff or other members of the school community (including but not limited to bullying, fighting, violence, threats, harassment, sexual harassment, intimidation or facilitation thereof by others, encouraging persons to trespass onto school premises or to interfere with school activities, use of internet or electronic media/devices to embarrass, abuse or disseminate inappropriate material).</td>
<td>Permanent Exclusion from Helensvale State High School</td>
</tr>
<tr>
<td>Behaviour that interferes with the property of the school or others within the school community (including but not limited to vandalism, graffiti, wilful damage, theft etc.).</td>
<td></td>
</tr>
<tr>
<td>Possession of certain inappropriate objects or weapons (including but not limited to knives of any type, sharp objects, knuckle dusters, sling shots, firearms or replicas thereof, fire crackers [explosives] etc.).</td>
<td></td>
</tr>
<tr>
<td>Inappropriate use, possession, supply of intoxicating substances and/or utensils (including but not limited to illegal drugs or illegal drug implements, alcohol, paint, glue, prescription medicine etc.).</td>
<td></td>
</tr>
<tr>
<td>Serious behaviour or action in a private capacity that is prejudicial to the good order and management of the school.</td>
<td></td>
</tr>
<tr>
<td>Habitual misconduct/disobedience or other conduct prejudicial to the good order and management of the school (includes repeated breaches of the school’s Responsible Behaviour Plan for Students and related policies and procedures).</td>
<td></td>
</tr>
</tbody>
</table>
Return from Suspension

The following procedure is expected when a student returns from suspension:

- Relevant school personnel contacts parent/carer to arrange an interview time.
- All parties meet at the negotiated time.
- The student needs to acknowledge which of the Learning Values he/she has breached.
- In keeping with the values of Respectful, Responsible and Resilient behaviour, the student needs to commit to a plan to restore the fractured relationship and accept responsibility for ensuring the agreement is fulfilled (e.g. apology to staff member for actions).
- An Individual Student Support Plan may be collaboratively developed.
- Students may be offered access to the Student Support Services team.
- Students will complete a period of time in the Supportive Schooling room on return from suspension for a length deemed appropriate by the relevant Year Level Dean or Head of Department.
- The student must satisfactorily complete a Behaviour Monitoring card for one week for breaches of the school Learning Values in the classroom.
- The interviewer will reinforce that a repeat of the same behaviour will incur a greater consequence.
- The Behaviour Monitoring card must be shown to the relevant Year Level Dean or Head of Department as negotiated.
- Loss of the card will invoke an extension of the time frame until one full week has been completed.
- Refusal to remain on the Return from Suspension card will incur consequences which may include another suspension.

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 behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a 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 Helensvale 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 instruction 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.
7. Emergency or critical incident responses

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.

Staff at Helensvale State High School have adopted a response to emergency or critical incidences that is up-dated on a needs basis. Staff are also made aware of procedures to be followed that include formal documentation of any incident.

Basic Defusing Strategies Applied

1. 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.

2. 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.

3. 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.

4. 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).

5. 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.

8. Network of student support

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

- Parents/carers
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Senior Guidance Officer
- School Chaplain
- School Based Youth Health Nurse
External 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)
- Queensland Police
- Local Council
- Neighbourhood Centre.

9. **Consideration of individual circumstances**

To ensure alignment with the Department of Education’s 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.

Helensvale 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.

10. **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

• Bullying. No Way!
• Schoolwide Positive Behaviour Support
• Code of Conduct for School Students Travelling on Buses
Appendix 1 – HSHS School Wide Expectations Flowchart

HSHS SCHOOLWIDE EXPECTATIONS FLOWCHART

MINOR BEHAVIOUR

Classroom

- Classroom Teacher effectively uses a variety of behaviour management strategies (e.g., ESCM) in line with teacher standards.
- Consequence flowchart.
- Buddy Class.
- Classroom teacher to contact parents/carer.
- Record behaviour and contact on OneSchool.

Playground

- Persistent pattern of minor breaches of PB4L:
  - Refer to HOD Curriculum/HOSES (SEU).
  - Strategies & Consequences put in place by HOD/Curriculum Dean.
  - Classroom teacher or HOD to contact parents.
  - Record behaviour and referral on OneSchool.

Classroom

- PGD Teacher deals with behaviour in first instance using ESCM strategies in line with teacher standards.
- PGD Consequence flowchart.
- Record behaviour on OneSchool.

Playground

- Persistent pattern of minor breaches of PB4L:
  - Refer to DEAN.
  - PGD Consequence flowchart.
  - Supportive schooling used.
  - Contact parents.
  - Record behaviour and referral on OneSchool.

Classroom

- HODs to refer to Curriculum Dean when behaviour is persistent or they require assistance.
- Strategies & Consequences put in place.
- Contact parents.
- Record behaviour and contact on OneSchool.

Playground

- DEANS to refer to HOD of PB4L.

Classroom

- Curriculum HODs and Curriculum Deans to refer HOD of PB4L.

FOR EFFECTIVE ONESCHOOL ENTRIES PLEASE REMEMBER THE FOLLOWING

ALL classroom behaviour that requires action must be referred to the curriculum HOD.

When completing oneshool referrals ensure that you only choose the ONE most relevant behaviour category.
Only refer if you require the incident to be ACTIONED with a consequence.
Only refer to ONE person.

For examples of minor and major behaviours and appropriate oneshool behaviour categories refer minor and major behaviour table.
## Appendix 2 – Minor and Major Behaviour Categories Chart

<table>
<thead>
<tr>
<th>ONESCHOOL CATEGORIES</th>
<th>MINOR BEHAVIOUR</th>
<th>MAJOR BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying/harassment</td>
<td>One off incidents of teasing, taking personal items belonging to others, low level gestures or annoying behaviour</td>
<td>Persistent or continued teasing, taking of personal items belonging to others, or intimidation of any kind. E.g. fighting, sexual harassment, persistent &amp; frequent name calling; can be physical, verbal, emotional, cyber</td>
</tr>
<tr>
<td>Defiant/threat/s to adults</td>
<td>Disrespect. Refusal to follow classroom or school rules or staff directions, talking back and/or socially rude interactions.</td>
<td>Deliberate verbal or physical threat towards any member of the school community including aggressive refusal and serious threats to safety and wellbeing of others.</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Intentional behaviour causing an interruption in class or activity. Stopping the teaching of lessons/learning</td>
<td>Removed from class due to constant disruption after behaviour process has been followed</td>
</tr>
<tr>
<td>Dress code</td>
<td>Not wearing the appropriate school uniform or part of school uniform.</td>
<td>For persistent breaches of uniform policy</td>
</tr>
<tr>
<td>IT misconduct</td>
<td>Unauthorised and inappropriate use off technology. E.g. playing music, playing games, checking/sending emails, plagiarising.</td>
<td>Unauthorised and inappropriate use of school technology. E.g. hacking, vandalism, destruction of equipment, inappropriate content, pornographic images.</td>
</tr>
<tr>
<td>Late</td>
<td>Late to school, class or detention. Three documented minor incidences of the same nature become major.</td>
<td>Frequent and consistent lateness</td>
</tr>
<tr>
<td>Lying/Cheating</td>
<td>Student delivers a message that is untrue and or deliberately violates rules, unfair play during activities, forgery. E.g. student said they did homework but didn’t.</td>
<td>Related to other offences. E.g. handing in the same assignment as another student, cheating on assessment/exams, distributing copies of exam papers, lying to HODs, HLCs, DPs in relation to major incidents.</td>
</tr>
<tr>
<td>Misconduct involving object</td>
<td>Bringing to school and/or using items inappropriately. E.g. water bomb balloons, zip ties, rubber bands, liquid paper pen, spray cans, ‘graffiti’ pens, compasses, sticks, rocks &amp; food</td>
<td>Results in injury or damage. E.g. harm to another, weapons, stealing, hitting, cutting others</td>
</tr>
<tr>
<td>Non-compliant with routine</td>
<td>Failure to follow direction without debate, inappropriate behaviour. E.g. teacher has tried 5 strategies and can no longer manage student, referral necessary, running away from teacher.</td>
<td>Frequent and consistent failure to follow directions without debate.</td>
</tr>
<tr>
<td>Physical misconduct</td>
<td>Non-threatening physical interaction or rough play. Non-serious but inappropriate physical contact. E.g. disrespect for personal space</td>
<td>Intent to cause injury, major contact, or contact resulting in injury, making contact with another human with force, causing injury, physical assault of others. E.g. physical contact causing injury, intent to cause harm</td>
</tr>
<tr>
<td>Prohibited items</td>
<td>Inappropriate use of and possession of prohibited items regardless of knowledge (eg. in bag). E.g. spray/deodorant cans, laser pointer</td>
<td>Inappropriate use of and possession of prohibited items regardless of knowledge (eg. in bag). E.g. knives, matches, lighters, drugs, alcohol, cigarettes, illegal substance</td>
</tr>
<tr>
<td>Property misconduct</td>
<td>Using school property in an inappropriate manner or without permission, minor damage, easy to repair/clean up. E.g. littering, misuse without damage, turning another students laptop off, taking another students possession (e.g. their cap)</td>
<td>Damage to other people’s property or stealing, causing serious damage. E.g. may include but not restricted to graffiti, vandalism, stealing money or property, damaging school equipment or facilities (e.g. setting off fire extinguisher), vandalism of bus</td>
</tr>
<tr>
<td>Substance misconduct involving illicit substance</td>
<td>In possession of, caught using, selling, or under the influence of any quantity of illegal substances</td>
<td></td>
</tr>
<tr>
<td>Substance misconduct involving tobacco and other legal substances</td>
<td>In possession of, caught using, selling, or under the influence of any quantity of tobacco or other legal substance. E.g. alcohol, prescription medication, over the counter medication, aerosol cans or glue. Any implements associated with smoking.</td>
<td></td>
</tr>
<tr>
<td>Third minor referral</td>
<td>Unexplained absence from part or whole class. E.g. out of class without permission on school grounds, three documented minor incidences of the same nature become major</td>
<td>Consistent pattern of non-compliance/disruption. Three documented minor incidences of the same nature after behaviour process has been followed up &amp; ESCM applied E.g. breaches of uniform policy</td>
</tr>
<tr>
<td>Truant/skip class</td>
<td>Unauthorised absence from school without authorised absence, off campus, more than three instances of minor truancy. E.g. leaving school grounds without permission</td>
<td>Failure to attend school without authorised absence, off campus, more than three instances of minor truancy. E.g. leaving school grounds without permission</td>
</tr>
<tr>
<td>Verbal misconduct</td>
<td>Inappropriate language. Non-threatening indirect verbal or gestural messages used within conversation that include swearing, name calling, or use of words in an inappropriate way. E.g. between friends, rudeness, part of conversation between friends inadvertently overheard</td>
<td>Use of confronting &amp; explicit language. E.g. swearing directly at a staff member or any individual, may include but not restricted to any form of racism, sexism, religious prejudice, derogatory swearing at another student, frequency of verbal misconduct</td>
</tr>
</tbody>
</table>
Appendix 3 - 10 Essential Skills of Classroom Management

Essential skills in classroom management are used in addition to our innovation and engaging curriculum.

1. Establishing expectations
   - As a class develop and clearly articulate a series of short, simple and clear rules.
   - Make the rules positive to draw attention to appropriate behaviours rather than highlighting inappropriate behaviours.
   - Publish these rules where students can see them and refer to them frequently (when they are being followed, not just when they are not) to reinforce their importance.

2. Giving instructions
   - Use prompts to focus student attention towards the teacher, for example:
     **Verbal prompts:** “Stop and look to the front, thanks.” “Put pencils down, attention here thanks.” “Face me, thanks children.”
   - **Non-verbal prompt:** clap, bell, whistle
   - Wait and scan (Skill 3). **Do not start instruction until all pupils are focused**
   - Keep instructions short; be concise. **Avoid filling silences with teacher talk.**
   - Follow the instruction with a short pause and scan the class.
   - Separate instructions from curriculum/content talk and phrase it as a direction rather than a question.
   - Use “thanks” rather than “please” at the end of an instruction.
   - Ask a pupil to repeat the instruction back to the class.

3. Waiting and scanning
   - **This waiting and scanning time gives pupils time to process the direction/instruction**
   - After you have given an instruction, pause, remain quiet and look at your students; scan the room for 5–10 seconds to maintain their attention.
   - When you have their attention, continue with your dialogue or prompt them to begin following your instruction i.e. start working.
   - Use the waiting and scanning time to encourage a period of quiet focus. Use assertive body language—stand still facing the group, while scanning the class. Then, prompt students to maintain the quiet focus while they start working.

4. Cueing with parallel acknowledgement
   - Scan the class regularly. When students are off-task, choose to acknowledge an individual or group in close proximity who are on-task with the intention of encouraging those off task to copy.
   - Acknowledge that person or group with a descriptive encourager (see Skill 6) in a loud enough voice for others to hear.
   - Follow up with a low-key acknowledgment to the students as soon as they choose to be on-task.
   - **These acknowledgements can be either verbal or non-verbal**

5. Encouraging body language
   - Movement around the rooms gives pupils less chance to become off task than if you are standing at the front or sitting behind a desk.
   - Pause after you have made one tour of the room, maintain minimal teacher talk then walk slowly toward students who may be off-task. This is a quiet prompt for them to resume on-task behaviour.
   - Smile and make eye contact to acknowledge appropriate behaviour.
   - Make discrete nodding movements and finger signals where appropriate as acknowledgment for on-task behaviour.
6. **Descriptive encouraging**

- To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you hope to see more frequently. **For example:**
  - “Steven has started work.”
  - “This group is on-task.”
  - “You have responded to my direction straight away.”
- You may use it privately towards individual students. If used publicly towards individuals, be brief and to the point.

7. **Selective attending**

- To deliberately give minimal attention to safe, off-task or inappropriate behaviour that is not seriously disrupting others.
- Keep this student in your peripheral vision. Avoid turning your back at this point as you may miss an opportunity to use a descriptive encourager if the student chooses to come on-task.
- Attend to the student when: the student displays on-task or appropriate behaviour, the student begins to seriously disturb others or the student’s off-task or inappropriate behaviour is maintained over an extended period of time.

8. **Redirecting to the learning**

- To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning. This can be verbal or non-verbal. **For example:**
  - “Shane, what question are you up to?”
  - “Shane, are you working on the writing task now?”
  - “Shane do you need some help?” (Offer of teacher assistance)
- Allow some take-up time.

9. **Giving a choice**

- Giving a choice provides reinforcement of your expectations and gives clear consequences for not following them, it also gives students back the responsibility for their actions and their learning. **For example:** “Chris, your choices are … Which would you prefer?”
- Don’t make the choice sound like a threat.
- Allow for a short delay (thinking time) in the student’s response to your direction. If they are on-task and you believe it is appropriate, in close proximity to the student, use a low-level verbal or non-verbal encourager.
- Redirect the student to the learning and do not engage in further discussion about the choice given.
- **Remember**, the goal of a clear choice is to modify the inappropriate behaviour, not to punish the student or damage the positive teacher–student learning relationship. When giving choices, use a least-to-most intrusive approach without emotional engagement.

10. **Following through**

- Demonstrate confidence using appropriate body language and a calm, firm voice. Do what you planned and said you would do. Make it happen now.
- Pupils will be aware of the consequences that they can be given so try not to be over the top in the moment and make statements that you or your colleagues can not follow through with.
- Following through may look and feel disturbing at times.
  - Do it anyway as it establishes and reinforces the boundaries.
  - All students will know you mean what you say.
  - They may feel safer and build their trust in you as their teacher as a result of your commitment to follow through.