



## Keebra Park State High School's Responsible Behaviour Plan for Students based on *The Code of School Behaviour*

### 1. Purpose

The Department of Education is committed to provisions that ensure that all young Queenslanders have a right to access and receive quality education. Since July 1 2006, all Department of Education schools are bound by legislation defining 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. The Keebra Park School Responsible Behaviour Plan incorporates elements of the Code of School Behaviour and clearly articulates standards and expectations for student behaviour.

In order to achieve the best educational outcomes for all our students, Keebra Park State High School is committed to providing a **safe, respectful and disciplined learning environment for both 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 learning and teaching in our school can be effective and students can participate positively within our school community.

At Keebra Park SHS we also believe that the connections people have with each other are when determining results. Consequently, we believe that parents and carers 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

Keebra Park SHS developed this plan in collaboration with the school community. A review of the school data, more specifically, One School referrals, attendance and school disciplinary absences and behaviour incidents also informed the development of this plan. It is aligned with the rules, principles and expected standards outlined in Education Queensland's Code of School Behaviour. The Plan was endorsed by the Principal and the President of the P&C at the 13<sup>th</sup> November 2019 P & C Meeting.

### 3. Learning and behaviour statement

Schooling at Keebra Park State High School will be an inspiring and positive experience where all students will know, perform and achieve based on their individual academic pursuits and personal goals. Our purpose is to inspire our young people to become influential in their local community and become equipped with the skills to transform their world. Our vision is to create a learning environment where every student can thrive and succeed.

We will achieve our vision because:

- We set high performance expectations.
- We focus on quality learning outcomes for students that are responsive to their needs.
- We strive for world class standards and personal excellence.
- We enhance and nurture the curiosity of students to develop them into life-long learners.
- We believe that cultural identity, languages and values should be respected.
- We believe positive education enhances wellbeing and enables individuals to thrive.



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At the heart of our Responsible Behaviour Plan is the desire for our students to commit to following our three core School values:

### 1. Respect

- for yourself and others in the wider school community
- for the cultural identity, languages and values of others
- for your own, others and school property
- for the school's high performance expectations

### 2. Responsibility

- for your behaviour at school and whilst representing the school
- for your behaviour travelling to and from school in uniform
- for your efforts and achievements in class
- for wearing your uniform with pride at all times

### 3. Commitment

- to attending every lesson, every day
- to your academic achievements
- to maintaining our school's high expectations
- to positive relationships with peers and teachers.

#### We believe that:

- all young people can thrive and succeed given time and support
- every young person has the right to learn in a safe and supportive environment
- all school community members have the responsibility of ensuring all young people are given the opportunity to learn.

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

Keebra Park State High School has an array of support needs. Staff use many varied classroom and departmental practices to encourage positive and correct behaviour from our students. The introduction of Positive Education into our wellbeing framework further supports the creation of a positive school culture that incorporates quality teaching and learning practices combined with a balanced, relevant and engaging curriculum.

The school's staff work collaboratively, in a supportive environment, to develop programs and procedures that encourage consistency and a shared understanding of students' rights and responsibilities. At the heart of this positive climate is the preservation of everyone's fundamental rights. Essential to effective learning and teaching is a safe, supportive and disciplined environment that respects the following rights:

Keebra Park State High School is committed to promoting positive education and supports students from the following perspectives:

- Universal behaviour support;
- Targeted behaviour support;
- Intensive behaviour support.



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## Universal

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Keebra Park SHS we emphasis the importance of explicitly teaching the students the behaviours we want them to demonstrate at school. This whole school approach is provided by:

- Explicit teaching of school values, behaviour policies and rules in pastoral care classes across Year 7-12;
- Establishment of agreed policies and procedures that are accessible to all members of the school community;
- Management of incidents through clear and well understood processes;
- Communication with parents and careers via phone calls, email, newsletters and Facebook.

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

- Behaviour expectations reinforced by classroom teachers;
- Reinforcement of learning from behaviour lessons at Year level and School Assemblies
- Active supervision by staff during classroom and non-classroom activities.

The whole school expectations matrix below outlines our agreed rules and specific behavioural expectations:

	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	TRAVEL TO/FROM SCHOOL
BE RESPECTFUL	<ul style="list-style-type: none"> <li>• Use all school equipment appropriately</li> <li>• Keep hands, feet and objects to yourself</li> <li>• Follow teacher instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Walk in and around classroom</li> <li>• Sit at desk in respectful manner</li> <li>• Enter and exit room in an orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in use of approved online sites and educational games</li> <li>• Be courteous and polite in all online communication</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in school approved games</li> <li>• Wear shoes and socks at all times</li> <li>• Be sun safe; wear school hat at break times</li> </ul>	<ul style="list-style-type: none"> <li>• Use own bike/scooter</li> <li>• Wait inside the school gate until the bus stops</li> <li>• Be respectful to passengers when on public transport</li> </ul>
BE RESPONSIBLE	<ul style="list-style-type: none"> <li>• Ask permission to leave the classroom</li> <li>• Be on time for all lessons</li> <li>• Manage personal property</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared</li> <li>• Complete set tasks</li> <li>• Take an active role in classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>• Report any unacceptable behaviour to a teacher</li> <li>• Post only appropriate content online</li> </ul>	<ul style="list-style-type: none"> <li>• Be a problem solver</li> <li>• Return borrowed equipment to owner</li> <li>• Place litter in bins provided</li> <li>• Communicate positively</li> </ul>	<ul style="list-style-type: none"> <li>• Walk bike/scooter in school grounds</li> <li>• Lock bike/scooter</li> <li>• Wear your full uniform with pride when travelling to and from school</li> <li>• Leave school ground promptly</li> </ul>
BE COMMITTED	<ul style="list-style-type: none"> <li>• Respect others' property</li> <li>• Care for school and others' equipment</li> <li>• Be courteous when communicating</li> </ul>	<ul style="list-style-type: none"> <li>• Raise your hand to speak</li> <li>• Respect others' right to learn</li> <li>• Use correct volume in class</li> <li>• Be an active listener</li> </ul>	<ul style="list-style-type: none"> <li>• Respect others' right to use online resources free from interference</li> <li>• Keep any usernames or passwords private</li> <li>• Commit to BYOD agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Play safely– take turns, invite others to join in and follow school rules</li> <li>• Care for the environment</li> <li>• Stay inside school grounds during school hours</li> </ul>	<ul style="list-style-type: none"> <li>• Wait your turn in bus line</li> <li>• Have your bus pass ready</li> <li>• Use Go Card /ticket to travel to and from school</li> <li>• Safe and respectful behaviour at train stations</li> </ul>





## Targeted behaviour support

Each year a small number of students at Keebra Park SHS are identified through our data as needing 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. Targeted support occurs around a specific setting, issue, student or group of students. Targeted support intervention tends to be immediate and most likely will involve low level and intermittent behaviours and appropriate consequences (as listed below). The purpose of targeted intervention support is to modify the student behaviour before it requires intensive support.

Some targeted support strategies include:

1. Classroom Detention
2. Restorative Practices - informal meeting and chat between student and teacher
3. Buddy Classroom
4. Monitoring Card
5. Inclusion in Support Program (e.g. PEP)
6. Mediation
7. Discipline Improvement Plan

## Intensive behaviour support

Students needing intensive 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 behaviours/s.

Keebra Park SHS intensive behaviour support is provided, in the first instance, through case management via the Year Level Deans and other administration staff. This group meets regularly to discuss referred students (referred via the correct referral processes) and distributes caseloads depending on the specific needs of each student.

Programs and activities include individual and group counselling, modified timetables, referral to external agencies, and alternate pathways of schooling. Where necessary, interagency support is also utilised through an extensive network on the Gold Coast. Staff involved in intensive behaviour support have a simple and quick referral system in place. Following 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. 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.



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## Basic defusing strategies

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.

## 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 Keebra Park'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 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.



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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.

## 6. Consequences for unacceptable behaviour

Keebra Park SHS makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occur, students experience predictable consequences.

Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. 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 Keebra Park SHS most situations can be dealt with at the classroom level through a range of strategies including warnings, redirection, detentions, buddy rooms and contact with parents.

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

### 6.1 Minor and Major responses to behaviour

- **Minor** problem behaviour is handled by staff members at the time it happens;
- **Major** problem behaviour is referred directly to the Year Level Dean, Head of Department or Administration team.

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;
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in a minor consequence logically connected to the problem behaviour such as:

- removal from an activity or event for a specified period of time;
- partial removal from classroom or event (time out/buddy room)
- individual meeting/ informal discussion with the student;
- apology from student
- detention;
- re-direction procedure.



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The staff member may take the student aside and:

1. Identify the behaviour that the student is displaying;
2. Ask student to name expected school behaviour /school core value;
3. State and explain expected school behaviour if necessary;
4. Give positive verbal acknowledgement for expected school behaviour.
5. Give a reminder that persistent minor behaviours will be referred to Curriculum HOD.

Major behaviours are those that:

- Significantly violate the rights of others;
- Put others / self at risk of harm;
- Require the involvement of HOD/Dean or Administration.

Major behaviours result in an immediate referral to either:

- Year Level Dean
- HOD of Curriculum or Junior/Senior Schooling
- Deputy Principal and Principal

When a major problem behaviour occurs, staff members calmly state the major problem and remind the students of expected school behaviour.

The staff member also fills out a One School behaviour incident record and refers incident to the appropriate person according to the referral process.

For example:

- Classroom behaviour matters are referred to HOD of Curriculum Area
- Homegroup and wellbeing lesson and before and after school/ playground behaviour matters referred to Year level Dean
- Significant behaviours that violate the rights of others or place others at harm or risk may be directly referred to Administration (Deputy or Principal)

## Ensuring consistent responses to problem behaviour

At Keebra Park SHS, 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.

The following guidelines outline the range of consequences employed at Keebra Park SHS to modify unacceptable behaviour. They are provided to assist with management of school (mis) behaviour.



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## MANAGEMENT OF MINOR AND MAJOR DISCIPLINARY MATTERS

The following table outlines **examples** of major and minor problem behaviours, **but not limited to:**

EXAMPLE BEHAVIOURS	MINOR	MAJOR	
	Consequence issued by <b>classroom teacher or playground duty teacher</b> is the most likely outcome ( ESCMs, detention, buddy room, redirection, informal discussion)	Consequence issued by a <b>Head of Department or Year Level Dean</b> -short suspension and behaviour support is the most likely outcome	Consequence issued by <b>Administration Team-</b> long suspension or proposal for exclusion or cancellation of enrolment the most likely outcome.
<b>CLASSROOM</b>	<ul style="list-style-type: none"> <li>Not prepared for learning</li> <li>Not completing set tasks</li> <li>Lateness to class</li> <li>Talking inappropriately/back chatting</li> <li>Calling out in class</li> <li>Disrespect to staff member</li> <li>Failure to follow teacher direction</li> <li>Failure to complete classroom detention</li> <li>Use of inappropriate language</li> <li>Non-compliant with routine</li> <li>Leaving class without permission</li> <li>Plagiarism</li> <li>Leaving designated lesson without permission (1<sup>st</sup> and 2<sup>nd</sup> offence)</li> </ul>	<ul style="list-style-type: none"> <li>Persistent minor behaviours</li> <li>Major disruption to teaching and learning environment.</li> <li>Swearing AT a staff member in response to an instruction</li> <li>Gross insubordination/ disobedience</li> <li>Repeated plagiarism</li> <li>Leaving designated lessons (3<sup>rd</sup> plus offence)</li> </ul>	<p><b>SENIOR SCHOOL ONLY</b> Refusal to participate in the schools program of instruction :</p> <ul style="list-style-type: none"> <li>Failure to attend lessons</li> <li>Failure to submit assessment</li> <li>Failure to work in class</li> <li>Failure to meet senior schooling requirements</li> <li>Continued serious disengagement in schooling thus displaying a high level of wilful disobedience without explanation.</li> </ul> <p><b>ALL YEAR LEVELS</b></p> <ul style="list-style-type: none"> <li>Multiple short suspensions</li> </ul>
<b>TECHNOLOGY</b>	<p>Violation of computer use agreement</p> <ul style="list-style-type: none"> <li>Inappropriate use of personal device (Mobile phone, Ipad, laptop, speakers)</li> <li>Misuse of airdropping ie personal photos and videos</li> <li>Misuse of headphones in class</li> <li>Failure to adhere to BYOD</li> </ul>	<p>Series of continued use of mobile phones, social networking sites or internet which impacts on the good order and management of the school and the students which includes but is not limited to: distribution of pornographic material, filming, photographing and /or publishing, airdropping photos or videos of school members or events without permission; cyberbullying via SMS , social media and email.</p> <p><b>Note:</b> <i>If an incident has occurred outside regular school hours the school may not action the incident. Contact police if child is at extreme risk or danger.</i></p>	
<b>PLAYGROUND</b>	<ul style="list-style-type: none"> <li>Failure to follow safety instructions</li> <li>Playing in out of bounds area</li> <li>Playing non-school approved games without supervision (including tackle)</li> <li>Running on concrete and roads</li> <li>Littering</li> </ul>	<ul style="list-style-type: none"> <li>Verbal misconduct that results in harassment of other students</li> <li>Physical fighting</li> <li>Theft of personal property</li> <li>Multiple minor recorded playground behaviour incidents</li> </ul>	Very serious breaches of playground expectations
<b>UNIFORM</b>	<p>Minor breach in correct uniform expectations including but not limited to:</p> <ul style="list-style-type: none"> <li>Socks and socks</li> <li>skirts and shorts (including sports)</li> <li>shirt, undershirts and jumpers</li> <li>jewellery, nail polish and make-up</li> </ul> <p>(See Uniform Policy on school website)</p>	Continued refusal to comply with uniform policy including repeated detentions and reminders of correct procedures.	N/A
<b>OTHER</b>	<ul style="list-style-type: none"> <li>Minor dishonesty (lying about involvement in low-level incident)</li> <li>Petty theft</li> <li>Lack of care for the environment</li> <li>Minor physical contact (e.g. pushing and shoving)</li> <li>Not attending initial detention</li> <li>Minor breach of positive relationships policy (see website)</li> <li>Being in possession of a banned item including but not limited to: chewing gum, aerosol cans, laser pointers, white out/liquid paper, permanent markers</li> <li>Using distribution services such as <i>Uber Eats</i></li> </ul>	<ul style="list-style-type: none"> <li>Major dishonesty that has a negative impact on others</li> <li>Stealing/major theft</li> <li>Deliberate damage to environment</li> <li>Physical fighting including but not limited to punching and kicking</li> <li>Failure to attend multiple detentions</li> <li>Major breach or persistent minor breaches of positive relationships policy (see website)</li> <li>Direct verbal abuse /profanity</li> <li>Serious conduct prejudicial to the good order and management of the school</li> <li>Encouragement of unauthorised persons to enter school grounds</li> <li>Gross misconduct either at school, representing school or travelling to and from school.</li> <li>Behaviour prejudicial to the good order and nature of the school</li> </ul>	<ul style="list-style-type: none"> <li>Persistent recorded ongoing bullying/harassment/racism</li> <li>Serious property damage or vandalism</li> <li>Items which could be considered a weapon being brought into school with the intent to cause harm</li> <li>Under the influence, possession or selling of drugs or other illicit substances (including alcohol and tobacco)</li> <li>Serious physical aggression. Pre-meditated fighting and or physical misconduct.</li> <li>Public Indecency</li> <li>Student charged with criminal offence</li> <li>Serious offence that brings the school into disrepute</li> </ul>





## 7. Network of student support

Students are supported via a variety of means and personnel within the school community. The Principal, Deputy Principals, Heads of Department, Year Level Deans, Teachers, and Teacher Aides work collaboratively to ensure barriers to optimal student learning outcomes are addressed.

Sometimes, students require further support and assistance. In these cases, specialist staff may be accessed by students, their families or a staff members who wishes to refer a student. Access to the following personnel may be made by contacting Student Services:

1. Guidance Officer
2. School Based Health Nurse
3. Indigenous Education Worker
4. Regional Engagement Officer

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

1. Disability Support Services Queensland
2. Child and Youth Mental Health
3. Queensland Health
4. Department of Communities(Child Safety Services)
5. Police
6. Local Council

## 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.

Keebra Park SHS 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.



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## 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](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cyber safety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

Endorsed: 14<sup>th</sup> November 2018



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