Isis District State High School

Summary of Responsible Behaviour Plan for Students based on The Code of School Behaviour

Queensland state schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. State schools are strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. They prepare students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of state schooling in Queensland.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:
- The rights of all students to learn;
- The rights of teachers to teach; and
- The rights of all to be safe.

Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Isis District 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.

School beliefs about behaviour and learning

The National Framework for Values Education in Australian Schools has been used to inform this school community's core values and beliefs:

- Respecting the uniqueness of each individual
- Learning through understanding and tolerance of other peoples' differences
- Stressing the importance of care, compassion and co-operation
- Developing honesty, trust and loyalty
- Accepting personal, social, civic and environmental responsibility
- Strive for excellence in learning through commitment

These values drive this school’s approach 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.

Our school community has identified the following 'global' school rules to teach and promote standards of responsible behaviour:

- RESPECT - be respectful
- RESPONSIBILITY - be responsible
- LEARNING - be engaged in learning

A set of specific behavioural expectations relevant to each of these 'global' rules follows:
<table>
<thead>
<tr>
<th>School rule</th>
<th>Behaviour expectation of students</th>
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</thead>
</table>
| **RESPECT** | • Treat all members of the school community in a respectful and courteous manner so as to maintain positive relationships  
• Respect the rights and feelings of others  
• Do not interfere with other students’ rights to learn and succeed  
• Treat others with understanding and compassion such that there is compliance with the school Anti-bullying Policy  
• Make the school safe by not threatening, hitting or hurting anyone in any way that will cause distress or injury to others  
• Show respect for the property of others by not stealing, damaging or destroying it |
| **RESPONSIBILITY** | • Cooperate with staff members by readily obeying instructions at all times  
• Accept responsibility and be aware that all actions have consequences  
• Ensure all school equipment is used in a safe and sensible manner  
• Ensure banned equipment is not brought to school  
• Comply with school rules, procedures and policies  
• Demonstrate behaviour that contributes to the good order and management of the school  
• Wear the school uniform with pride such that it complies with the school Dress Code Policy  
• Care for the school environment by keeping it clean and free from litter  
• Conduct themselves in a manner that serves as a good role model for others, which the school community would be proud of and that further promotes the good reputation of the school |
| **LEARNING** | • Be punctual and attend school regularly  
• Select a program of study that provides the best opportunity for future success  
• Demonstrate a commitment to study of subjects by making a genuine effort  
• Contribute to lessons by attending class with required materials and keeping up to date with set work  
• Actively seek the help of teachers in understanding work  
• Participate in assessment programs by complying with the school Assignment and Assessment Policy  
• Be actively involved in the life of the school community |
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Isis District State High School has processes in place for facilitating appropriate standards of student behaviour. These include:

- creation of a positive whole school culture
- quality learning and teaching practices
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures
- managed professional development and training for staff members
- provisions characterised by non-violent and non-discriminatory practices
- a continuum from whole school positive preventive action for all students through to intensive intervention for specific individuals or groups

Universal behaviour support

Our universal approach provides a supportive learning environment through:

- open communication with the school community
- promoting an effective learning and teaching environment
- developing standards of behaviour to create a caring and safe environment
- promoting agreed procedures that are well known and understood
- encouraging students to take increasing responsibility for their own behaviour and the consequences of their actions

Various school policies, such as those relating to mobile telephones and music players, prevention of bullying and others provide clear guidelines for students.

Targeted behaviour support

At Isis District State High School, all staff are involved in the support of students who may need more targeted behaviour support. Strategies that may be used for targeted behaviour support may include curriculum adjustment (with learning support if necessary), verbal and non-verbal guidance and instruction, co-teacher procedure, involvement of various personnel, closer monitoring and the like.

Intensive behaviour support

Isis District State High School is committed to provision of learning for 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 using a proactive problem solving approach. This primarily focuses on a team ‘case management’ approach that necessarily involves parents/carers. A team of appropriate personnel are formed to determine individual student actions that are preventative, supportive and corrective.

Consequences for unacceptable behaviour

Individual class teachers, supported by Heads of Department and Year Coordinators, are primarily responsible for dealing with minor misbehaviours. Generally, the school Administration Team will be responsible for responding to students who exhibit persistent unacceptable behaviour or extreme unacceptable behaviour. When applying consequences, key considerations are that, where possible, they should be:

- Supportive – a context that focuses on prevention and instruction
- Fair – the principles of natural justice will be followed
- Logical – a connection between the behaviour and the consequence
- Consistent – a consistent approach will occur across the school.
Consequences applied may comprise a range of appropriate sanctions:

- Warning
- Repositioning
- Agreement
- Counselling
- Make up time
- Detention
- School community duty
- Co-teacher – time out

- Guidance Officer contact
- Parental contact
- Guidance Officer contact
- Behaviour Management Teacher
- Recess withdrawal
- Monitoring Card
- Subject withdrawal
- Central Withdrawal

- Restitution
- Police contact
- Positive Learning Centre referral
- Suspension
- Exclusion
- Cancellation of enrolment

Consequences that prevent student attendance at school and that are authorised by Education Queensland are used after consideration has been given to all other responses. These include suspensions, exclusions and cancellations of enrolment. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour. Typical situations that may result in student disciplinary absence such as suspension include:

- Abuse of staff
- Persistent disobedience
- Gross non-compliance
- Constant bullying behaviour
- Fighting/violent behaviour
- Significant vandalism
- Theft
- Substance abuse/materials
- Other indictable offences

An exclusion might be typically applied for persistence in the above breaches that does not respond to any program of school support and/or such an extreme breach of accepted student norms that exclusion is the only consequence warranted to maintain community confidence in school.

The network of student support

Isis District State High School utilises a team approach to behaviour support and includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies. The network may include, but is not be limited to:

<table>
<thead>
<tr>
<th>Year Level Coordinator</th>
<th>Chaplaincy personnel</th>
<th>Peer Mediators</th>
<th>Education Queensland</th>
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</thead>
<tbody>
<tr>
<td>Guidance Officer</td>
<td>Community support</td>
<td>Mentors/Tutors</td>
<td>Other External Agencies</td>
</tr>
<tr>
<td>Learning Management</td>
<td></td>
<td></td>
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<tr>
<td>Specialist Teacher</td>
<td>School-based Youth</td>
<td>Learning Enhancement Centre</td>
<td>Child &amp; Youth Mental Health Service</td>
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<td></td>
<td>Nurse</td>
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Emergency or critical incident responses

An emergency situation or critical incident is 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 have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour to ensure that both students and staff are kept safe.

Consideration of individual circumstances

Isis District State High School considers the individual circumstances of students when applying support and consequences by:

- Promoting a responsive teaching/learning environment
- Ensuring consequences are fair, equitable and non violent
- Taking into account student’s age, cultural background and emotional state.
- Recognising the rights of all students

For further information contact

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A copy of the entire document is available upon request at the school office.