



The Code of School Behaviour

Better Behaviour
Better Learning

Harristown State High School

Responsible Behaviour Plan for Students

based on The Code of School Behaviour

Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. At Harristown State High School, our **purpose** is to prepare our students to be confident in their transition and integration into local, national and global communities through flexible and sustainable learning.

Our **vision** is a school environment where all human, physical and technological resources are utilised to ensure the optimum development of each individual within a cohesive school community.

School beliefs about behaviour and learning

At Harristown State High School, we value the four C's

CONSIDERATION, COURTESY, CO-OPERATION, COMMON SENSE

These basic **principles** emphasise that each member of the school community has rights and responsibilities that must be respected by all. Essential to effective learning is a safe, supportive and disciplined environment that respects:

- **The rights of all students to learn**
Respect for the needs and rights of the individual is accepted, along with respect for the overall welfare and needs of the total school community.
- **The rights of teachers to teach**
Effective learning can only occur in an orderly, disciplined environment where diligence, efficiency and consistency are practised and encouraged.
- **The rights of all to be safe**
Care and compassion for the needs of everyone are shown

The significance of appropriate and meaningful relationships in managing behaviour and learning cannot be underestimated. All members of the school community are expected to uphold and recognise the significance of such relationships.

As a learning organisation, we value:

- Ethical, compassionate and responsible actions by all members of the school community (*Care and Compassion*) (*Respect*)
- Challenge, rigour and reward in academic, vocational and sporting activities (*Doing your best*)
- Clear quality expectations about performance (*Honesty and Trustworthiness*) (*Responsibility*)
- Diversity (*Understanding, tolerance and inclusion*)
- A safe, supportive environment where the importance and sense of self and others is encouraged and developed (*Fair Go*)
- Futures oriented learning, connecting to global cultures and environments (*Freedom*)
- Higher order thinking in a collaborative, stimulating environment (*Integrity*)

Principles

- State schools expect high standards of personal achievement and behaviour
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students
- Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership
- Partnerships with parents/carers, the wider school community and other support agencies contribute to positive behaviour in schools
- Staff expertise is valued and developed
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members

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

We aim to instill self-discipline, responsibility and respect for the rights of others. Our expectations of the standard of behaviour for all members of the school community are clearly stated in the School's Purpose, Vision and Values.

At Harristown State High School, our aim is to foster a whole school ethos that focuses on positive behaviours and practices. We understand the significance of pedagogy and the positive impact this has on engaging students in a curriculum that is balanced and relevant to the needs of the community and future direction. Our curriculum and subject choices recognise the specific needs of individual learners. As a result, we aim to regularly review timetables and subjects on offer in order to maximise student access to resources and educational opportunities.

Given the direct correlation between student behaviour and attitudes and quality learning and teaching, professional development and learning opportunities will continue to be offered to all staff members, to further enhance their skills and knowledge.

Rights and Responsibilities

To Earn the Right.....	I Will.....
<ul style="list-style-type: none"> to be happy to feel safe to expect my property to be safe to learn effectively and without interference 	<ul style="list-style-type: none"> treat others with understanding, respect and courtesy not threaten or hurt anyone, including myself, in any way care for my own, others and school property be punctual, well-equipped, prepared, involved and behave appropriately listen co-operate complete homework tasks and assignments as determined complete my work to the best of my abilities and participate appropriately
<ul style="list-style-type: none"> to reach my full potential as a well-balanced individual 	<ul style="list-style-type: none"> behave in a manner that brings pride to my parents/caregivers, my school and myself accept my responsibilities as a member of the school community and serve it willingly

Whole-school behaviour support

We recognise and reward through a Level A and B Awards Day, those students whose behaviour exemplifies self-discipline and promotes an environment conducive to effective learning and teaching. Students receiving certificates on the day will be required to wear the formal school uniform in accordance with the School Dress Code.

All students enter school at Level 0. Students assessed with consistently above average conduct, industry, attitude and adherence to the School's Dress Code, are promoted to Level A or B. Students with behaviour issues move from Level 1 through to Level 3 or may be suspended for serious behaviour breaches.

Extra-Curricular Activities

A wide variety of extra-curricular activities that foster lifelong social skills including self-discipline, confidence, commitment, teamwork and community relationships are available to students. We encourage them to become involved in the wider life of the school outside the classroom. Some of the activities students can choose to participate in at Harristown State High School are:

- Excursions and trips including school ski trip
- School arts productions and exhibitions
- Rock Eisteddfod / Musicals
- Public speaking
- Interact
- Student Council
- Tournament of Minds
- International Visitors
- Community Programs
- Instrumental Music Program
- Vocal ensembles
- Debating
- School committees
- Cadets
- Inter-school Culinary Challenge
- Subject Specific Competitions
- Sporting activities – local, regional, state-based and national competitions

Levels of Self-discipline

There are seven levels within the Behaviour Management Policy. All students new to the school commence at level 0. Students who completed a year on levels 2 or 3 will commence the following year on that level but will be given up to three weeks to demonstrate their commitment to improved behaviour. If no problems occur, the student will return to level 0.

LEVEL	DESCRIPTION	CONSEQUENCE
<i>The aim of these Levels is to recognise standards of classroom behaviour which promote an environment conducive to effective learning and teaching. They are awarded on the basis of teacher comments regarding students' conduct, industry and attitude:</i>		
A	Follows Code of Behaviour to a very high level of consistency	<ul style="list-style-type: none"> Entitled to all privileges and offices Certificate of Recognition awarded
B	Follows Code of Behaviour to a high level of consistency	<ul style="list-style-type: none"> Entitled to all privileges and offices Certificate of Recognition awarded
Level A & B standard students are eligible for School Captain and Vice – Captain positions		
0	Generally follows Code of Behaviour	<ul style="list-style-type: none"> Student entitled to all privileges and selected offices, including Sport, House and Cultural Captains.

Targeted behaviour support

For those students who do not accept their responsibilities towards themselves and others, the Responsible Behaviour Plan for Students outlines the consequences of poor choices and inappropriate actions. If a student has infringed the School's Code of Behaviour, every effort is made to keep parents informed, as we believe that we are more likely to effect a positive change in attitude and behaviour if parents/caregivers, students and staff work together. The school is committed to maintaining open lines of communication if problems arise.

Management of student behaviour in class is initially the responsibility of the classroom teacher. The classroom teacher may call home or require the student to do appropriate work to correct the concern. If a case of behaviour is not sufficiently improved at this level the teacher will refer a student to the Student Manager (The Head of Department) who looks after the particular student. The issue would be documented on the Behaviour Management Database and the Student Manager will determine the appropriate method of correction. Contact with parents, class conduct sheets, attendance cards and placement on one of the "3 levels of behaviour" are typical forms of behaviour management. For more serious breaches of the Code of School Behaviour, the student will be seen by the House Deputy.

Intensive behaviour support

Extensive support is provided in response to unacceptable student behaviour. The provision of this support is designed to maximise the opportunities for students to remain engaged in learning. Personnel and programs available to support the intervention process include:

- Alternative timetables
- Student Managers
- School Nurse
- Interyear Program
- External Agencies
- House Pastoral Care Coordinators
- Chaplain
- Community Education Counsellor
- Pastoral Care
- Behaviour Management Staff
- Police Liaison Officer
- Australian Defence Force Transition Mentor
- Guidance Officer

Consequences for unacceptable behaviour

Description of Levels *(This table is a guide only)*

Level	Description	Consequence
1	<p>Student has committed a breach of the Code of School Behaviour</p> <p>For example:</p> <ul style="list-style-type: none"> frequently not completing work at school or at home behaving inappropriately on the way to or from school refusing to cooperate and/or showing disrespect 	<ul style="list-style-type: none"> The Student Manager will speak to student Parents will be informed Student may experience loss of privileges Student may be placed on a conduct sheet Attend and participate in detention sessions as directed
2	<p>Student has committed a serious breach of the Code of Behaviour</p> <p>Some examples include</p> <ul style="list-style-type: none"> Truancy Stealing Bullying Smoking Continued lack of co-operation Forgery Harassment 	<ul style="list-style-type: none"> Deputy Principal or Student Manager will inform parents of problems concerning the behaviour Student will experience loss of privileges eg unable to attend any non compulsory excursion Student may be unable to represent the school Student may be placed on a conduct sheet Attend and participate in detention sessions as directed
3	<p>Student has committed a major breach of the Code of Behaviour</p> <p>For example</p> <ul style="list-style-type: none"> dangerous behaviour gross misbehaviour repeated previous misbehaviour illegal behaviour 	<ul style="list-style-type: none"> Deputy Principal will inform parents who will be expected to contact the school Interview with a member of Administration will take place Student may not be able to represent the school Student may not attend any excursion Student may be placed on a conduct sheet Attend and participate in detention sessions as directed Student may be suspended
<p><i>In circumstances where a student's behaviour is disruptive, disobedient or dangerous, adversely affecting the management and order of the school and/or the education of others, a student may be suspended for a period of time up to 20 school days. Before returning to class following suspension, the student and a parent/caregiver must attend an interview with a member of Administration. Work completed during the time of suspension will also be presented at the time of this interview. The student is placed on Level 3 on return from suspension.</i></p>		
Suspension	<ul style="list-style-type: none"> Student's conduct endangers the safety, good management and/or wellbeing of members of the school community 	<ul style="list-style-type: none"> Student is under the care and control of their parent/caregiver Suspension for up to 20 days may be imposed Recommendation for exclusion from school or cancellation of enrolment may occur

- Students remain on a discipline level for a period of up to three weeks before their level is reconsidered
- If students wish to accelerate movement off Levels, an **Initiative Pack**, whereby some extra form of community service is undertaken, may be discussed with the Student Manager or House Deputy Principal.

The network of student support

At any particular time, students may be faced with an issue that may be personally very challenging for them to suppress. Personnel are available to assist all students deal with matters of significance that may be impacting on them in some way. At Harristown State High School, the following personnel or programs are available to assist students in need of additional support:

Pastoral Care and Form Teachers

This program operates through form groups and a course of study which promotes problem-solving skills for all students. Religious Education takes place throughout the year.

House Pastoral Care Coordinators

These personnel provide support and a communication network in the area of student welfare for students in particular year levels. They exercise both a supportive and a disciplinarian role - they liaise extensively with students, teachers, parents and the administration to ensure that students receive appropriate advice and support across a range of issues.

The House Pastoral Care Coordinator may monitor student attendance and uniform and, perhaps most importantly for parents/caregivers, they may act as a collection point for information offered by class teachers. The House Pastoral Care Coordinator will contact parents/caregivers if there is cause for concern in a student's attitude, behaviour or performance.

Student Managers

The Heads of Department have a responsibility as Student Managers. Each house has allocated student managers and each student manager will have a specific number of form classes for which they are responsible. It is this Student Manager who will have most contact with parents/caregivers where there are behaviour concerns with a student.

Behaviour Management Teachers

Two teachers work to provide support to students to help them to better manage their behaviour. They work with individual students to ensure the student has access to more individual programs of instruction where needed. Courses in parenting and in the management of difficult behaviours are also offered to parents during the year.

Chaplain

A joint program with the school and local churches provides a Chaplain who works part-time at the school, and can be accessed by students if they need personal guidance or assistance in coping with the pressures of adolescence. The Chaplain works with individuals and in a whole class situation. An important part of the Chaplain's work is the coordination of the religious education program.

School Nurse

A School Nurse works five days a week at the school to provide students with counselling on health-related issues. The School Nurse also plays a part in a range of educational programs in the school, particularly in the health, nutrition and human relations education fields.

Community Education Counsellor

This staff member has special responsibility for Aboriginal and Torres Strait Islander students. The CEC is also responsible for the organisation of in-class literacy and numeracy tutoring for ATSI students (this tutoring is available through a partnership between HSHS and DEST).

Interyear Program

At the commencement of the year, all Year 8 students participate in the Interyear Program. Small groups of Year 8 students are 'buddied' with responsible Year 12 students, to help them develop friendships and become familiar with the school and its operations.

Police Liaison Officer

Participation by our School Based Police Officer in the education of students is an integral part of the current approach to policing which places a greater emphasis on community involvement and on preventative approaches to crime. This practice has the potential to enhance schooling by helping to provide a safe and supportive learning environment for all students.

Guidance Officer

The Guidance Officer is available to help and advise students and their parents on matters as diverse as subject selection, career paths, emotional and social problems, scholarships and tertiary admissions procedures.

Australian Defence Force Transition Mentor

The Transition Mentor supports the smooth transition of mobile ADF students from school to school and across curriculum jurisdictions upon ADF relocations or postings. These school-based positions are located where a significant number of students from Defence families are enrolled. The Transition Mentor has many roles some of which include: enhancing the relationship between the school and their Defence community and developing programs, strategies and resources to assist secondary schools with ongoing long term support.

Consideration of individual circumstances

Although the actions of a particular incident cannot be condoned, individual circumstances will be taken into account when making a decision on the likely consequences of a particular action. As it would not be possible to apply the same rule to every incident due to a wide range of possible variances, careful consideration will be given to individual circumstances.

Working as partners, parents can SHARE special knowledge and expertise with students in Schools, ENCOURAGE students in their daily work and more. The HOME is such an important feature in a person's schooling. Home involves honouring and respecting one another, taking ownership and respecting the school ideals, implies manners and self discipline and sense of excellence in everything we do.

Home and parents/caregivers have a responsibility to make sure the student is encouraged and education is valued.

Related legislation

- *Education (General Provisions) Act 1989*
- Section 21 of the Education (General Provisions) Regulation 2000
- *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 1995*
- Workplace Health and Safety Regulation 1997
- *Freedom of Information Act 1992*
- *Transport Operations (Passenger Transport) Regulation 2005*

Related policies

- SM-06: Management of Behaviour in a Supportive School Environment - Schools and Discipline
- SM-16: School Disciplinary Absences
- HR-07-1: Code of Conduct
- CS-01: Gender Equity in Education
- CS-05: Educational Provision for Students with Disabilities
- CS-10: Drug Education and Intervention in Schools
- CS-15: Principles of Inclusive Curriculum
- CS-16: Cultural and Language Diversity
- CS-17: Anti-Racism
- CM-15: Guidelines for Appropriate Use of Mobile Telephones by Students
- SC-09: Student Dress Code
- LL-14: Hostile People on School Premises, Wilful Disturbance and Trespass Issues
- SM-05: Physical Restraint and Time Out Procedures - Students with Disabilities

Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)
- Code of Conduct for School Students Travelling on Buses <http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>

The Responsible Behaviour Plan for Students will be subject to regular review in order to maintain its currency within the entire school community.