



RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

1. Purpose

Flagstone State Community College 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.

To do this, the College actively promotes systems and behaviour to ensure:
Success!! EVERY Student, EVERY Day!

Flagstone State Community College's Responsible Behaviour Plan for Students is based on the Code of School Behaviour and has, as its focus, the right of all members of our school community to learn, teach or work within a safe and supportive environment. This Plan was developed initially in consultation with our students, staff and parents during 2006 and has been reviewed annually.

This 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

This plan has been developed in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through staff meetings, Positive Behaviour for Learning (PBL) team meetings, student council meetings and P&C meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2018 informed the process. Community feedback to review consequence options were undertaken, further informing and clarifying this process.

The Plan was endorsed by the Principal, the President of the P&C Association and Executive Director (Schools) in 2018, and will be reviewed in 2022 as required in legislation.

3. Learning and behaviour statement

Our plan is underpinned by our vision – *INSPIRATIONAL TEACHING...INSPIRED LEARNING* – and our values, developed by our school community in our College's first year, 2002. These values are at the core of all our decision-making.

Integrity – At all times, we will be honest and open with ourselves and others, taking personal responsibility and accepting the consequences of our actions. We will honour our commitments.

Nurture – Education is a nurturing process. We all need encouragement and a positive and dynamic environment in which we can achieve to our potential.

Success – We can all achieve our potential. Success is measured differently for each of us, but we can only experience success by "having a go".

Pride – We show pride in ourselves, our achievements and the achievements of others, our environment and our community.

Independence – We strive to be independent learners. By developing independence, we will have confidence to demonstrate initiative and be enterprising in our approaches to life's challenges.

Respect – We will treat all people in our community with respect and show compassion and understanding for all. We will strive to work co-operatively while respecting difference and valuing other people.

Empowerment – Education is empowering. To confidently address our chosen life and community roles, we need the empowerment that comes through appropriate skills and training.

Our Purpose: SUCCESS!! EVERY Student...EVERY Day!!

Our statement of purpose acknowledges the importance of success in creating a love of learning for each student. For our students, success comes in academic pursuits, on the sporting fields, in cultural endeavours and in vocational opportunities and is different for each of our students. Our job as teachers is to help every student move closer towards their own success goals in every class, every day.

Beliefs and research about behaviour guide our approach to student behaviour:

- Students are not born with bad behaviours.
- Students do not learn better ways of behaving when given unpleasant consequences.
- To learn better ways of behaving students must be directly taught replacement behaviours.
- To retain the new behaviours, students must be given specific, positive feedback and opportunities to practise in a variety of settings.
- When teachers are inconsistent in their enforcement of expectations, students become uncertain of what those expectations are and that the expectations apply to them (Evertson, Emmer & Worsham, 2003).
- Teachers should focus on increasing positive behaviour and interactions by consistently responding to appropriate behaviours (Shores, Gunter & Jack, 1993).

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

As a PBL school, we are committed to the following in implementing systems and behaviours to ensure our purpose:

1. Administrator support, participation and leadership
2. Common purpose and approach to discipline
3. Clear set of positive expectations
4. Procedures for teaching expected behaviours
5. Using a continuum of positive reinforcement procedures to encourage expected behaviours
6. Using a continuum of procedures to discourage inappropriate behaviours and reteach appropriate behaviour
7. Collecting, analysing and applying data to inform all decisions about behaviour.

Universal behaviour support

All students need to know what behaviours are expected and these need to be taught explicitly.

At Flagstone State Community College, our four College Expectations are directly taught through lessons at Assemblies, year parades, form meetings, and during classes:

- **learn**
- **do our best**
- **respect self and others**
- **respect our school.**

The following Rules Matrix was developed by our PBL Leadership Team and provides a clear statement of behavioural expectations for each rule within designated areas of the school.

Flagstone State Community College – Expectations Matrix

	Classrooms and Practical Areas	Assemblies	Playground and Oval	Bus area	To/From School
Learn	<p>Arrive at class prepared for learning and on time.</p> <p>Follow all staff instructions and respect the learning of others.</p>	<p>Bring diaries and pen to each assembly.</p> <p>Listen carefully</p> <p>Think about key messages and their relevance to you.</p>	<p>Take part in school approved games only.</p> <p>Follow the directions of the Duty teacher.</p> <p>Stay clear of out-of-bounds areas.</p>	<p>Sit quietly in correct bus line.</p>	<p>Bring only learning materials to school.</p> <p>Arrive with a positive attitude for learning.</p>
Do Our Best	<p>Strive for excellence by completing all set tasks and homework.</p> <p>Ask for help with tasks.</p> <p>Be patient. If upset, ask politely for assistance.</p> <p>Be an active and safe participant.</p>	<p>Arrive on time and move to your designated place.</p> <p>Reflect upon key messages or diary lessons that can help you be a better learner.</p>	<p>Ensure safe practices are followed.</p> <p>Show good sportsmanship at all times.</p>	<p>Follow directions from the duty teacher to ensure the smooth transition from line-up to sitting on the bus.</p>	<p>Keep the community clean and tidy.</p> <p>Ensure safe behaviours are demonstrated.</p> <p>Arrive at school on time.</p>
Respect self and others	<p>Follow classroom expectations and the applicable Workplace Health and Safety rules</p> <p>Be polite and courteous to others and lead by example.</p>	<p>Acknowledge success in appropriate ways.</p> <p>Follow all staff instructions.</p> <p>Show respect for the National Anthem and the Acknowledgement by standing quietly.</p>	<p>Follow playground rules.</p> <p>Be polite and courteous to others and lead by example.</p> <p>Be patient, polite and wait for your turn at the canteen, book room and cashier's office.</p> <p>The appropriate use of electronic devices is permitted at lunch breaks.</p>	<p>Be patient, polite and courteous to others and lead by example.</p> <p>Observe safe practices on the bus to ensure everyone's safety.</p>	<p>Wear the correct school uniform with pride.</p> <p>Communicate in a positive manner with community members.</p> <p>Show courtesy and respect to community.</p>
Respect our school	<p>Take care with the use of school property.</p> <p>Leave classrooms neat and tidy after lessons.</p> <p>Always be a good school citizen.</p>	<p>If papers are handed out at assembly, take these away with you and put them in your bag.</p> <p>Ensure you are always a good ambassador for our College, but especially when visitors attend assemblies.</p>	<p>Dispose of rubbish in bins.</p> <p>Take care when using school equipment.</p> <p>Respect others' property.</p>	<p>Keep bus-waiting zones and bus stop areas free from rubbish.</p> <p>Be a good role model for other students.</p>	<p>Represent the school in the community with pride.</p> <p>Model appropriate behaviour to others.</p> <p>Use respectful language when speaking to others.</p>

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

- Positive Behaviour for Learning lessons conducted during formal whole school and year level assemblies and during Form Meetings;
- Reinforcement of these lessons by the classroom teacher during lessons and on playground duty;
- Students provided with hard copies of the expectations for their student diary;
- Exploded view posters of the expectations identified in relevant areas within the school eg posters outlining expected classroom behaviour are displayed in classrooms.

Reinforcing Positive Behaviour

A continuum of positive reinforcement procedures is used to encourage expected behaviours.

Awards System

ICE - I C(See) Everything - awards are delivered freely and frequently by teachers in class and playground. Students are encouraged to hand these in to be in a draw for a prize.

Red, Blue, Silver and Gold Awards are given at various times during the year for Academic performance, Service and Behavior. The Awards Scheme is tied to our House Competition and each term the House with the most points receives a reward activity.

Refer Appendix 1: Awards System.

Proactive and Preventative strategies to support student behavior

Our core business is teaching and learning. School staff have a responsibility to deliver a quality curriculum and implement supportive programs and procedures. Staff have high expectations for students, and are expected to be role models for students and adhere to the professional standards.

Regular professional development of all staff reinforces the school's values and policies.

The expectations of students are also clear and identified in their enrolment contracts. Expectations are continually reinforced at parades, year level parades, and in the classroom.

Re-directing low-level behavior in the classroom

If students are not participating effectively in learning in the classroom, teachers will re-direct their behavior using the Essential Skills for Classroom Management. Students will be asked the Responsible Thinking Questions (RTQ) in an attempt to re-direct student behaviour and provide opportunities for the student to think about their behaviours. The RTQs used are:

- What are you doing?
- What are the rules?
- What happens when you break the rules?
- What are you going to do now?

If a student continues to demonstrate behaviours that are impacting the teacher ability to teach or other student's abilities to learn, then they will be sent to the Exit Room.

Exit Room

Students who demonstrate inappropriate behaviour which disrupts the learning of others, they are sent to the exit room for the remainder of the lesson. This room, staffed by leaders of the school, provides a quiet location where students reflect on their behaviours and are encouraged to demonstrate more appropriate behaviour when they go back to their next class. Students are provided with work either by the teacher who sent them, or by staff on duty in the exit room.

If students are sent to the exit room three times in a term, they spend a day in Withdrawal Room, where they spend an entire school day completing school work. If students are sent to

the exit room six times in a term, they spend another day in withdrawal. A further two visits to the exit room in one term results in a student disciplinary absence (suspension from school).

Targeted behaviour support

Less than 15% of our students require targeted behaviour support. At Flagstone State Community College, targeted behaviour support for such students may include:

- early identification of targeted students through Student Welfare (WEB) meetings;
- intervention meetings with students and / or parents;
- mentoring by selected teachers;
- counselling by school personnel eg Year Coordinator, Deputy Principal, Guidance Officer;
- participation in Success Coach strategy
- behaviour monitoring cards;
- individual support from Education Services staff
- participation in special programs eg RAGE, Blue Edge

The College has an Exit Room designed to remove persistent problem behaviours from the classroom. Students sent to the Exit Room are required to reflect on their behaviour and identify strategies that they can use to ensure that they are an effective student in that classroom when they return. The College Engagement team monitors referrals to Exit Room: students identified as 'frequent flyers' are targeted for support from Engagement HODs, Deputy Principals, the Guidance Officer and Education Support Staff.

Intensive behaviour support

Less than 5% of our students require intensive intervention, behaviour support processes and/or programs that respond to unacceptable behaviour and support continued learning engagement. These students are generally identified through monitoring of Detention Room and Exit Room referrals, behaviour data (including SDA data), teacher anecdotal reports etc. At School Welfare meetings, intensive intervention strategies are planned for these students. When a student is identified as requiring intensive behaviour support, the Deputy Principal and the associated HOD Engagement conducts an intervention meeting with the student in the first instance and parent and student together if behaviour does not improve. The purpose of this meeting is to:

- identify and outline the behaviours causing concern,
- identify causes for these behaviours;
- address causes where possible;
- plan intensive intervention strategies to assist the student to change behaviours (Individual Behaviour Plan);
- communicate the plan to staff, who will support in this plan's implementation.

Intensive intervention strategies for these students may include:

- time out strategies;
- attendance/behaviour monitoring cards;
- check in/check out;
- mentoring by identified teachers;
- use of teacher aides to support students;
- flexible curriculum options;
- re-engagement in learning through involvement in school-based traineeships, work experience, work placement;
- flexible learning options such as attendance at Eagleby Learning Centre,
- support from the School Nurse, YSC, ILO, CEC, SBPO, Chaplain

5. Consequences for unacceptable behaviour

Unacceptable student behaviour is classified as either minor or major.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is defined as the removal of the student from the classroom or playground, and may result in the student being referred to the exit room, a buddy room, the Engagement Heads of Department or to the school 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 someone may be harmed.
- do not violate the rights of others in any other serious way.
- are generally not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor behaviours are typically handled by teachers and may be dealt with by:

- teacher use of the 10 Essential Skills for Classroom Management (eg moving a student away from a distraction, giving choices) within class
- reprimand
- reminder of College Expectations
- Parent contact
- Lunchtime Detention, detention room, after school detention.

Major Behaviours are those that:

- significantly violate the rights of others
- put others/self at risk of harm
- require the removal of the student from the classroom or playground
- may require the intervention of the Head of Department (Engagement) or Administration.

Major behaviours may be dealt with by:

- referral to a buddy room
- lunchtime detention, detention room, after school detention
- referral to the Exit Room
- referral to Head of Department (Engagement)
- referral to Administration
- in serious cases, School Disciplinary Absence or Proposal to Exclude may result

Refer Appendix 2: **Consequence Guidelines**

Definitions of Consequences

Time Out

Time out is provided as an option for students to assist them to manage their own behaviour. Commonly it is used to assist a student in the calming down process. Students who need a time out option are provided with a card that allows them to leave an area when they feel under stress, and move to the office for a short period of time (normally 10 minutes) to calm down. A time out process may be used as part of a re-entry to school after an SDA, and as part of a student's Individual Behaviour Plan

Individual Behaviour Plans

Individual Behaviour Management Plans are developed for students who require specific goal setting and monitoring. These plans will necessarily form a part of student re-entry following a School Disciplinary Absence.

Detentions

Detentions can be used as a consequence for a breach of school expectations and provide students with an opportunity to reflect on their behaviour. Detentions can take the form of the following:

- lunchtime detentions

- after school detentions (one hour)
- community service (utilizing a staff member or local community member)

Community Service Interventions (CSI)

A community service intervention is an early intervention strategy that may be used by a school principal in consultation with students and parents to address behaviour concerns, and is intended to provide students with exposure to a new environment that is challenging, encourages team work, self-respect, commitment and confidence.

A community service intervention is an alternative to other disciplinary actions such as detention, suspension or exclusion and, at Flagstone State Community College, takes place at school in a school organised activity, supervised by a staff member.

Discipline Improvement Plan (DIP)

A Discipline Improvement Plan is developed in collaboration with students and their parents to outline a set of expected behaviours to be demonstrated by the student. The Plan will also set out behaviours and measures to address any inappropriate behaviour. The Plan will relate specifically to the needs and identified behaviours of the student, who may have developed a pattern of similar behaviours previously. Students and parents will be expected to participate and contribute to the Plan.

Cancellation of enrolment may be a consequence for students who have attained post-compulsory schooling age and who:

- persistently disrupt the learning of others at the College;
- fail to participate fully in the course of instruction at the College, whether by incomplete work, poor attendance or truancy

In most cases, a warning of cancellation of enrolment meeting will occur, with a meeting between the Deputy Principal, parent and student.

Student Disciplinary Absence (SDA)

These can be in the form of Short suspensions (1-10 days) or Long suspensions (11-20 days). Grounds for this action include:

- disobedience
- misbehavior
- conduct that adversely affects or is likely to affect other students enrolled at the school
- conduct that adversely affects, or is likely to affect the good order and management of the school
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school

Students who are consequenced with an SDA are not allowed on the school site for the duration of that SDA. Schools are required to provide a program of work for the duration of the SDA.

Exclusion

An exclusion is considered only if suspension is considered inadequate to deal with the student's disobedience, misbehaviour, conduct or risk. An exclusion may be proposed for:

- persistent disobedience
- misbehaviour
- conduct that adversely affects or is likely to affect other students enrolled at the school
- conduct that adversely affects, or is likely to affect the good order and management of the school
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
- the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to be enrolled at the school

Certain types of behaviours are serious enough to warrant the consequence of proposal for exclusion. For example, possession, selling or supplying of drugs, serious/violent assault, setting fires or possession or use of a weapon on others can expect to result in a proposal for exclusion.

Students who are excluded from the school will no longer be enrolled in the school.

Physical Restraint

Physical restraint may be used under the following circumstances

- as an immediate or emergency response
- as part of a student's individual plan, including the prevention of self-harming behaviours
- when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation
- after considering the welfare of student, staff and other students
- with force as is reasonable under the circumstances
- in conjunction with teaching and reinforcement of alternative appropriate behaviour.

Good Ambassador Policy

Students who are selected to represent the school at outside activities (eg sport teams, vocal groups, debating) are required to uphold the good name of the College at all times. Behavioural expectations while representing the College outside the school are expected to be maintained.

Students who contravene the Responsible Behaviour Plan and receive a school based consequence (eg suspension) may become ineligible to represent the school.

6. Emergency responses or critical incidents

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

The **Critical Incident Policy** (Refer Appendix 3) provides detailed processes for the management of emergency situations including trespassers on school property and dangerous situations such as fire. Each term, the school practices the drill for lock down and evacuation.

Occasionally, severe problem behaviour can be of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Teachers are provided with a red card to call for immediate Admin support in the case of a student demonstrating behaviour that endangers the teacher and /or other students. Teachers are also instructed in strategies to defuse severe problem behaviour and may employ physical intervention strategies in cases where a student's behaviour is placing himself or others in jeopardy.

Refer Appendix 3: **Physical Intervention Processes**

Expectations with regard to mobile phones and electronic devices

To provide a safe uninterrupted learning environment for both Staff and Students, students are advised to keep all electronic devices at home. However, students who do bring electronic devices to school are required to keep them switched off and out of sight during class time, unless specifically requested by your teacher and used for academic activities. Students are permitted to use electronic devices during lunch time, provided that use is responsible and does not cause disruption to school routine or harm to others.

For full Mobile Phone and Electronic Devices Policy please refer to Appendix 4 **Mobile Phone and Electronic Devices Policy**

Expectations with regard to personal property at school

Students are advised to bring to school only items and material necessary to learning. Valuable items, items of a potentially dangerous nature or items not necessary for student learning should be left at home. Such items may be confiscated if a staff member is reasonably satisfied the item at school contravenes our desire for a respectful, safe and productive learning environment.

Confiscated property will be available from the school office at the end of the school day unless required for purposes of disciplinary investigation, when it will be returned in the presence of a parent.

Students will be directed to sign in confiscated property at the office and will receive a receipt for the item which they then show to their teacher. Confiscated items are placed in an envelope showing the student's name and are stored securely at the office. If a student has an item regularly removed by the school, a parent will be asked to collect this item and the student will be asked to leave this item at home.

Under normal circumstances a principal or staff member will not search student property (e.g. a student's school bag) unless they have the student's consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency, concern over possession of illegal or banned substances). Emergency circumstances may include where the life or welfare of a student or students is at immediate risk.

A principal or staff member does not require the student's consent to search school property such as lockers or desks being used by the student.

7. Network of student support

All members of our school community have a role in supporting our young people. This includes our Parents and Citizens Association and our Student Representative Council as well as staff members (both teaching and non-teaching) at Flagstone State Community College.

Some staff members have specific roles, eg:

- The College is divided into Junior Secondary (Year 7-9) and Senior Secondary (Year 10-12). Within this, three Engagement HODs are responsible for the monitoring and reporting of behaviour, attendance and academic progress of students.. A Deputy Principal leads this engagement team, who liaises with the Success Coach, Guidance Officer, Education Services support staff and other Deputy Principals.
- At each Year Level, a Year Level Co-ordinator is responsible for the overall welfare of each student in that year level. Each Year Level Co-ordinator manages the Social and Emotional programs developed for that Year Level.

- All staff members have been trained to support students reporting allegations of bullying. Refer Appendix 5: **Positive Relationships Safe School Policy**
- Staff in the Special Education Unit support students with disabilities.
- The Community Education Counsellor supports indigenous students.

In addition, the following internal and external support is available:

Internal Support for students	External Support for students
<ul style="list-style-type: none"> • Year Coordinator • Deputy Principal • Principal • Teachers • Guidance Officer; • Chaplain; • Teacher aides; • Youth Support Coordinator; • Careers Pathways Advisor; • Industry Liaison Officer; • School-Based Youth Nurse; • Community Education Counsellor 	<ul style="list-style-type: none"> • Department of Child Safety; • Juvenile Aid Bureau; • Queensland Police – Jimboomba; • Centrelink; • Centre against Sexual Assault; • Bridges Reconnect; • Kids Helpline; • The Spot Youth Centre; • Hannah's House

Students requiring support are identified at the School Welfare (WEB) meetings. These meetings are managed by the Engagement HOD. Each meeting identifies students requiring support and a case manager from the Student Support team or teaching team is appointed to work with the student and his / her family. Case managers may access external support agencies as necessary. Each week, the performance of identified students is reviewed. Detailed notes are kept of all interventions and support provided to students. Detailed minutes of the Welfare meetings are kept and available to the Principal. Strategies to support particular students are circulated to staff. Parents are involved in support of their students by being invited to participate in intervention meetings and assist in monitoring and review of student progress.

8. Consideration of individual circumstances

The Consequence Guidelines provides school leadership with a guideline for decision-making about School Disciplinary Absences and is used to ensure consistency and fairness. Also, when considering a School Disciplinary Absence as an appropriate consequence, school leadership typically:

- consult the student's Behaviour Record;
- ensure the matter is fully investigated;
- take into consideration each student's unique circumstances;
- take into consideration community members' rights;
- recommend an SDA (to the Principal) only after consideration has been given to all other responses.

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 Departmental 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**
(ncab.nssfbestpractice.org.au/resources/resources.shtml)
- **Bullying. No Way!** (www.bullyingnoway.com.au)
- **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>
- **National Safe Schools Framework**
- **Working Together resources for schools**
- **Cybersafety and schools resources**
- **Bullying. No way!**
- **Take a Stand Together**
- **Safe Schools Hub**

- **Appendix 1 Awards System.**
- **Appendix 2 Consequence Guidelines**
- **Appendix 3 Critical Incident Policy**
- **Appendix 4 Physical Intervention Processes**
- **Appendix 5 Positive Relationships Safe School Policy**

12. Endorsement

Principal



P&C President



Date effective: from to