



Responsible Behaviour Plan for Students

based on

The Code of
**School
Behaviour**

Better Behaviour
Better Learning



Loganlea State High School

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

1. Purpose

Loganlea State High School is committed to providing a safe, respectful environment, where learning and teaching makes a difference for every student so that they may become active and resilient citizens of the future.

Loganlea State High School is committed to providing a supportive school environment, where all members feel **safe** and are valued; where social and academic **learning** outcomes are maximised through a quality curriculum, interpersonal relationships and school organisation; where school practices are proactive rather than reactive and where appropriate and **respectful** language and behaviours are defined, modelled and reinforced.

Loganlea State High School's Responsible Behaviour Plan for Students focuses on developing a supportive school environment and responsible, positive behaviour in all students. The Plan provides a framework for teaching students to use positive and appropriate behaviours, which demonstrate respect for themselves and others.

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2. Consultation and data review

Loganlea State High School developed the Responsible Behaviour Plan for Students in collaboration with our school community. Consultation with parents, staff and students was undertaken through various surveys and community meetings held during Semester 2, 2015. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013 - 2015 also informed the development process.

The Plan was endorsed by Belinda Tregoea, Principal; Michelle Baylis, the President of the P&C; in December 2015, and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

Loganlea State High School is a place of learning where people come together to learn, to be partners in teaching and education, and to grow intellectually, socially, creatively, morally, emotionally and physically.

The Loganlea SHS Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan expectations for student behaviour are plain to everyone, assisting Loganlea SHS 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.

Loganlea State High School has committed to being a community of:

- **safe**
- **respectful**
- **learners**

Our school **expectations** have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.



At Loganlea State High School, we aim to maintain, enhance, and continue to develop a supportive school environment for all members of the school community. We believe social and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and school organisation.



In 2012 Loganlea SHS utilised a community consultation process to formalise these values underpinning all that we do, called...

- The Loganlea Way.



The Loganlea Way identifies that as a school we ...



- ✓ are committed to personal **excellence** and expect each individual to strive to be the best they can be
- ✓ are focussed on **learning**, growing and improving, believing that all people can learn and succeed
- ✓ act with **respect**, tolerance and fairness; respecting ourselves, our school and our environment and resolving problems peacefully
- ✓ act **responsibly** and safely, demonstrating trustworthiness and integrity
- ✓ value diversity and a strong sense of **belonging**, providing each person with the opportunity and support to succeed as a member of a just and equitable community
- ✓ foster a network of supportive **partnerships** to build a strong sense of community, bringing richness and authenticity to the school experience



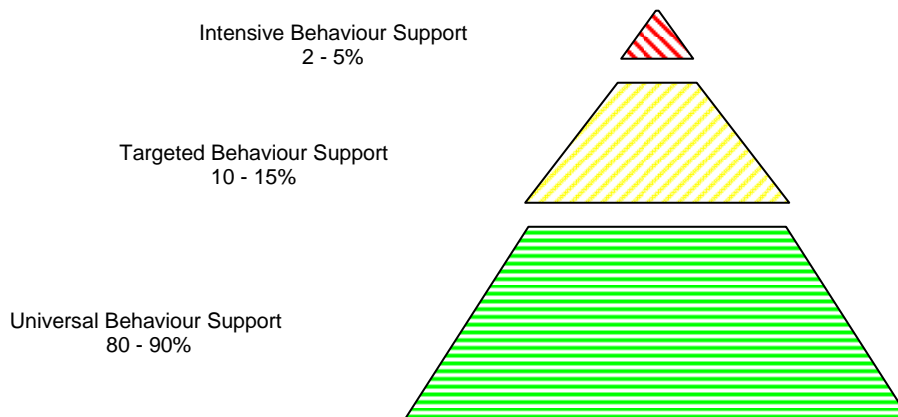
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4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

School-wide Positive Behaviour Support uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour.

- **Universal Behaviour Support**
Universal levels of support are provided to all students. Loganlea State High School anticipates that this level of support will be appropriate for approximately 80% of students.
- **Targeted Behaviour Support**
Targeted support is typically delivered in small groups to the identified population. Loganlea State High School anticipates this additional support may be provided to 10-15% of students
- **Intensive Behaviour Support**
These are typically individualised interventions for students with highly complex and challenging behaviours. Loganlea State High School anticipates that this level of support will be appropriate for approximately 5-10% of students



Universal Behaviour Support



At Loganlea, behavioural standards are informed by Students' Rights and Responsibilities, focused on the guiding principles of community members being safe, respectful learners.

	RIGHTS Every student has the right to:	RESPONSIBILITIES Every student has the responsibility to:
SAFE	Expect that all personal property is safe and secure from theft, damage or interference from others	<ul style="list-style-type: none"> ✓ Respect the property of others and never touch or interfere with the personal possessions of other students in any way. ✓ Return to the owner or office any items found in the school area ✓ Report any known incidence of theft/wilful damage ✓ Actively take part in a restorative justice process where that be deemed appropriate
	Be safe and secure from threats and verbal, physical or electronic abuse in their class and school	<ul style="list-style-type: none"> ✓ Treat others with consideration, courtesy and respect at all times ✓ Communicate appropriately in written, verbal and electronic contexts ✓ Make every effort to avoid confrontational situations ✓ Report any such incidents to a teacher, administration or Dean of Students ✓ Actively take part in a mediation process where that be deemed appropriate
	Be secure in the knowledge that their school is drug free	<ul style="list-style-type: none"> ✓ Refrain from the use of any illegal or prohibited substances at school ✓ Ensure that no such substance is brought into the school grounds ✓ Advise teachers or administration should you suspect any person of failing to follow the above regulations
	Expect that school buildings, property and resources are safe and in good repair and to have access to these facilities at all times	<ul style="list-style-type: none"> ✓ Treat all school buildings/property/equipment with care and respect ✓ Return all borrowed equipment to its proper place ✓ Follow rules of safety at all times ✓ Advise teachers of any broken/damaged/defaced property or equipment ✓ Report any wilful destruction or damage to school property
RESPECT	Expect their school to be clean, visually pleasing and litter free	<ul style="list-style-type: none"> ✓ Refrain from smoking when in school uniform ✓ Ensure all litter is placed in baskets or bins provided ✓ Refrain from chewing gum at school ✓ Encourage other students to take pride in their school surroundings
	Feel pride in their school through maintaining high standards of dress and presentation	<ul style="list-style-type: none"> ✓ Ensure that your dress/personal presentation conforms with school expectations as set out in the student diary ✓ Bring a note explaining reasons for any <u>unavoidable</u> non-regulation dress ✓ Work with the House Master during care group to address any uniform irregularities



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	RIGHTS Every student has the right to:	RESPONSIBILITIES Every student has the responsibility to:
RESPECT	Be included and experience a sense of belonging to the school community	<ul style="list-style-type: none"> ✓ Actively contribute to a culture of acceptance and celebration of individual differences ✓ Actively take part in any cultural or community events designed as part of the school curriculum
LEARNER	Receive a quality education in a secure, positive and supportive environment free from disruption or interference	<ul style="list-style-type: none"> ✓ Show respect and consideration for the learning and needs of others by following established class rules and procedures ✓ Work cooperatively with others ✓ Actively participate in school activities ✓ Comply with Workplace Health & Safety regulations
	Be accepted as an enrolled member of the school through regular and punctual attendance	<ul style="list-style-type: none"> ✓ Attend school regularly ✓ Arrive to school/class on time ✓ Be responsible for your own learning by bringing all necessary equipment to class daily ✓ Actively participate in learning by completing set tasks and assessment ✓ Remain in school grounds unless given permission to leave ✓ Bring a note to Care Group or the office advising of reasons for any absence or lateness

Loganlea SHS acknowledges the first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Loganlea State High School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural ideals in specific settings has been developed around each of the three school expectations. The Schoolwide Expectations Teaching Matrix overleaf outlines specific behavioural expectations in all school settings.

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

- Explicit teaching of expected behaviours by classroom teachers;
- Reinforcement of students' learning from this explicit teaching on School Assemblies and during active supervision by staff during classroom and non-classroom activities



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SCHOOLWIDE EXPECTATIONS TEACHING MATRIX							
	ALL AREAS	CLASSROOM	ELECTRONIC MEDIA	USING PUBLIC TRANSPORT	NEAR ROADS	TUCKSHOP CANTEEN	PLAYGROUND HPE/SPORT
SAFE	<ul style="list-style-type: none"> ▪ Show self control ▪ Report any problems ▪ Seek permission to leave or enter any setting ▪ Be in the right place at the right time ▪ Keep body to self ▪ Follow directions 	<ul style="list-style-type: none"> ▪ Use equipment carefully ▪ Behave appropriately for the learning environment 	<ul style="list-style-type: none"> ▪ Use cyber safe practises ▪ Report unwanted or inappropriate contact ▪ Communicate lawfully with others 	<ul style="list-style-type: none"> ▪ Wait in the designated areas ▪ Stay in your seat when in motion ▪ Keep your entire body inside the bus or train ▪ Allow the driver to do their job safely 	<ul style="list-style-type: none"> ▪ Follow all road rules ▪ Use designated footpaths and crossings ▪ If cycling wear a helmet ▪ Store bicycles in the rack provided 	<ul style="list-style-type: none"> ▪ Wait patiently ▪ Walk ▪ Place rubbish in bins ▪ Join the end of the queue 	<ul style="list-style-type: none"> ▪ Remain in designated areas ▪ Use equipment for its intended purpose ▪ Participate in school approved games only
RESPECT	<ul style="list-style-type: none"> ▪ Be tolerant of others ▪ Accept individual differences ▪ Care for self, others and the environment ▪ Wear the uniform correctly and with pride ▪ Use polite language 	<ul style="list-style-type: none"> ▪ Respect the rights of others to teach and to learn 	<ul style="list-style-type: none"> ▪ Communicate thoughtfully to create positive relationships 	<ul style="list-style-type: none"> ▪ Follow the drivers directions promptly ▪ Be courteous to other passengers ▪ Speak quietly to other passengers 	<ul style="list-style-type: none"> ▪ Respect the rights of drivers and other pedestrians ▪ Speak politely to members of the public 	<ul style="list-style-type: none"> ▪ Eat only your food ▪ Allow others to purchase their food ▪ Only take what you have paid for 	<ul style="list-style-type: none"> ▪ Listen to/for instructions ▪ Play fair, take turns and show good sportsmanship ▪ Respect other students' space
LEARNER	<ul style="list-style-type: none"> ▪ Be on time to classes ▪ Follow teacher instructions ▪ Be on task ▪ Be proud of your achievements ▪ Manage your time in class and at home ▪ Be prepared 	<ul style="list-style-type: none"> ▪ Challenge yourself, to reach your personal best ▪ Listen actively ▪ Show pride in your work 	<ul style="list-style-type: none"> ▪ Use approved electronic devices in the right times and places ▪ Actively participate in learning safe use of electronic devices 	<ul style="list-style-type: none"> ▪ Learn travel etiquette, rules and laws 	<ul style="list-style-type: none"> ▪ Learn the appropriate road rules ▪ Periodically refresh your knowledge of road rules 	<ul style="list-style-type: none"> ▪ Learn about healthy eating and exercise patterns ▪ Learn how to manage your money 	<ul style="list-style-type: none"> ▪ Learn the rules of games ▪ Try new games and activities ▪ Practise new skills learnt in HPE

Loganlea State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- The School-Wide Positive Behaviour Support (SWPBS) Team maintains ongoing focus on developing positive behaviour structures and processes.
- The SWPBS Team's regular provision of information to students, staff and parents, and focused staff support share successful practices
- Daily student notices enable students to be actively and positively involved in school behaviour expectations.
- Comprehensive induction programs in the Responsible Behaviour Plan for Students explicitly teach expected behaviours to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs enable staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific responses to address the use of personal technology devices at school as a form of bullying have been incorporated into the SWPBS process.



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Reinforcing expected school behaviour

At Loganlea State High School, communication of our key messages about behaviour is promoted through reinforcement, which provides students with positive feedback for demonstrating expected behaviours. This reinforcement involves formal recognition through a monitoring system designed to increase the quantity and quality of positive interactions between students and staff. Within this process all staff members are trained to give consistent and appropriate student acknowledgement and rewards.

Loganlea SHS Positive Behaviours Points Program

Staff members are encouraged to each day electronically issue students with “positive points” when they observe them contributing positively to the school in both classroom and/or non-classroom areas. As students gather these points they are recognised through forums such as year level assemblies. In addition to this positive points may be “saved” to gain students access to reward activities or physical rewards.

Re-directing low-level and infrequent problem behaviour

When students exhibit low-level and/or infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with school expectations. This process would be used in conjunction with the range of low level behaviour management techniques skills available to teachers. These techniques include but are not limited to proximal reinforcement, logical consequences, redirection, vocal tone and volume, and classroom seating arrangements.

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act safely, respectfully or as a learner. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Structured processes which exemplify Loganlea SHS universal behaviour support include the behaviour re-direction and buddy class flowchart as shown following. This process establishes consistent approaches for both staff and students to address classroom disruption. Within this process students who continue to disrupt learning, may be referred to a “buddy” class where they can continue their learning.

The Buddy Class Process

The buddy class process is used if a student is consistently disruptive during a lesson, to the detriment of the other students' learning. The process is not a punishment, rather an

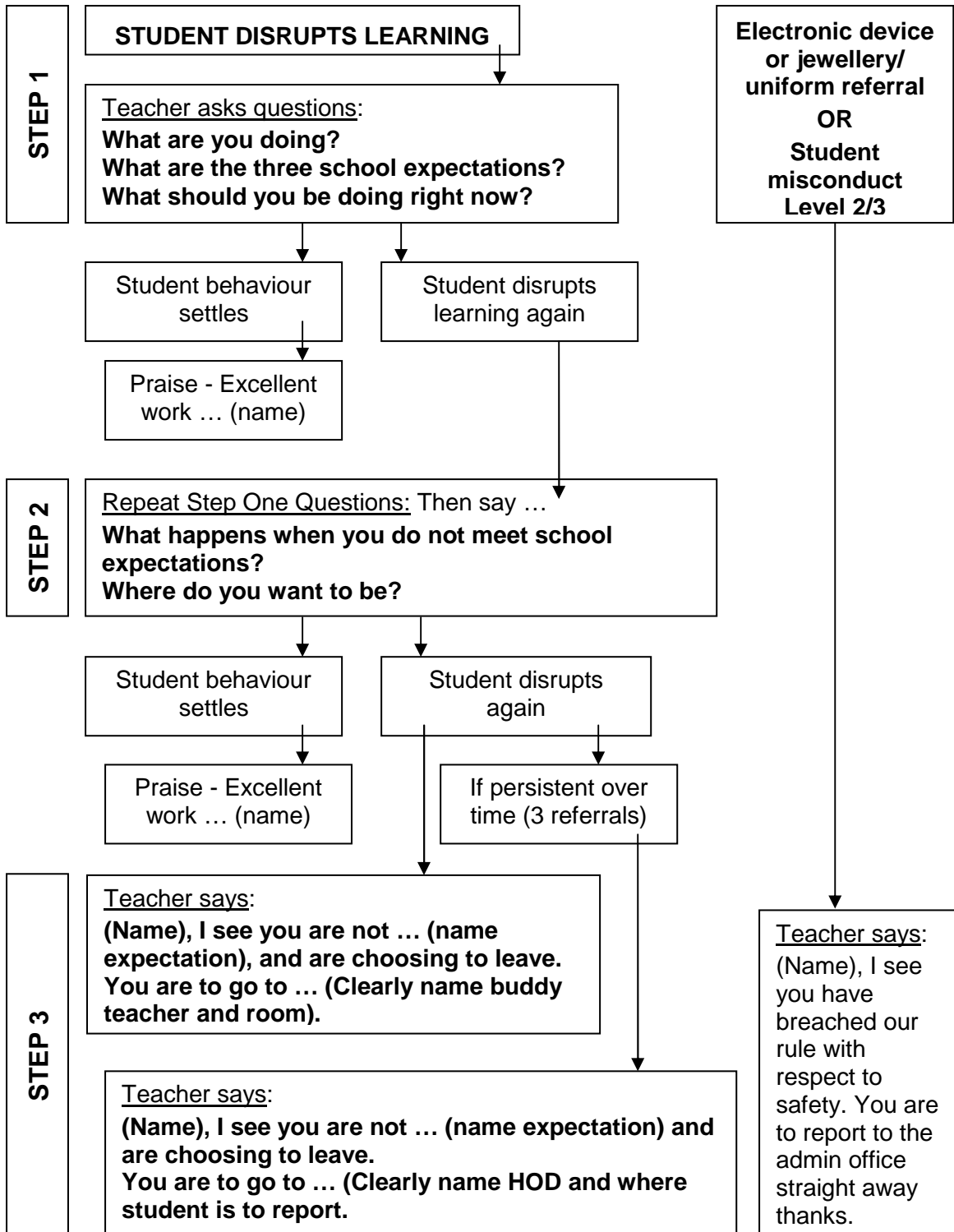
opportunity for students to reflect and develop strategies that will assist them to return to their classroom. In this way using buddy classes can be seen as a **reflective process**.

An important part of the buddy class process is a structured restorative conversation that students and teachers undertake after any "buddy" referral. This conversation is an opportunity to explicitly teach students the desired classroom behaviour. Similarly the process also identifies students who may benefit from other forms of targeted behaviour support, as such it is a requirement that teachers using this process record all buddy referrals as a minor behaviour incident.



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STUDENT REDIRECTION FLOW CHART





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Additional Universal Support Activities

Student orientation week activities, Health Expo, Big Day Out, General Pastoral Care, "You Can Do It" program, School Based Traineeships and Apprenticeships, Full Time Traineeships / Apprenticeships, Job Vacancies (Casual, part time and full time positions), Structured Work Placement / Work Experience, Loganlea SHS Careers Expo, Career related excursions – RAAF, Dream it up, Industry related tours and guest speakers, Delfin School to Work Program at Woodlands, Newsletter / magazine articles, General Safety Induction (Construction Industry) White Card, ARDOCH Youth Foundation Literacy Buddy Program for Middle School, Literacy and numeracy diagnostic screening – incoming Yr 8 students, Working with parents to support student learning, Yr 10 Senior Transition Plans, Post School Options Funding, TAFE Courses, Work preparation courses, Driver training courses, Disability Employment Agencies, Provision of Tax File Numbers, Community Service opportunities with Meals on Wheels, Work Experience/work sampling, Girl Power Group, DSQ Mt Gravatt, Leadership Training, Fundraising Activities, Motivation Activities, CPR for Life Training, Post School Knowledge, Graduation Ceremony, EAP Profiles/EAP Verification for ASD/SLI, Yr 7-8 SEP Transition Program, Yr 7 Primary School Visits, School open Day, Pedal Prix (Willowbank), 24hr Pedal Prix (Maryborough), SEP Sport, The REAL Game

Targeted Behaviour Support

Each year a small number of students at Loganlea State High School are identified through our data as needing additional 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 behaviour support occurs around a specific setting, issue, student or group of students. Development and implementation of targeted support is team-based and develops strategies that prevent or minimise the occurrence. Where targeted or individual support occurs in the classroom setting this support is in alignment with our whole school positive behaviour support approach and procedures. At Loganlea State High School targeted interventions include:

Behaviour Plan Monitoring Sheets

Students identified as requiring targeted support may require a behaviour plan monitoring sheet. This process aims to provide focussed acknowledgement of appropriate behaviours as they are demonstrated. Monitoring sheets of goals and lesson attendance are used when reviewing the individual's behaviour after a specified time.

Detention Processes

This support provides opportunity for restitution or to catch up on incomplete work. Where a detention is issued after school, parents will generally be provided 24 hours notice and consideration given to family circumstances (e.g. transport or other arrangements).

Additional Targeted Support Activities

A wide range of resilience development programs exist in the school. These activities include but are not limited to programs such as Friends (linked with CYMHS), Case monitoring, Anger management programs such as STAR, YOGA (Youth of Great Attitude), Girls Group, Stress Busters 8/9/10, Home Visits, Interagency group, In-class Support, Pro-social Skills program, Bike Program, Connect, School Based Traineeships and Apprenticeships, Full Time Traineeships / Apprenticeships, Job Vacancies (Casual, part time and full time positions), Structured Work Placement / Work Experience, TAFE / SKILLS TECH Partnership Programs, STEP HUB (Southbank Institute of Technology, Literacy intervention program, Milo Club, Social and Emotional learning, GOALS, Individual Education Plans, RED Room, Dazzle, Shine, Lunchtime student mentoring program for self/peer excluded students



Intensive Behaviour Support

Students identified as needing intensive behaviour support are those who have already received targeted support through the above strategies and are still at risk of significant educational underachievement due to their inappropriate behaviours.

Administration staff assist in the coordination of a Case Management team involving specialist services. A collaborative consultation process is facilitated, involving the appropriate teachers, the student, the parents/caregivers, and relevant school support personnel such as the Guidance Officer, Learning Support and Special Education teams, Behaviour Advisory Teacher, Chaplain, Nurse, Youth Worker, Gifted & Talented Coordinator, and the Deans of Students.

Interagency groups are used to coordinate services to meet the needs of students identified with persistent or extreme problem behaviours. Agencies contributing may include, but are not limited to: Disability Services Qld, Child and Youth Mental Health, Qld Health, Department of Child Safety, Police, Local Council, Neighbourhood Centre, and Education Queensland District Office.

From the Individual Student Intervention and interagency input, the following supports may be put into place assisting students to meet Individual Behaviour Benchmarks:

- Work with the Behaviour Advisory Teacher
- Counselling with the School Guidance Officer
- Modified timetable or attendance
- Teacher Aide support through school or district behaviour funding
- Invitation to parents/caregivers to attend Triple P program
- Recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner
- Dean of Students/Behaviour Advisory Teacher//Guidance Officer mediation
- Referral to external program

Targeted Skills and Academics Program

All school behaviour intervention will seek to support and promote students academic progress. When students are to be involved in targeted behaviour support programs, class teachers will be consulted so as to plan for continued academic progress.

Similarly where students are absent from school due to disciplinary absences, the student will receive an academic course of work and on return to school will complete a return-to-school interview where more productive behaviours are identified and support processes established.

Additional Intensive Support Activities

Additional intensive intervention programs include allocation of student case Management, alternative programs such as "Boys' Class", home visits, interagency groups, alternative placements, BoysTown Enterprise Learning Project, Fire Lighters Intervention Program (FLIP) and OFFLINE (Rail Safety Program).

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5. Consequences for unacceptable behaviour

Loganlea State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A referral form (Appendix 1) and/or an electronic OneSchool referral is used to record any behaviour where students are asked to leave the classroom learning environment.

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 and is not referred to any other person for action;
- **Major** problem behaviour is referred directly to a member of the school leadership team, for example the HOSES, a Head of Department, Dean of Students or Deputy Principal.

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Minor behaviours are those that:

- are minor breeches of the school expectations
- do not seriously harm others or cause staff members to suspect that another person 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 school administration.

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student to explicitly teach students expected behaviours and how to achieve them, apology, restitution or detention for work completion.
- A re-direction procedure as detailed on the flowchart on page 7.
- Referral to a buddy room with a restorative conversation to be completed at the as the students returns to the classroom at the end of the lesson.



Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- persistently disrupt the learning process
- are prejudicial to the good order and management of the school
- require the involvement of a member of the school leadership team

Major behaviours result in an immediate referral to a member of the leadership team because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the referral form and directs the student to the staff member. An OneSchool electronic record should then be completed and referred on to **one** member of the school leadership team for follow-up.

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Major problem behaviours may result in the following consequences:

- **Level One**
Incidences of level 1, major behaviour, will be dealt with by **Heads of Departments** or the Deans of Students through approaches such as explicitly teaching students expected behaviours and how to achieve them, time out of class, alternate lunchtime activities, loss of privilege, restitution, loss of break times and/or warning regarding future consequence for repeated offences
- **Level Two**
Incidences of level 2, major behaviour, will be dealt with by **Deans of Students, HOSSES** or Deputy Principals through parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team and/or suspension from school.
- **Level Three**
Any incidence of level 3 major behaviour will be dealt with, in consultation with the Principal or Deputy Principal. Students found, following an appropriate investigation, to have engaged in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The example behaviours in the following table include many but not the entire range of major and minor problem behaviours that may result in school consequences being applied within the framework of the Responsible Behaviour Plan.

In the following table the use of the word **persistent** is important. Behaviours being deemed as persistent are determined through a professional decision made by teachers and/or administrators relating to a **pattern of behaviour** as opposed to one off or infrequent instances of the behaviour of concern.



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MINOR BEHAVIOUR To be managed by the individual teacher using a range of proactive teaching strategies	
BEHAVIOUR	POSSIBLE RESPONSES
<p>SAFE</p> <ul style="list-style-type: none"> • Failure to follow safety guidelines • Swinging on chairs • Chewing gum in class • Minor unsafe behaviour • Name calling (verbal or electronic) and or physical harassment • Inciting or aiding others to behave inappropriately • Minor uniform breaches (incorrect shoes, rolled sleeves/pants, shirt tied at the back, inappropriate jewellery or make-up) • Student in out of bounds areas 	<ul style="list-style-type: none"> • Explicit teaching of desired classroom behaviours and how to achieve them • Positive reinforcement (encouragement) • Redirection to the task • Addressing the uniform concerns and returning to class • Office log-in of inappropriate items • Teaching micro-skills • Seating plans • Parental contact • Litter duties • Detentions • Individual learning approaches • Referral to buddy class • Restorative conversations (see Appendix 4)
<p>LEARNER</p> <ul style="list-style-type: none"> • Failure to complete homework • Failure to bring appropriate equipment to class • Lateness to class • Not engaging in the learning process • Interfering with the learning process (constant talking or other disruptive behaviours) • Failure to complete set tasks or assessment • Truancy from individual classes • Use of mobile phones or other electronic devices • Plagiarism or other copyright infringements • Failure to comply with negotiated behaviour responses 	
<p>RESPECT</p> <ul style="list-style-type: none"> • Misuse of school property (<u>not</u> resulting in damage) • Failure to follow a reasonable request • Low level disrespect (back chat) • Swearing not directed a staff member • Littering • Use of inappropriate language in conversation with staff • Inappropriate gestures (not directed at a staff member) • Inappropriate contact between students (hugging/kissing) • Wearing hats in class • Eating in class 	

MAJOR BEHAVIOUR - LEVEL 1 To be referred to and managed by the Head of Department/Case Manager (if curriculum related) or Dean of Students/HOSES if related to non-classroom behaviours	
BEHAVIOUR	POSSIBLE RESPONSES
<p>SAFE</p> <ul style="list-style-type: none"> • Persistent minor unsafe behaviour • Smoking or possession of cigarette products • Bullying and/or ongoing harassment of other students • Physical intimidation, aggressive actions or verbal/electronic threats directed at fellow students • Students in potentially dangerous out of bounds areas (train lines, river or main roads) 	<ul style="list-style-type: none"> • Explicit teaching of desired classroom behaviours and how to achieve them • Loss of class privileges • Individual counselling • Behaviour monitoring • Change of class • Mediation with parent/guardian, other students or staff • Restorative justice • Referral to house master • Community service • Lunch or afternoon detentions • Referral to Head of Department • Referral to Off-line program • Negotiated behaviour management plan
<p>LEARNER</p> <ul style="list-style-type: none"> • Persistent minor learning breaches • Persistently not engaged in the learning process, after 3 referrals to a buddy teacher from a single class 	
<p>RESPECT</p> <ul style="list-style-type: none"> • Persistent minor disrespect • Wilful disobedience • Harassing animals • Recording of images/voice without school permission • Misuse or carelessness with school property resulting in minor damage • Possession of inappropriate images or material (either paper based or electronic) • Defacing or damaging student property 	

MAJOR BEHAVIOUR – LEVEL 2 To be managed by the Deputy Principal, HOSES or Deans of Students	
BEHAVIOUR	POSSIBLE RESPONSES
SAFE <ul style="list-style-type: none"> • Persistent level 1 (major) safety concerns • Physical assault of a fellow student • Planning for, or inciting others to threaten or act aggressively towards fellow students • Verbal threats and/or aggressive gestures focused directly at a staff member • Distribution or use of prohibited substances • Possession of a knife, other weapon or replica • Physical abuse or endangerment of animals • Legal or illegal substance abuse 	<p><u>Dean of Students/HOSES</u></p> <ul style="list-style-type: none"> • Explicit teaching of desired classroom behaviours and how to achieve them • Removal from class and/or class activities • Community service • Lunch or afternoon detentions • Restorative justice • Attendance monitoring • Parent meeting • Referral to internal support programs or outside agencies • Suspensions (1 – 5 days) <p><u>Deputy Principal/HOSES</u></p> <ul style="list-style-type: none"> • Explicit teaching of desired classroom behaviours and how to achieve them • Lunch or afternoon detentions • Parent meeting • Referral to internal support programs or outside agencies • Allocation of case manager • Restorative justice • Suspensions (1 – 5 days) • Suspension (6 – 20 days) • Show cause regarding possible enrolment cancellation and referral to student services group • Proposal to exclude
LEARNER <ul style="list-style-type: none"> • Persistent level 1 (major) learning concerns • Conduct prejudicial to the image of the school • Conduct prejudicial to the good order and management of the school • Breach of negotiated plan after HOD has intervened and parent contact has been made • Persistent truancy across the curriculum 	
RESPECT <ul style="list-style-type: none"> • Persistent level 1 (major) disrespect • Unacceptable moral behaviour such as public self-harm, sexual behaviour, harassment or exposure • Major equipment damage or vandalism • Distribution of voice or image recordings without permission of the school • Stealing or failing to return (staff/student/school) property • Swearing and or offensive gestures focused directly at staff members • Defacing school/staff property • Defamation of school or staff through electronic media • Refusal to follow the reasonable directions of a member of the school leadership team 	

MAJOR BEHAVIOUR – LEVEL 3 To be managed by the Principal or appointed officer	
BEHAVIOUR	POSSIBLE CONSEQUENCES
SAFE <ul style="list-style-type: none"> • Repeated level 2 (major) safety concerns • Threatening staff or students with a knife, other weapon or replica • Harm is imminent (to self or others) • Intentional harm to animals • Physical assault of staff • Possession, use or distribution of illegal substances 	<ul style="list-style-type: none"> • Administration → Police → Lockdown • Referral to internal support programs or outside agencies • Restorative justice • Suspension (6 – 20 days) • Cancellation of enrolment • Behaviour Improvement Condition • Proposal to exclude
LEARNER <ul style="list-style-type: none"> • Repeated level 2 (major) learning concerns 	
RESPECT <ul style="list-style-type: none"> • Repeated level 2 (major) disrespect 	



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Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members will ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

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

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Loganlea State High School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through these training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond 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.



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**School
Behaviour**
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6. Emergency or critical incident responses

Loganlea SHS works hard to ensure that 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. In order to raise awareness of appropriate responses to critical incidents for both staff and students, critical incidence action plans are published in all teaching areas.

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.

Non-physical intervention

Loganlea SHS is committed to using appropriate strategies in difficult circumstances. These approaches include:

- ◆ Basic defusing strategies

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

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

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

Follow through



If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected behaviour and identify consequences of continued unacceptable behaviour

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

- ◆ Initiate early return to class, or delay exit of student from class
- ◆ Where concerns with respect to the safety of students or staff warrants, initiation of lockdown procedures

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
- ◆ posing an immediate danger to him/herself or to others

Appropriate physical intervention may be used to ensure that Loganlea State High School'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 includes deliberate contact with students' clothing, bag or other property.

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
- 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
- leaving a classroom or the school, unless student safety is clearly threatened

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
- consider the age, stature, disability, understanding and gender of the student

Record keeping

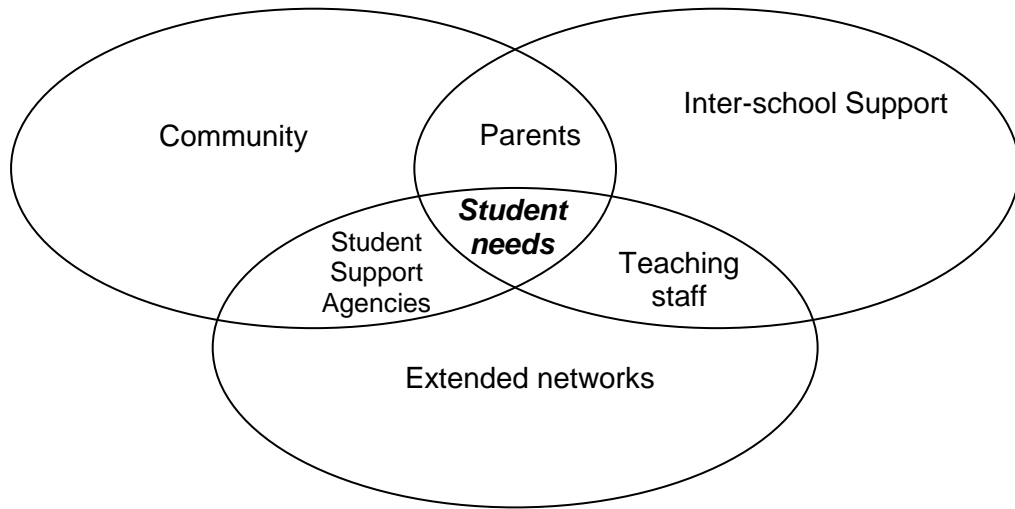
Every critical incident must be formally documented through OneSchool. The following records must also be maintained:

- incident report (see Appendix 2)
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (see Appendix 4).



7. The Network of Student Support

Students at Loganlea State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports as described previously. In addition to this however a system of additional support structures are available to the school community as shown below.



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Better Behaviour
Better Learning

Support Structures

The support staff in the school will be managed by the Administration team. The process will be a network of communication maintained through: Formal meetings, School newsletters, staff meetings, Invitations to school functions, maintenance of school website, Parent-Teacher interviews, regular contact with care providers, school parade presentations, extra-curricular activities.

Human Resources:

Parents
Teachers, Heads of Departments and Administration
Support staff
Guidance Officer
Chaplain
School Based Police Officer
School Based Youth Health Nurse
Youth Support Coordinator
Advisory Visiting Teacher
Learning Support (Teacher Aides)
Head of Special Education Services (HOSES)
Special Education Program
Transition Officer
Sexual Harassment Referral Officer
Deans of Students
Student Leadership Team

Programs include:

Cultural awareness
Social emotional
Leadership
Personal development
Social and life skills
Values education
Anger management



The Code of School Behaviour

Better Behaviour
Better Learning

Extended support structures

Disability Services Queensland
Child and Youth Mental Health Service
QHealth
Dept of Child Safety
Police
Local Council
Neighbourhood Centre
Youth and Family Services
Bridges Reconnect
Clayton-Utz
Ardoch Foundation
Nova
Logan Education Alliance
Council of Elders
Marsden House
PLACE

Gummuri Centre
Yugambeh Dreaming
Eagle Placement
Eagleby Learning Centre
Delfin
Riding for the Disabled Association
Florazone
Tertiary connections program such as
Griffith University's UniReach
Department of Primary Industry
Industry links
YMCA flexi-school
G.E. Money
The Spot
Boys Town

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.

Loganlea State High School always 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 behaviour 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,

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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009



10. Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

11. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

The Code of
**School
Behaviour**

Better Behaviour
Better Learning

Endorsement

Principal

P&C President or
Chair, School Council

Regional Director or
Assistant Regional Director

Effective Date: 22 December 2015 – 31 December 2018

Appendix 1 – Student Referral Form



The Code of School Behaviour
 Better Behaviour
 Better Learning

STUDENT REFERRAL		
Student's name: _____		Year level: _____
Teacher's name: _____		Subject: _____
Date: _____	Time: _____	Location: _____
BUDDY TEACHER Classroom referral	HEAD OF DEPARTMENT Curriculum referral	ADMINISTRATION/HOSES Serious misconduct referral
<p>SAFE</p> <input type="checkbox"/> Unsafe classroom practices	<p>SAFE</p> <input type="checkbox"/> Persistent unsafe behaviour Physical misconduct – Major level 1	<p>SAFE</p> <input type="checkbox"/> Physical misconduct – Major level 2
<p>RESPECT</p> <input type="checkbox"/> Refusal to follow staff direction	<p>RESPECT</p> <input type="checkbox"/> Persistent refusal to follow staff direction	<input type="checkbox"/> Breach of school uniform, IT or jewellery policy
<p>LEARNER</p> <input type="checkbox"/> Refusal to participate in instruction	<input type="checkbox"/> Verbal or non-verbal misconduct – Major level 1 IT misuse or minor vandalism	<p>RESPECT</p> <input type="checkbox"/> Substance use
<input type="checkbox"/> Persistent disruptive behaviour	<p>LEARNER</p> <input type="checkbox"/> Persistent buddy referrals due to classroom behaviour	<input type="checkbox"/> Verbal or non-verbal misconduct – Major level 2
		<input type="checkbox"/> Property misconduct
		<input type="checkbox"/> Self exposure

What were the student motivations for the behaviour of concern?

<input type="checkbox"/> Obtain peer/adult attention	<input type="checkbox"/> Avoid event, sensory stimulation or instruction
<input type="checkbox"/> Obtain tangible object	<input type="checkbox"/> Avoid peer/adult attention
<input type="checkbox"/> Obtain event or sensory stimulation	<input type="checkbox"/> Don't know

Details of referral:

Action taken:

<input type="checkbox"/> Completed work with buddy	<input type="checkbox"/> Detention issued
<input type="checkbox"/> Student mediation	<input type="checkbox"/> Formal warning
<input type="checkbox"/> Suspension 1 – 5 days	<input type="checkbox"/> Suspension 6 – 20 days
<input type="checkbox"/> Action entered onto OneSchool	<input type="checkbox"/> Parental contact made

Referral to - _____

Any other information relevant to action taken:

Appendix 3 – Debriefing Report



Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.



The Code of
**School
Behaviour**

Better Behaviour
Better Learning

Appendix 4 – Restorative conversation template

Restorative Conversations



Why:

To...

- Hope to see improvement in individual decision making and therefore behaviour
- Identify (take responsibility for) behaviours of concern and the impact they have on others
- Increase understanding in both student and teacher as to why the behaviour is occurring
- Repair/restore and strengthen relationships
- Identify positive steps to re-engagement in the class

When – returning from a buddy class

In the last 5 minutes of the lesson or as soon as the lesson ends – if multiples students need to return, then they may need to be staggered – record on referral slip

When – returning from a Head of Department class

In a break or at an afternoon detention

When – returning from suspension

In teachers non-contact time (before school or break time) so that both the student and the teacher may be assisted by the presence of a third party/mediator

How/what

The conversation should not be overly scripted, but positive and welcoming to the returning student.

- In the last lesson we had together what didn't go well?
- What expectations did you not meet that lead to you exiting the classroom?
- Why did you find it difficult to meet the expectations of our classroom?
- How did your behaviour impact on the teaching and learning in the classroom?

- What expectations can we have of each other in our classes?
- What behaviour can I expect from you?
- What behaviour can you expect from me?

- What can we do next lesson to help you to achieve your learning goals?
- What can we do to prevent this from happening again?

- It can sometimes be difficult to help everyone at the same time. If you need 1 on 1 help can you identify a buddy that might be able to help you?
- What may the consequences be of continuing these types of behaviours?
- Is there anything else that you want to say to me?

Well, welcome back to the class. Let's give it another shot next lesson.

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