



**YERONGA  
STATE HIGH  
SCHOOL**

# **Responsible Behaviour Plan For Students**

**Based on the Code of School Behaviour**



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## Communication of the Responsible Behaviour Plan for Students

It is important that the content of this Plan is communicated to staff, students and their families. A copy of the Plan is made available to parents and students upon enrolment. It is also available online through the school's website and upon request through the school administration. Parents may request a translated document if the need exists.

The Plan is also available to students and staff through an abridged version in the *Student Planner*.

Opportunities for face-to-face discussion are also scheduled during the year in association with various parent/teacher evenings to allow families with lower levels of literacy access to the information.

### 1. Purpose

Yeronga State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong learning and wellbeing.

The Responsible Behaviour Plan for Students (the Plan) is designed to support this learning environment through facilitating high standards of behaviour. The Plan applies to all students whether at school or outside school where they can be easily identified as a member of Yeronga State High School community (eg when representing the school, travelling to or from school, while wearing the uniform).

At the core of our school's Plan is our vision for the future: Quality Pathways to Success and our core values: Quality, Harmony and Sustainability. Our commitment to ensuring that every day, in every lesson, every student in our school is learning and achieving within a safe, supportive and disciplined learning environment.

### 2. Consultation and Data Review

Yeronga State High School developed this Plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and meetings held during August 2016. A review of data sets from 2014-2016 also informed the development process.

The Plan endorsed by the Principal and Chair of the School Council.

### 3. Learning and Behaviour Statement

All areas of Yeronga State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our approach is one that promotes positive behaviour and maintains teaching and learning environments that support the education and wellbeing for all students. Central to this is our 4 "Rs".

*Rights – to be safe and to learn unhindered*

*Respect – to treat all people with dignity and respect property*

*Responsibilities – to uphold the rights of all and follow the school rules*

*Reputation – to take pride in self and school through positive action*

Our core values of Quality, Harmony and Sustainability define how these behavioural elements are expressed. Quality infers that members of our community need to behave in ways that uphold high standards, while Harmony reflects the need to behave in ways that promote positive relationships. Sustainability is about behaving in ways that maintain both Quality and Harmony within our school into the future.

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



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

Yeronga SHS uses a three tiered approach to ensuring that the key behavioural elements and core values are enacted and also in responding to unacceptable behaviour. These tiers are: Universal, Targeted and Intensive levels of support.

### 4.1 Universal behaviour support

Students come to school to learn. In this context behaviour support represents an important opportunity for students to learn how to get along with others. At Yeronga SHS strategies are in place for all students to acquire and display the positive social behaviours associated with the 4 Rs (Rights, Responsibilities, Respect, and Reputation).

The strategies include:

- engaging, challenging and inclusive curriculum
- quality teaching, learning, assessment and reporting practices
- comprehensive induction programs in the Yeronga SHS Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- weekly address by Principal focusing on behaviour and recognising students for success and achievement
- school newsletter articles and staff PD related to responsible use of ICTs
- school diary which provides students with information on school expectations, values and rules
- promotion of Yeronga SHS 4Rs (Rights, Responsibility, Respect, Reputation) and 5Ps focus: (Being – Positive, Punctual, Prepared, Productive, Proud)
- positive role modelling – teachers, administrators, parents and student leaders
- proactive and consistent classroom strategies
- clearly articulated boundaries and rules
- positive relationships and respectful interactions
- social skills/life skills programs facilitated through our Student Welfare Team
- student leadership opportunities
- active and engaged student council promoting active school citizenship
- promoting healthy lifestyles (tuckshop, sport, HPE, extra-curricular activities)
- proactive and caring Year Level Coordinators
- classroom rules – developed and displayed
- implementation of General Procedures (**Appendix 1**) to address:
  - Mobile Phones and other Personal Electronic Devices
- implementation of Responsible Behaviour at Yeronga SHS (**Appendix 2**) to address:
  - ICT Usage Agreement
  - Bullying prevention and responses
  - Drug Education and Response

Some students require re-direction for low-level and infrequent inappropriate behaviours. In these situations, 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 our school's expectations. Our preferred way of re-directing low-level problem behaviour is to ask the student to:

- Identify how their behaviour is disrupting the learning of others by referring them to the 4Rs and 5Ps
- Commit to behaving appropriately in line with our school's expectations around Responsible Behaviours

This encourages students to reflect on their own behaviour, compare it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.



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## 4.2 Targeted behaviour support

At Yeronga SHS a small group of students who do not respond to the universal (whole school) behaviour support may require additional or targeted support. This support may be provided by a range of personnel including:

- Teachers
- Teacher Aides
- Year Level Coordinators
- Deans of Students
- Head of Departments
- Head of Inclusive Practices
- Executive Leadership – Principal, Deputy Principals
- School Community Liaison Officer
- Students Welfare Team – Guidance Officer, School Chaplain, School Psychologist, Youth Support Worker, School Based Youth Health Nurse, HEAL (Home of Expressive Art Therapy) Art Therapists
- External community agency staff.

The strategies used by these people include:

- Specific strategies to support student self-regulation – e.g. Zones of Regulation, mindfulness & engagement programs, student exit strategies.
- Parent/family/guardian involvement
- Referral to Student Support Management Group (SSMG – see below)
- Monitoring plans – behaviour, attendance, and industry
- Student withdrawal or detention during school time
- Restitution – apologies, community service
- Community Service Intervention
- Discipline Improvement Plan
- Mediation processes – peer mediation, teacher-student mediation
- Data monitoring – incident reports/referrals, attendance
- Referral to specific external agencies

The Student Support Management Group (SSMG), comprising the Guidance Officer, Deans of Students, Senior School HOD, Deputy Principals and Head of Inclusive Practices, meets weekly to assess student referrals from staff, determine and implement appropriate support strategies based upon individual need and circumstances, and monitor student progress.

All of these strategies support students to feel accepted and engaged in our school community. These are important factors in developing lifelong resilience.

## 4.3 Intensive behaviour support

A very small percentage of students may need intensive support and/or flexible learning options. Students requiring this level of support are identified through the SSMG process (mentioned in 4.2 Targeted Behaviour Support), and through monitoring of OneSchool behaviour records and attendance records. Each case is treated on an individual basis with the goal of re-engaging the student in learning and maintaining their sense of wellbeing. The following are the minimum expectations for this type of support:

- A case manager assigned to the student.
- The development of an individual behaviour support plan and monitoring program.
- Students and parents/caregivers are informed of key interventions / processes such as:
  - flexible or alternative learning options
  - Discipline Improvement Plan
  - Suspension
  - Exclusion.
- Consultation with relevant school-based and/or EQ personnel and external agencies:
  - Regional Guidance Officer Support
  - Student Welfare Team Support
  - Transition Pathways Officer – Inner South
  - External Agency Support
- Regular teacher consultation to monitor progress of individual students.



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- Ensuring any individual plans that may involve physical restraint (procedures outlined in Safe, Supportive and Disciplined School Environment and Student Protection) must be followed and communicated to staff.

## 5. Consequences for inappropriate or unacceptable behaviour

Yeronga SHS school rules are based on the values of Quality, Harmony and Sustainability and aim to help students:

- be aware of the **Rights** and **Responsibilities** of all
  - appreciate and **Respect** others and their property
  - be aware of the implications of a positive **Reputation** for each individual and our school.
- Consequently, we enforce clear standards of academic and social behaviour where teaching and learning rights are promoted.

Our school makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable, consistent and proportionate to the nature of the behaviour.

There are two main methods used to ensure this fairness of consequences:

**Firstly**, there is a process of collegial consultation among staff at the various levels of behaviour management within Yeronga SHS. As an example, teachers discuss consequences with colleagues and HODs while Deputy Principals and Deans discuss consequences with other members of the school executive, Year Coordinators and HODs to determine an appropriate action.

**Secondly**, inappropriate and unacceptable behaviour is classified as either MINOR or MAJOR in nature so that all members of our community understand the difference.

Staff members also use the classification to determine who manages the consequences for behaviour, and when students are referred to other staff members (**see Appendix 3**):

- Minor behaviour incidents are handled by teachers, year coordinators, HODs and Deans at the time it happens.
- Major behaviour incidents are referred directly to the Deans, Deputy Principals or the Principal

The following outlines how Yeronga SHS defines these behaviours and the possible consequences.

### 5.1 Minor Inappropriate Behaviours

Minor problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others, threaten others or have the potential to cause harm
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- A re-direction process where a staff member takes the student aside and:
  - names the behaviour that student is displaying
  - asks the student to name expected school behaviour
  - states and explains the expected school behaviour if necessary
  - gives positive verbal reinforcement of expected school behaviour.
- A minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away) from a particular class or activity, individual meeting with the student, mediation between students or between staff and students, an apology, restitution, detention for work completion, or temporary removal of property.
- Break time detentions are assigned for: minor non-compliance with uniform policy, arriving late to school or class, minor inappropriate behaviour in class, fractional truancies

A report of the student's behaviour is recorded on OneSchool.



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### 5.2 Major Unacceptable Behaviours

Major unacceptable behaviours are those that:

- significantly violate the rights of others
- disadvantaging the wellbeing of self or others
- are illegal
- are repeated minor infringements
- are deliberately and disrespectfully defiant
- bring the name of the school into disrepute
- require the involvement of school administration.

Major unacceptable behaviours result in an immediate referral to school Administration (Deans, Deputy Principals or Principal) because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then arranges for the student to be escorted to Administration. A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- parent contact, withdrawal from class, disciplinary absence (2 to 10 day suspension), loss of privilege, restitution, warning of exclusion in the event of future repeated or persistent inappropriate behaviour, discipline improvement plan, community service intervention, referral to Guidance Officer or another member of the Student Welfare Support Team, referral for specialist behaviour services, suspension from school

Students who engage in very serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a more serious disciplinary absence (10 to 20 day suspension and/or recommendation for exclusion) as a consequence of unacceptable behaviour.

## 6. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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

**Severe unacceptable behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

### 6.1 Immediate Strategies

#### 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, do not humiliate the student, be matter of fact and respectful, and avoid responding emotionally.

#### Avoid escalating the unacceptable behaviour

Use a calm voice, give the student space by directing other students and staff away from the immediate area, do not touch the student, avoid sudden or loud responses, do not use sarcasm, do not become defensive, do not communicate anger or frustration through body language.

#### Approach the student in a non-threatening manner

Move slowly and deliberately toward the situation or incident, allow the student to calm down before speaking with them, speak privately to the student/s where possible (i.e. avoid an audience), speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, treat the incident at hand (i.e. don't raise past incidents), acknowledge cooperation, withdraw and seek colleague assistance if the situation escalates.



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## 6.2 Reinforcement and Correction Strategies

If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. Refer the student to a member of Administration (Dean, Deputy Principal or Principal) in a timely manner (i.e. before COB of the same school day).

## 6.3 Follow-Up Strategies

Restore normal school operations as soon as possible.

Provide post incident opportunities that include:

- assisting any distressed student/s to access appropriate support, e.g. Guidance Officer or Student Welfare Support Team
- assisting the individual 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
- a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

## 6.4 Physical Intervention

Staff may make legitimate use of physical intervention if 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 Yeronga State High School's duty of care to protect students and staff from foreseeable risk of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, 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, blocking a student's path or using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of discipline or punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation

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
- take into account the age, stature, disability, understanding and gender of the student.

## 6.5 Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

## 7. Network of student support

Students at Yeronga SHS are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

Parents	Dean of Students
Teachers	AVT Behaviour Support
Support Staff	Youth Support Worker
Head of Departments	Cultural Liaison Worker
Administration Staff	Pregnant and Parenting Support Officer
Guidance Services	Reconnect Officer
Guidance Officer	School Chaplain
Year Level Co-ordinators	School Based Youth School Nurse



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As a result of our diverse student population we have developed Inter-Agency Partnerships with multiple groups, both government and community based including:

Support Services Meetings	Qld Program Assisting Survivors of Torture and Trauma (QPASTT)
Harmony Place	Disability Services Queensland
Multilink	Queensland Health
Multicultural Centre	Department of Communities (Child Safety Services)
Mercy Family Services	Queensland Police Service
Child Youth and Mental Health	Local Council
Police Cultural Liaison Officer	Neighbourhood Centre

All students are monitored through the school's Student Management Database which keeps track of all student behaviour issues. It is the central point of information collation and referral for all behaviour issues involving students and enables systematic tracking and monitoring of individual students, types of incidents and locations.

## 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. In all circumstances Yeronga State High School follows the principles of Natural Justice. Before a decision is made on an issue of student behaviour, we seek input and explanations from all involved, and all relevant Student Welfare Support Staff to ascertain all factual details and consider prior issues, student conduct and mitigating circumstances.

Yeronga SHS considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.

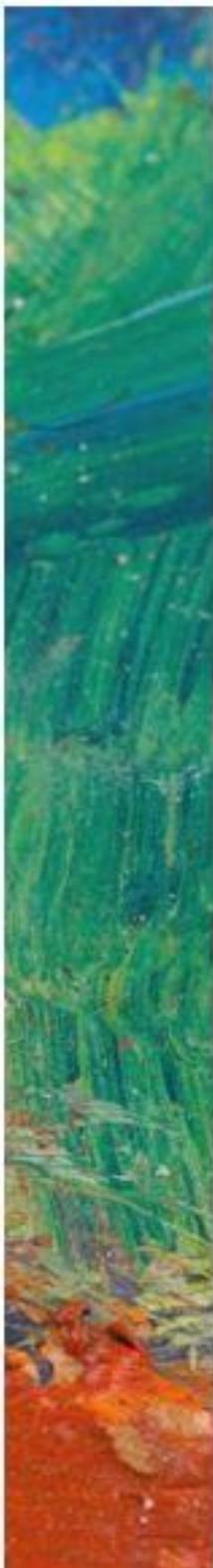
## 9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

## 10. Related policies



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- 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
- Student Learning and Wellbeing Framework

#### **11. Some related resources**

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

#### **12. Endorsement**

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Chair, School Council

*Effective Date: February 2020 – 31 December 2020*