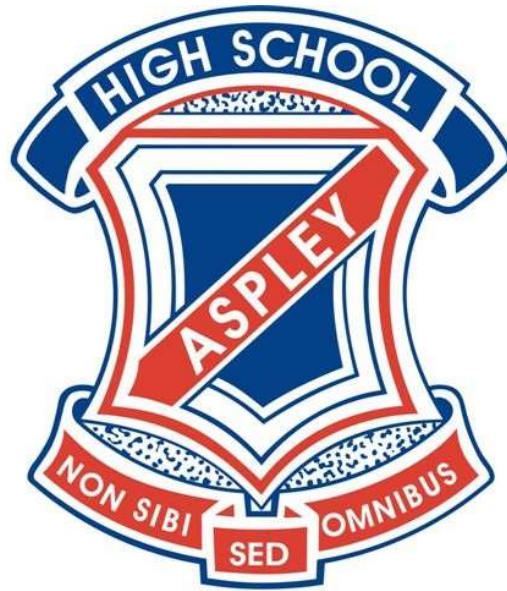


Aspley State High School

Responsible Behaviour Plan for Students



based on

The Code of School Behaviour

The Department of Education trading as: Education Queensland International (EQI) CRICOS Registration Number 00608A

Responsible Behaviour Plan for Students

1. Purpose

Aspley State High School is an independent public school that is committed to providing a safe, respectful and disciplined learning environment for students and staff. As a school of choice for our local community, we have high expectations for all students. Our classrooms are challenging and engaging. Students have opportunities to engage in quality learning experiences and acquire values to support their lifelong wellbeing.

Our Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective. This enables our students to participate positively within our school community.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing inappropriate behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are explicit to everyone, assisting Aspley State High School 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.

2. Consultation and data review

Aspley State High School developed this plan in collaboration with our school community. Consultation with school staff was undertaken through meetings held in February and March 2018. A review of school data sets (attendance, participation, behaviour incidents, and school disciplinary absences) from 2015-2017 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C/Chair of the School Council.

3. Learning and behaviour statement

All areas of Aspley State High School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school community expects graduates from Aspley State High School to finish with a recognised qualification. We offer appropriate pathways for all students and have structures in place to ensure students apply themselves to achieve set targets.

The school community has agreed-upon values and beliefs including **respect, responsibility** and **cooperation**:

- We respect each other and our right to have an excellent learning and teaching environment
- We take responsibility for our own learning and adopt Growth Mindset thinking in all we do
- We work cooperatively with each other, to improve our learning and teaching

Our strong common language of **Civility** underpins our work with young people. Our entire school community (parents, students and staff) insist on upholding these values and beliefs. Our school values underpin all of our decision-making processes and are operationalised in our approach to providing a supportive school environment where:

- Students know that learning is the work
- Students apply a growth mindset to their learning
- Teachers see the learning through the eyes of students and students see themselves as their own teachers
- Teaching and learning is visible
- Students are ready to work, ready to learn
- Students wear the school uniform with pride
- All members of our school community feel safe and valued
- All appropriate and non-discriminatory language and behaviours are defined, modelled, and reinforced
- We consistently and coherently articulate expectations and consistently apply consequences when behaviour expectations are not met

Aspley State High School expects the highest standard of behaviour of all students both in the school and in the community. These standards extend beyond the boundaries of our school with a clear focus on our uniform presentation. We believe each student must be responsible for his or her own learning and behaviours. We respect the importance of individual differences and needs, and we recognise that these differences and needs make a positive contribution to the richness and diversity of our school community. Working with parents to create a safe and supportive environment is crucial. Parents have the responsibility to encourage self-regulated positive behaviour. This collaborative approach helps in building inclusive relationships between parents, school, and community.

Our whole school approach towards behaviour supports the provision of a self-managed, safe and supportive learning environment.

Our school values and 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.

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

• Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Aspley State High School, we emphasise the importance of directly teaching students the behaviours to be demonstrated at school and in our community. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students, designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific areas has been attached to each of our school values. The matrix below outlines our agreed expectations of student behaviour in all settings.

Aspley SHS Expectations Matrix

		CLASSROOM	SCHOOL GROUNDS	COMMUNITY/ OUTSIDE SCHOOL
Respect	Respect of self, others and environment	<ul style="list-style-type: none"> Wear full school uniform correctly, including totally black leather lace up shoes Line up and remove hats Ensure all electronics are turned off and out of sight Quietly enter classes Follow staff directions No intimidation deemed as bullying Use appropriate verbal and non-verbal language Respect the learning environment Leave the classroom clean and tidy Keep hands off others and their belongings Respect the learning of other students. 	<ul style="list-style-type: none"> Wear full school uniform correctly, including totally black leather lace up shoes Sound projection devices/speakers are not to be used during lunch breaks or class times unless approval has been given by staff Follow staff directions Keep environment clean Ensure buildings, materials, property and plants are not damaged No intimidation deemed as bullying Use appropriate verbal and non-verbal language Keep hands off others and their belongings Respect other students and teachers Stay quiet when using the walkways during class time. 	<ul style="list-style-type: none"> To address members of the community with consideration and politeness. Wear full school uniform correctly, including totally black leather lace up shoes Respect the communities' surroundings and environment No littering No intimidation deemed as bullying (including cyberbullying). This includes physical, verbal and emotional attacks Vacate seats for elderly or less mobile community members Use appropriate verbal and non-verbal language.
Responsibility	Responsible for your own actions, behaviours, appearance and assessment submission	<ul style="list-style-type: none"> 100% completion of assessment Give all classroom, homework and assessment tasks your best effort Persist and strive to achieve excellence 100% attendance in class Be in the right place at the right time Be punctual Obtain written permission to leave the classroom Wearing an Aspley SHS bucket hat during outdoor lessons Changing quickly into Sports uniform using B-Block changing rooms Being prepared for all lessons Permission must be attained by a staff member before any photos or digital recording occur Appropriate use of ICT at all times, including emails. 	<ul style="list-style-type: none"> Move promptly when the bell rings Be in the right place at the right time Obtain written permission to leave the classroom Wearing an Aspley SHS bucket hat when on the ovals or courts. Permission must be attained by a staff member before any photos or digital recording occur Uphold the values of our school During wet lunch breaks, students are to seek undercover areas to remain dry Report inappropriate behaviour. 	<ul style="list-style-type: none"> Uphold the values of our school Attend all traineeships/apprenticeships and TAFE lessons and ensure punctuality To contact trainers if late or absent. Be a safe, responsible online citizen Model appropriate behaviour Report inappropriate behaviour.
Cooperation	Working effectively with others and valuing diversity	<ul style="list-style-type: none"> Appreciate and respect the differences of race, ethnic background, gender, social economic status, ability and disability Following guidance/ instructions to the best of your ability. 	<ul style="list-style-type: none"> Appreciate and respect the differences of race, ethnic background, gender, social economic status, ability and disability Following guidance/ instructions to the best of your ability. 	<ul style="list-style-type: none"> Appreciate and respect the differences of race, ethnic background, gender, social economic status, ability and disability Following guidance/ instructions to the best of your ability.

Reinforcing expected school behaviour

Standards of behaviour need to be communicated to all students. At Aspley State High School we emphasise the importance of directly teaching students the behaviours we want used at school. We have whole school learning and management routines that are clearly explained and consistently applied. These support the high standards and expectations of student behaviour expected from our community.

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

- Induction lessons conducted by class teachers during Pastoral Care lessons
- Reinforcement of learning from Pastoral Care on School Assemblies and during supervision by staff during classroom and non-classroom activities
- Information on school website and the school newsletter
- Development of specific policies to address:
 - the use of personal property technology devices at school;
 - procedures for preventing and responding to incidents of bullying;
 - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school.
 - Work Ethic

Positive academic behaviours are rewarded through the annual Awards Evening, semester Principal Awards and Aspley Learning Cup. Individual curriculum areas reward student effort and achievement regularly using a wide variety of strategies.

• Targeted behaviour support

Each year a small number of students at Aspley State High School are identified through our data as needing 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. These students are counselled by the Head of Years, Year Level Co-ordinators and Deputy Principals where a personalised program of support is negotiated then monitored for a designated period of time. Parents are consulted during these phases. Students whose behaviour does not improve during the designated period of time, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

• Intensive behaviour support

Aspley State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Specialised groups of staff and administrators including the guidance officer work to provide an individualised support plan for these students. This may include the engagement of specialist behavioural support personnel from outside the school.

5. 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.

Immediate Strategies

- Avoid escalating the unacceptable 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 situation or incident, 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.

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
- If the student continues with the unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

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
 - 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
 - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

Staff may make legitimate the 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 staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. 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, 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.

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 reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

Record Keeping

Each instance involving the use of physical intervention must be formally documented.

6. Consequences for unacceptable behaviour

Level	Behaviour	Possible Consequences
Level 1 (Teachers)	At this level, all students are on task and little or no disciplinary action is required.	Positive reinforcement of appropriate behaviours and positive achievements may include but are not limited to: <ul style="list-style-type: none"> ▪ Verbal reinforcement ▪ Record of achievements for formal acknowledgement ▪ Positive Behaviour record on One School ▪ Phone calls/letters/emails/postcards to parents for good behaviours/achievements ▪ Acknowledgement through 'blue slips'.

Level	Behaviour	Possible Consequences
Level 2 (Teachers)	Inappropriate student behaviours to be dealt with at this level may include but are not limited to: <ul style="list-style-type: none"> ▪ minor incidents ▪ ignoring instruction ▪ lateness to class ▪ littering ▪ inappropriate use of electronic device including phone ▪ uniform/hair/makeup/jewellery transgressions ▪ inappropriate language ▪ disrupting the learning ▪ eating/drinking in classrooms ▪ failure to follow teacher instruction ▪ failing to complete classwork ▪ not having equipment for class 	Teacher initiated actions may include but are not limited to: <ul style="list-style-type: none"> ▪ verbal negotiation ▪ reminder of expectations and rules ▪ in-class separation ▪ use of proximity, voice, redirection, eye contact ▪ removal from classroom for one-on-one resolution ▪ send student to buddy class ▪ assign student to accompany you on PGD ▪ keep student behind for a lunchtime detention ▪ contact with parents ▪ caution student that they will be referred to HOD/HOY and One School referral made if behaviour continues. <p>If repeated applications of the above actions produce no improvement in the student's behaviour, then the student should be referred to the HOY and/or HOD for action at Level 3.</p>

Level	Behaviour	Possible Consequences
Level 3 (HOD/HOY)	Inappropriate student behaviours to be dealt with at this level may include but are not limited to: <ul style="list-style-type: none"> ▪ continued level two behaviours ▪ repeated defiance ▪ all forms of bullying ▪ verbal misconduct ▪ truancy ▪ failing to submit assessment ▪ failure to respect the rights of others 	The class teacher/YLC will initiate actions which could/may include but are not limited to: <ul style="list-style-type: none"> ▪ send to Buddy classroom or B2 ▪ referral for assessment and specialist support Learning Support teacher, Advisory Teacher, Guidance Officer ▪ Individual Behaviour Support Plan ▪ monitoring card ▪ recess or after school detention ▪ restitution ▪ parent contact ▪ interagency referral ▪ referral to HOD, HOY, Deputy Principal ▪ Behaviour recorded on oneschool ▪ Resolution/mediation meeting with teacher and student/parent/HOD/HOY ▪ Apology letter.

Level	Behaviour	Possible Consequences
Level 4 (Deputy Principal/ HOY/HOD)	Inappropriate student behaviours to be dealt with at this level may include but are not limited to: <ul style="list-style-type: none"> • continued level three behaviours • stealing • verbal misconduct towards staff • truancy • unexplained absence • inappropriate use of vehicle by student travelling to and from school • physical aggression towards student. 	Deputy Principal initiated actions in response to inappropriate student behaviour may include but are not limited to: <ul style="list-style-type: none"> ▪ parent/carer interview ▪ monitoring card ▪ detention ▪ referral to outside agency ▪ referral to/consultation with the principal ▪ restorative conference on return from suspension ▪ Discipline Improvement Plan implemented where appropriate ▪ police notification where necessary ▪ suspension ▪ cancellation of enrolment warning letter/meeting.

	<ul style="list-style-type: none"> • smoking • alcohol use or possession • pornography • intimidation of staff • vandalism • sexual harassment • posting of inappropriate content involving our staff, students or school, our school uniform or images that are used without permission • physical aggression towards staff • repeated breach of electronic device policy • gang behaviour • recording and/or posting on social media images/videos of inappropriate behaviour. 	
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Level	Behaviour	Possible Consequences
<p>Level 5 (Principal)</p> <p>NB: Serious misbehaviour such as supplying drugs, use of a weapon, sexual misconduct and violent assault always progress straight to Level 5 and will likely result in the most serious of consequences.</p>	<p>Inappropriate student behaviours to be dealt with at this level may include but are not limited to:</p> <ul style="list-style-type: none"> • extreme or repeated incidence of level four behaviour • possession of drugs • possession of a weapon • supply of drugs • dissemination of inappropriate content • use of a weapon • arson • violent assault • use of digital devices to intimidate, humiliate or harass students or staff/ or providing material to others for use in such correspondence • sexual misconduct • police related matters. 	<p>Principal in consultation with Deputy Principal determines the most appropriate course of action which may include but is not limited to any of the following:</p> <ul style="list-style-type: none"> ▪ Individual Behaviour Agreement ▪ parent/carer interview ▪ police notification (if illegal behaviour) ▪ suspension in line with Education Queensland Policy SMS – <i>PR-021 Safe, Supportive and Disciplined Environment</i> ▪ implementation of Discipline Improvement Plan where appropriate ▪ recommendation for exclusion in line with Education Queensland Policy SMS –<i>PR-021 Safe, Supportive and Disciplined Environment</i>.

7. Network of student support

Students at Aspley High School are supported through positive, civil, proactive reinforcement and individualised support as deemed appropriate.

Students may access some of the following support networks:

Parents	Senior Guidance Officer
Teachers	School Chaplain
Non Teaching Staff	School based Youth Health Nurse
Administration Staff	Youth Support Coordinator
Heads of Year (7,8,9,10)	Visiting Advisory Teachers
Guidance Officers	

Cohort support is provided through the provision of a proactive, supportive environment. Provisions include:

Breakfast Club, Sporting clubs including weights club, running club, Strength 2 Strength, Year level camps (7,10), Junior Secondary Personal Development Programme (PDP), Pastoral Care, Homework Club, Aspley Eagles Football Programme, Afternoon Care Programme, Big Brother and Sister Programme.

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

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.

We consider 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 information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- 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
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

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 and 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
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement



Principal



School Council

Date effective: from August 2018 to August 2021