



The Code of  
**School  
Behaviour**  
Better Behaviour  
Better Learning

## PITTSWORTH STATE HIGH SCHOOL

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

### Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. From July 1 2006, Education Queensland's schools will be bound by legislation defining a *Code of School Behaviour*. This code (see [Appendix 1](#)) defines the responsibilities which all members of the school community are expected to uphold while recognising the importance of appropriate and meaningful relationships. A consistent standard of behaviour is outlined for all state school communities in Queensland to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour. Our school's *Responsible Behaviour Plan* incorporates the elements of the Code of Behaviour and clearly articulates standards and expectations for student behaviour. In order to achieve the best educational outcomes for all our students; the core of our school's plan is our vision for the future:

**Vision** To promote our tradition of excellence through:

- ◆ a responsive, relevant, quality curriculum
- ◆ productive partnerships to achieve continuously improving outcomes
- ◆ a commitment to continuing improvement
- ◆ a safe, supportive learning environment
- ◆ equity of educational opportunity
- ◆ responsible, accountable, school-based management

Our vision strives to promote high standards of achievement and behaviour across our school community. We believe high expectations and standards are essential in preparing all our students to become active, positive and productive citizens, who take responsibility for their own learning and behaviour, in their ever-changing life roles as family, community and workforce members. Our school's vision promotes a positive school ethos that recognises the importance of the close relationship between learning, achievement and behaviour. Our positive ethos is based upon the quality of the relationships that exist between staff, students and the community. This positive ethos permeates all the school's activities and comes form a strong sense of social cohesion within the school – this strong sense of “spirit” is a significant feature of the school community. It allows students to attain a sense of “connectedness” to the school where perhaps none may exist in other aspects of their lives.

We believe that the best way to cater for these diverse needs, so that our students reach their full potential, is by setting and maintaining a safe, supportive and disciplined learning environment where positive behaviours are promoted and consequences for inappropriate behaviours are clearly explained.

At Pittsworth SHS we believe that in everyday personal and professional life, the nature and quality of the connections people have with each other are more important than almost any other factor in determining results. Consequently, we believe that families, in partnership with teachers play a vital role in shaping a positive and meaningful future for the young people enrolled at our school.

### School beliefs about behaviour and learning

*When students feel safe, secure, and are engaged, learning increases. Learning decreases when students feel threatened or unchallenged (Marzano, et al, 1992).*

Generally when students are actively engaged in learning, they are focused on the task and are involved with the material, so fewer behaviour problems exist. Effective teaching minimizes behavioral problems by preparing meaningful lessons that engage students during lessons. Most students will work productively when they feel it is in their best interest, not because they are being told to. If most students are connected with what they are doing and see relevance in it, they are more likely to be engaged. This is important to understand, because it has implications for the development and implementation of the teaching and learning experiences within our school. If the needs of students (power, freedom, fun & enjoyment, love & belonging) are not being met then students will generally satisfy these needs in other less constructive ways. In most cases this usually leads to disruptive behaviour.

Our school community believes that student engagement is a precursor to achievement and as such we strive to constantly explore new approaches to schooling that ensures we are in step with

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## The Code of School Behaviour

Better Behaviour  
Better Learning

the interests and imperatives of our young people and adopt teaching strategies and learning activities accordingly.

Through the understanding of student's needs and by giving them some control and ownership of the curriculum and learning activities in their classrooms we not only minimise behaviour issues and develop important social outcomes, but strive to provide the highest quality education that makes a positive difference to the lives of all young people in our school community. At the core of our plan is also a focus upon the individual student and their responsibilities in the learning/behaviour relationship. We believe that each individual:

1. makes choices about how they act and treat each other.
2. is responsible for their behaviour and the choices they make.
3. should accept the consequences of their actions and understand the importance of making amends.
4. can choose to change their behaviour.

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

Pittsworth SHS has a spread of support needs. Our approach shapes, supports and recognises appropriate behaviours in all students and celebrates these on a regular basis. Approximately 90% of our students will have little or no difficulties. However about 10% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 1% to 2% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning. The diverse nature of our student population means that Pittsworth SHS has developed an excellent reputation for providing alternative pathways to support students at risk of disengaging from school.

At the heart of this positive climate is the preservation of everyone's fundamental rights. Essential to effective learning at Pittsworth SHS is a safe, supportive and disciplined environment that respects the following RIGHTS:

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe.

All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognizes and respects the rights of others. See [Appendix 2](#) for more detailed information about our students' rights and responsibilities under this plan.

#### Creating a Positive Climate at Pittsworth SHS

Four key elements underpin the creation of a positive climate across the school community:

- **RESPECT:** For self, for others and natural/built environments
- **RESPONSIBILITY:** Cooperation, courtesy and consideration for all
- **RIGHTS:** Every student has the right to learn unhindered
- **REPUTATION:** Promote and enhance the good name of the school

Students are rewarded for good behaviour. Such rewards may result in students receiving a silver or gold level award. The process for this is outlined below.

#### Levels of Recognition and Discipline

There are *eight levels of discipline*: Gold, Silver, 0, 1, 2, 3, 4, and 5.

##### Recognition Levels

All students are on *Level 0* when they begin at Pittsworth State High School. Many students remain on this level during their stay at school, because they will cooperate with their teachers and other students, demonstrate self discipline and develop maturity and be ever mindful of their rights by practising their responsibilities.

##### Gold and Silver

By exhibiting excellent behaviour and a positive contribution to the school, students may apply for exemplary levels of silver and gold.



## The Code of School Behaviour

Better Behaviour  
Better Learning

### Merit & Encouragement Certificates

Students may be nominated for Merit & Encouragement certificates by teachers or peers for deserving acts or efforts in any aspect of school life. Such certificates are able to contribute to Silver and Gold recognition levels.

### Discipline Levels 1 - 5

Students, who are placed on levels 1-5, will be placed according to choices they have made and behaviour they have demonstrated.

1. Teachers complete *Student Behaviour Reviews* to record students who are having, or causing, problems which require extra intervention over and above the classroom management strategies employed by staff.
2. The consultation process is designed to provide support for both students and staff, during which time a wide range of behavioural options will be explored in assisting students to make better choices, including *Daily Report Sheets*, *Subject Specific Progress Cards*, and *Student Completed Progress Cards*.
3. The behaviour management committee meets weekly before school to discuss each individual case who has received a *Student Behaviour Review* and make decisions as to *Referrals* and consequent levels of discipline to be assigned. The outcomes of these meetings are discussed with the student/s during Discipline Feedback Meetings with the Administration and Year Co-ordinators.

See **Appendices 1, 2 & 3** for more details about Recognition Levels; Respect, Responsibility, Rights, reputation at Pittsworth SHS.



**The Code of  
School  
Behaviour**  
Better Behaviour  
Better Learning

In creating a positive climate to manage behaviour in the classroom, we use proactive strategies to reduce misbehaviours and are consistent in the delivery of consequences for the full range of students.

**Whole-school behaviour support**



**Targeted behaviour support**



**Intensive behaviour support**

%

**Whole-School Behaviour Support [Teachers, Students, Parents]**

- Engaging, challenging and inclusive curriculum
- High quality teaching, learning, assessment and reporting practices
- Professional development activities in behaviour support
- Whole school approach to literacy
- Positive role modelling – teachers, administrators, parents & student leaders
- Proactive and consistent classroom strategies
- Clearly articulated boundaries and rules
- Positive relationships and respectful interactions
- Social skills/life skills programs
- Celebrating and rewarding success and achievement
- Providing opportunities for students to meet needs: Power, freedom, fun & enjoyment, love & belonging
- Student leadership opportunities
- Peer mediation and support
- Active and engaged student council promoting active school citizenship
- Promoting healthy lifestyles (tuckshop, sport, HPE)
- Active and visible student support service team
- Proactive and caring Year Level coordinators
- Classroom rules – developed & displayed
- Guest/motivational speakers

**Targeted Behaviour Support [Guidance Officer, HODs, Year Level Coordinators, DP, Parents]**

- Clear strategies for dealing with bullying and harassment
- Liaise with appropriate external agencies/personnel when relevant
  - Peer Mediation
  - Mediation (Guidance Officer Support)
  - Youth Support, Chaplain
  - School Based Youth Health Nurse Support
- Our emphasis is on prevention; it stresses learning, understanding and developing solutions – build from strengths, foster supportive relationships, create a support network or plan for the student.
  - Behaviour Monitoring Plan
  - Attendance Monitoring Plan
  - Behaviour Contract/Goals
- Withdrawal/Detention
- Parent/family involvement in creating solutions
- Our emphasis is on prevention; it stresses learning, understanding and developing solutions — build from strengths, foster supportive relationships, create a support network or plan for the student
- The approach is multi-disciplinary and team-based. Improvement is more likely to be sustained if these factors are present.
- Parental involvement in creating solutions is sought
- Liaise with appropriate external agencies/personnel when relevant

All aimed at keeping students connected with and accepted at school, so that they feel they are part of the school community — an important factor in developing **resilience**.

**Intensive Behaviour Support [Principal, Parents, Specialist Staff]**

- Each case is treated on an individual basis, with individual Behaviour Support Plan and Monitoring Program, with the goal of re-engaging students and maintaining their sense of well-being.
- Inform students and parents/caregivers of key interventions or processes
  - Alternative Learning Pathway/Program/Timetable
  - Suspension
  - Exclusion
- Consultation with relevant school-based and EQ personnel and external agencies
  - AVT Behaviour Support Intervention (student/family)
  - Guidance Officer Support & Student Services Support
  - Counselling
  - External Agency Support
  - District Behaviour Team
- Conduct teacher meetings to review and monitor progress of individual cases.



**The Code of  
School  
Behaviour**  
Better Behaviour  
Better Learning

## Consequences for unacceptable behaviour

Why do we have consequences? Why do we have rules? Why are our expectations high? Although we set rules to provide order and effectively manage large groups of people, rules also play a vital role in students' learning. Setting rules and helping students follow them is part of the longer-term aim of helping young people to learn self-discipline and respect for others and to take responsibility for their actions. Our school rules are based on values such as fairness, inclusiveness, natural justice and equality and aim to make students take increasing responsibility for their own behaviour and the consequences of their actions. Consequently we enforce clear standards of academic and social behaviour where teaching and learning rights are promoted.

Our school uses a range of strategies and consequences that are authorised by Education Queensland which include:

- detentions ▶ time out ▶ suspensions ▶ exclusions ▶ cancellations of enrolment ▶ behaviour improvement conditions

At Pittsworth SHS most situations can be dealt with at the classroom level through a range of strategies including warnings, isolation, contact with parents and detentions. To facilitate this our teachers will aim to:

### Be Proactive

- Identify the causes of misbehavior and develop classroom routines and experiences that reduce these occurrences.
- Utilize proximity to monitor student involvement and behavior.
- Model appropriate behaviors.
- Communicate and reinforce class rules and procedures.
- Implement class rules to maintain peaceable behaviors.
- Use verbal and non-verbal cues to redirect inappropriate behaviours.

### Be Consistent

- Follow through with all infractions by assigning a consequence
- Communicate both positive and negative behaviors with parents and students.
- Use appropriate consequences.
- Immediately correct behaviors.
- Help students to recognize inappropriate behaviors and related consequences.
- Use neutral language when correcting behaviours.

Throughout their daily activities, teachers are advised to be proactive in contacting parents in relation to continued or major inappropriate behaviours in the classroom soon after the event. Teachers, Year Co-ordinators and HODs also record the details of incidents (on the school's central database) where significant consequences or regular intervention is necessary and the actions or consequences applied.

Some situations will involve more immediate and severe consequences (eg. suspension and/or exclusion) and will be referred directly to a member of the administration team. These situations may include, but are not limited to:

- Fighting/Violence/Assault
- Inappropriate/offensive/abusive language
- Extreme or persistent bullying
- Persistent/wilful disobedience
- Fraud/deception/extortion/security breaches
- Serious vandalism, arson, graffiti or theft
- Abuse and/or harassment via electronic media (ie. WWW-based, SMS, MMS)
- Dangerous behaviour
- Inappropriate material
- Possession/use of weapons
- Alcohol and/or other drug-related offences/implements

As a community we are aiming to create a safe, supportive and disciplined learning environment that is:

- **Violence Free** – hands off other people and their property
- **Harassment Free** - address and target bullying behaviours in a constructive manner
- **Smoke, Alcohol & Drug Free** – keep drugs, alcohol & smoking out of the school environment



## The Code of School Behaviour

Better Behaviour  
Better Learning

### Use of Timeout & Detentions

At Pittsworth SHS we:

- impose detention as punishment for disobedience, misconduct, willful neglect to prepare homework or other breaches of school discipline
- impose detention for not more than 20 minutes during school break, or one-half hour after school program
- inform parent/carer of proposed period of after school detention before detention is imposed
- use Time Out:
  - as strategy for students to manage their own behaviour
  - in order to assist a student in calming down process
  - as a strategy to reduce the frequency of a particular behaviour

### Use Student Disciplinary Absences (Suspension/Exclusions)

There are **two types of suspensions**: (i) one to five days and (ii) six to 20 days. If a student is suspended:

- for up to five days we take reasonable steps to ensure the student is given school work to allow them to continue with their education
- for more than five school days, the deputy/principal must coordinate arrangements for placing the student in an alternative education program that allows them to continue with their education.

Principals may suspend students for a period of up to 20 days for:

- disobedience;
- misconduct; or
- other conduct that is prejudicial to the good order and management of the school.

**Misconduct** of a student of a State school includes misconduct happening while the student is:

- Attending or representing school; or
- Travelling to or from the school.

### Grounds for Suspension with a Recommendation for Exclusion

A student may be suspended with a recommendation to exclude as per grounds outlined for suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour. Before applying suspension with recommendation to exclude, principal may consider using Behaviour Improvement Condition. A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:

- reasonably appropriate to the challenging behaviour
- conducted by an appropriately qualified person
- designed to help the student not to re-engage in the challenging behaviour.

Additionally, a student may be suspended with a recommendation to exclude for the student's contravention of a Behaviour Improvement Condition.

### Grounds for Cancellation of Enrolment

The enrolment of a post compulsory age student may be cancelled if the student displays persistent refusal to participate in the program of instruction.

**Students of Pittsworth SHS involved in possessing, taking, selling or supplying drugs, violent assaults or possession of and use of weapons could expect to be recommended for exclusion. If illegal items are found by the school the Queensland Police Service must be notified.**

### Off Campus Learning Activities:

Students are at risk of being withdrawn from off-campus activities if they have a history of major/significant inappropriate behaviours and present a significant risk to the success, safety and/or well being of themselves and/or others. Where an off-campus activity (eg. excursion) is an essential part of the learning program, the HOD will organise for an alternative learning task to be undertaken back at school.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour. Student disciplinary absences are generally used after consideration has been given to all other responses.



## The Code of School Behaviour

Better Behaviour  
Better Learning

See [Appendices 3, 4 & 5](#) for more detailed information relating to consequences for inappropriate behaviours.

### The network of student support

At Pittsworth SHS we take a team approach to behaviour support which includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies. The school has developed a Student Support Services Team chaired by the Guidance Officer which meets weekly to discuss, manage and develop support plans for students at risk. Pittsworth SHS offers a diverse range of specialised student support services which include:

- **Special Education & Learning Support** - the Special Education and Learning Support Unit supports identified students experiencing learning difficulties, as well as providing individual education plans for special needs students. The Special Education Team provides intensive levels of specialised support to students with disabilities. A specialist teacher designs and delivers programs to students with special needs who are undertaking all or part of their program of study in regular classrooms. In some cases teachers may provide learning experiences for students with intellectual or multiple impairments and high support needs which differ from the regular curriculum. The Special Needs Team provides support and assistance to the school community to ensure that students with special needs and learning difficulties can achieve quality learning outcomes in a safe and supportive environment.
- **Guidance Services** – our Guidance Officer assists students 3 days a week with issues relating to careers, inter/personal issues, challenges and learning pathways. Appointments can be made through the school office.
- **Youth Health Nurse** – our school-based Youth Health Nurse assists students 2 days per week in health and welfare referrals.
- **Year Level Coordinators** – are responsible for the general welfare of students in a particular year level. They check on progress and attendance and help coordinate student activities across the school.
- **AVT Behaviour Support** – offers intensive and targeted behaviour support to identified at-risk students.
- **School Chaplain** – offers support for young people.

All students are monitored through the schools 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.

### Consideration of individual circumstances

Pittsworth State High School's values and beliefs inform our Responsible Behaviour Plan. This ensures that we treat each case on an individual basis and that our response to inappropriate behaviour takes account of particular contexts and situations.

In all circumstances Pittsworth 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 to ascertain all factual details and consider prior issues, student conduct and mitigating circumstances. No punitive measures are applied without due consideration of both the cause of misbehaviour and the consequences. Such considerations match the consequences for unacceptable student behaviour.

Our commitment to a consideration of both the individual circumstances and actions of the student, and the needs and rights of school community members is shown by our emphasis on:-

- positive relationships and a respect for diversity and difference
- a broad and flexible range of interventions, with a focus on learning from mistakes and developing responsibility
- prevention, and keeping students engaged in mainstream schooling wherever possible
- taking students' circumstances and other relevant factors into account
- clear and consistent communication between home and school
- a multi-disciplinary approach so that students' chances of success are maximised
- involvement from parents/carers
- links with relevant external agencies and specialists



## The Code of School Behaviour

Better Behaviour  
Better Learning

### Related legislation

- *Education (General Provisions) Act 1989* – Part 4: Good order and management of State educational institutions and non-State schools
- *Education (General Provisions) Regulation 2000* – Part 2: School Management
- *Education (General Provisions) Amendment Act 2003* - Div 7: Directions and orders about conduct or movement at, or entry to, premises of State educational institutions.
- *Education and Other Legislation (Student Protection) Amendment Act 2003* Part 4 146A: Obligation to report sexual abuse of student under 18 years attending State School
- *Criminal Code Act 1899*
- *Anti-Discrimination Act 1991*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Judicial Review Act 1991*
- *Workplace Health and Safety Act 1995*
- *Workplace Health and Safety Regulation 1997*
- *Freedom of Information Act 1992*

### Related policies

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

### Some related resources

- National Safe Schools Framework ([ncab.nssfbestpractice.org.au/resources/resources.shtml](http://ncab.nssfbestpractice.org.au/resources/resources.shtml))
- National Framework for Values Education in Australian Schools ([www.valuededucation.edu.au](http://www.valuededucation.edu.au))
- National Framework for Values Education in Australian Schools – Queensland ([www.education.qld.gov.au/curriculum/values/](http://www.education.qld.gov.au/curriculum/values/))
- Bullying. No Way! ([www.bullyingnoway.com.au](http://www.bullyingnoway.com.au))
- MindMatters ([www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters))
- School Wide Positive Behaviour Support ([www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668))

\_\_\_\_\_  
Principal

\_\_\_\_\_  
P&C President

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Regional Executive Director or  
Executive Director (Schools)

Date: