

BOWEN STATE HIGH SCHOOL



RESPONSIBLE BEHAVIOUR SUPPORT PLAN FOR STUDENTS

RATIONALE

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

The Responsible Behaviour Plan for Students is the means by which we ensure that this supportive school environment is established and maintained.

SCHOOL BELIEFS ABOUT BEHAVIOUR AND LEARNING

At Bowen High, we aim to maintain, enhance and continue to develop a supportive school environment for all members of the school community. Our Responsible Behaviour Support Plan is based on the Code of School Behaviour and the shared beliefs 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.

We have used the National Framework for Values Education in Australian Schools to work collaboratively with our school community:

- To identify our school's core values and beliefs; and
- To explore the place of values education within our school in providing whole school behaviour support.

The Responsible Behaviour Support Plan assists students to "own" their behaviour and to accept responsibility for the consequences of that behaviour. It acknowledges and encourages respect for self and all members of the school community, and their property.

PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

In keeping with our beliefs about learning and behaviour we believe that our students respond best to positive reinforcement. Positive behaviours are established through modifying the student's environment and teaching new skills while responding effectively to problematic behaviours. To achieve positive behaviours, staff actively teach social competencies and skills in structured lessons. Active teaching of specific behaviours sustained by the modelling of desirable competencies is the underlying structure. All staff in all settings promote the development of positive behaviours. Our approach is based on the LaVigna and Willis (1995) model shown below:

Proactive Strategies			Reactive Strategies
Ecological Strategies	Positive Programming	Focused Support	Situational Management
Associated Support Programs			

This easily followed, well-structured, multi-element process provides guidance for all staff and students in supporting the development of positive behaviours.

The three **Proactive Strategies** are:

1. **Ecological Strategies** - identification of environmental factors that may trigger negative behaviours and make changes to those environments to avoid or address such triggers.
2. **Positive Programming** - teach skills and competencies to facilitate behavioural changes for the purpose of social and community integration.
3. **Focused Support** - use specific strategies such as differential reinforcement procedures and stimulus-based procedures to bring about rapid changes in problem behaviours.

In keeping with the Responsible Behaviour Support approach we address the behaviour support needs of all students within a whole school context.

Bowen High approach considers support from the following perspectives:

- Whole school support
- Targeted and classroom support
- Intensive individual student support

Whole-school Behaviour support

Whole school behaviour support procedures and processes at Bowen High apply to all students and staff across all settings. Our Care HODs implement, adjust and evaluate our whole school approach and related school activities. Strategies include having:

- a clearly stated, positive purpose as outlined in the Responsible Behaviour Support Plan
- a set of positively stated expectations through Responsible Behaviour Support Plan which actively engages students
- procedures for teaching school-wide expectations.

Targeted and Classroom support

Social Skilling

At Bowen High a systematic, detailed and developmentally appropriate program including a strong focus on positive relationships, anti-bullying, harassment, violence and child protection are implemented. Positive behaviours are actively taught through form meetings each day.

Engaging curriculum & effective teaching

Classroom teachers have a duty of care to monitor and promote appropriate standards of behaviour of students in their classes. Engaging curriculum, inclusive practices and effective teaching are the focus for our behaviour support strategies. Classroom teachers are supported in these endeavours through:

- Access to relevant professional development
- Mentoring from the Care HODs
- Open and informed communication from school leaders.

Positive reinforcement

Positive reinforcement is a well documented means of promoting and maintaining acceptable and appropriate behaviours. At Bowen High, energy is directed by classroom teachers, administration and support staff into reinforcing positive behaviours through actions such as:

- Praise
- Encouragement
- Privileges
- Appointment of Class captains and Year 12 school leaders.

Leadership program

Elected student leaders undertake a leadership camp where the positives of appropriate role modelling are emphasised. The student leaders embrace the mantle of peer ambassadors and lead all student members of the school to strive toward positive behaviour. Additionally, Bowen High encourages positive behaviour through the implementation of a reward system to develop positive student self-direction.

Active student participation is taught through a progressive student council and school celebrations that foster student success.

Intensive individual behaviour support

Students identified as needing intensive behaviour support are those who have had targeted support and are still at risk of significant educational underachievement due to their inappropriate behaviours. The student's Individual Behaviour Plan has been reviewed regularly and further support is now deemed appropriate.

Administration staff assists in the co-ordination 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.

A Functional Behavioural Assessment is now integrated, as appropriate, throughout the process of developing, reviewing and revising the student's Individual Behaviour Plan. The Functional Behavioural Assessment is focused on identifying significant, pupil-specific social, affective, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviours. Interagency groups are used to coordinate services to meet the needs of students identified with persistent or extreme problem behaviours. Agencies contributing may include: Disability Services Qld, Child & Youth Mental Health, Qld Health, Department of Child Safety, Police, Local Council and EQ District Office.

From the Functional Behavioural Assessment and interagency input, the following supports may be put in place in the Individual Behaviour Plan:

- Work with the Advisory Visiting Teacher – Behaviour
- Counselling with the school Guidance Officer
- Modified timetable or attendance
- Teacher Aide support through school or district behaviour funding
- Recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner
- Support from the Positive Learning Centre (see below)

Individual Behaviour Plan

Teachers, the student and parents/carers are involved in the collaborative process of preparing the Individual Behaviour Plan. Teachers are made aware of teaching strategies and acceptable goals for the student. Students on an Individual Behaviour Plan are required to have attendance records and negotiated goals for class lessons. A record sheet is taken to each lesson, where the teacher, in consultation with the student, identifies goals that have been achieved in that lesson.

Record sheets of goals and lesson attendance are used when reviewing the Individual Behaviour Plans.

To ensure alignment with the Responsible Behaviour Support Plan when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. This is achieved by:

- Promoting a teaching/learning 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,
- Recognising and taking into account students' age, cultural background and their emotional state and
- Recognising the rights of all students to:
 - express their opinions in an appropriate manner and at the appropriate time and
 - learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation and impairment.

CONSIDERATIONS FOR INDIVIDUAL CIRCUMSTANCES

Bowen High considers the individual circumstances of students when applying support and consequences by:

- Promoting a teaching/learning 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, cultural background and their emotional state.
- Recognising the rights of all students to:
 - express their opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation and impairment.

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 will be considered at all times.

CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

CATEGORIES	EVENTS
Misconduct	<ul style="list-style-type: none"> ➤ Vandalism involving school/P&C property, public transport, personal items (books/cars/bicycles) ➤ Touching, whether fun, friendly/intimate or fighting ➤ Unacceptable behaviour involving: <ol style="list-style-type: none"> 1. Self exposure 2. Other persons (soliciting, sexual harassment, consorting acts) 3. Offensive material >pornography; illustrations; 4. Written/Verbal obscenities ➤ Actions which could endanger the health of self/others ➤ Use/possession/sale/distribution of substances involving: <ul style="list-style-type: none"> ▪ alcohol ▪ legal drug (pills etc.) prescribed/other ▪ prohibited drugs ▪ tobacco ➤ Unlawful behaviour
Disobedience	<ul style="list-style-type: none"> ➤ Persistent/wilful disruption ➤ Possession of prohibited items (see Rights and Responsibilities) ➤ Truancy ➤ Failure/refusal to comply with instructions/rules/policies ➤ Unwillingness to participate/cooperate in behaviour management strategies/plans.
Conduct prejudicial to the good order and discipline of a State Education Institution	<ul style="list-style-type: none"> ➤ Insolence ➤ Use of inappropriate language ➤ Untruthful statements or not stating relevant information ➤ Breaches of Anti-Bullying Policy (see separate Policy) ➤ Breaches of Assessment Policy (see separate Policy) ➤ Breaches of Computer Use Policy (see separate Policy) ➤ Inappropriate behaviour travelling to and from school ➤ At any location or time verbal/ physical harassment of: <ol style="list-style-type: none"> 1. Staff or staff in training 2. Visitors to the school 3. Students

Breaches of the aforementioned “**Consequences for Unacceptable Behaviour**” or definitions in “**Student Responsibilities**” could result in varying lengths/numbers of detentions, withdrawal, suspensions or total exclusion from the school and/or confiscation of items.

Consequences are not necessarily sequential or cumulative for each offence, **but maybe dependent on the situation**. The descriptions of behaviours/actions listed in this Responsible Behaviour Support Plan are indicative only and consequences are not limited by the omissions of an event or behaviour.

Breaches of the Responsible Behaviour Support Plan will be dealt with on a case by case basis and consequences will reflect the severity of the event and the impact on members of the school community.

NETWORK OF STUDENT SUPPORT

PROBLEM/QUESTIONS	PERSON
HEALTH RELATED ISSUES	<ul style="list-style-type: none"> ➤ SCHOOL NURSE ➤ YOUTH SUPPORT WORKER
PROBLEMS WITH OTHER STUDENTS	<ul style="list-style-type: none"> ➤ TEACHERS, CARE HODS ➤ GUIDANCE OFFICER ➤ D.Ps ➤ CHAPLAIN
PROBLEMS AT HOME, SCHOOL IN GENERAL, OUTSIDE ISSUES	<ul style="list-style-type: none"> ➤ GUIDANCE OFFICER ➤ D.Ps ➤ A TEACHER YOU TRUST ➤ CHAPLAIN ➤ SCHOOL NURSE ➤ CARE HODS ➤ YOUTH SUPPORT WORKER
PROBLEMS WITH HOUSING ACCOMMODATION	<ul style="list-style-type: none"> ➤ GUIDANCE OFFICER ➤ D.Ps ➤ CHAPLAIN ➤ YOUTH SUPPORT WORKER
BULLYING/HARASSMENT BY OTHER STUDENTS	<ul style="list-style-type: none"> ➤ TEACHERS ON PLAYGROUND DUTY ➤ CARE HODS ➤ GUIDANCE OFFICER ➤ PREFECTS/SENIORS ➤ D.Ps ➤ CARE HODS
SMOKING PROBLEMS	<ul style="list-style-type: none"> ➤ GUIDANCE OFFICER ➤ D.Ps ➤ SCHOOL NURSE
SEXUAL HARASSMENT	<ul style="list-style-type: none"> ➤ REFERRAL OFFICERS SEXUAL HARASSMENT (ROSH) ➤ CARE HODS ➤ GUIDANCE OFFICER
INJURIES IN CLASS/PLAYGROUND	<ul style="list-style-type: none"> ➤ TEACHERS ➤ OFFICE STAFF
ABORIGINAL STUDENTS NEEDS	<ul style="list-style-type: none"> ➤ COMMUNITY EDUCATION COUNSELLOR ➤ ASSISTANT COMMUNITY LIASON OFFICER ➤ CARE HODS
ALCOHOL/DRUG/SUBSTANCE ABUSE	<ul style="list-style-type: none"> ➤ GUIDANCE OFFICER ➤ SCHOOL NURSE ➤ D.Ps ➤ CHAPLAIN
CAREER RELATED ISSUES	<ul style="list-style-type: none"> ➤ GUIDANCE OFFICER ➤ YOUTH SUPPORT WORKER ➤ SCHOOL TRANSITION OFFICER

These people can help or suggest others who can specifically meet your needs. They can contact outside agencies to help or liaise with you and other parties involved in a dispute or issues.

Related legislation

- *Education (General Provisions) Act 1989*
- Section 21 of the Education (General Provisions) Regulation 2000
- *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*
- *Transport Operations (Passenger Transport) Regulation 2005*

Related policies

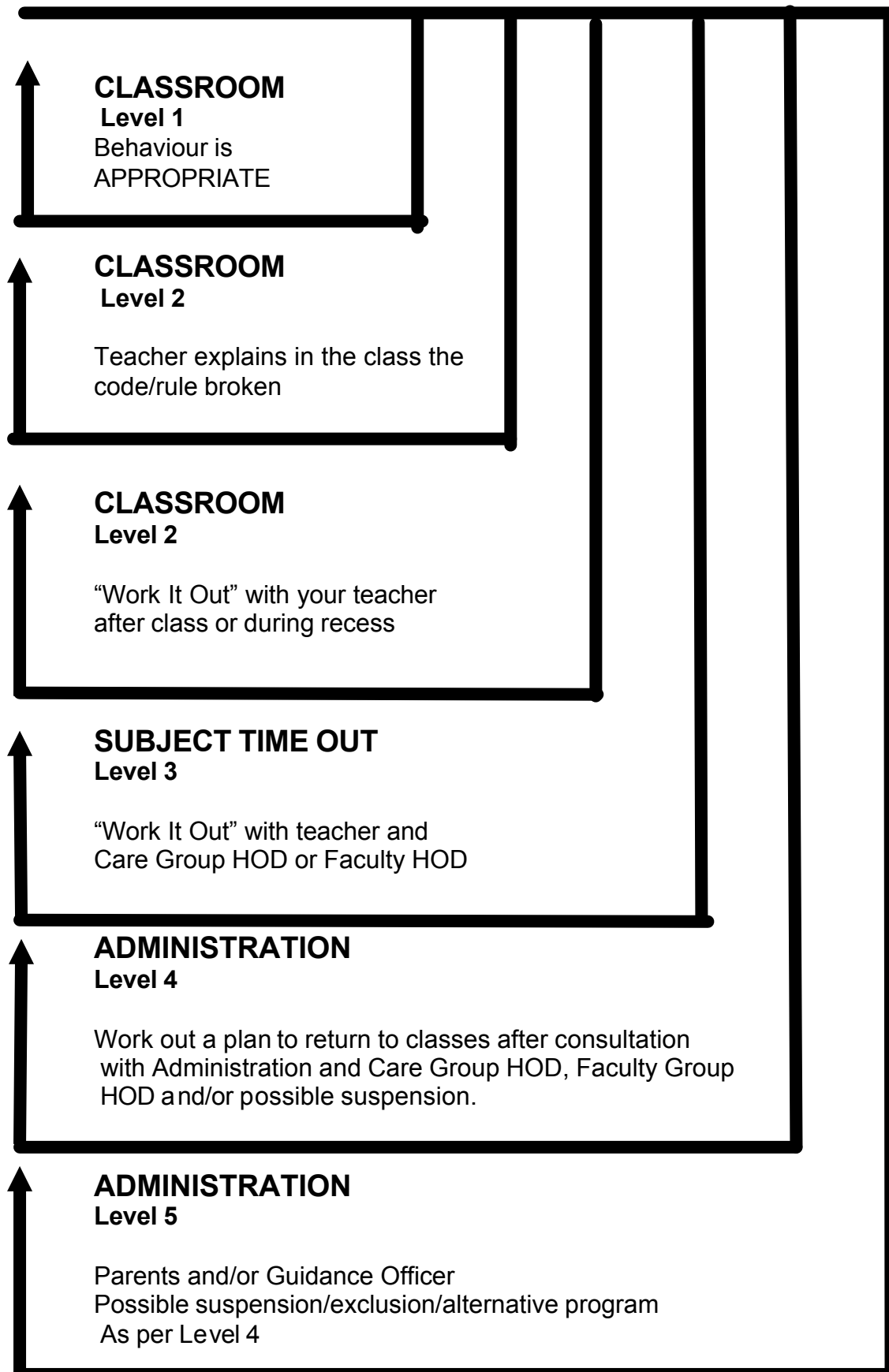
- SM-06: Management of Behaviour in a Supportive School Environment - Schools and Discipline
- SM-16: School Disciplinary Absences
- HR-07-1: Code of Conduct
- CS-01: Gender Equity in Education
- CS-05: Educational Provision for Students with Disabilities
- CS-10: Drug Education and Intervention in Schools
- CS-15: Principles of Inclusive Curriculum
- CS-16: Cultural and Language Diversity
- CS-17: Anti-Racism
- CM-15: Guidelines for Appropriate Use of Mobile Telephones by Students
- SC-09: Student Dress Code
- 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)
- National Framework for Values Education in Australian Schools
(www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland
(www.education.qld.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support
(www.learningplace.com.au/deliver/content.asp?pid=24668)
- Code of Conduct for School Students Travelling on Buses
<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>

APPENDIX

RESPONSIBLE BEHAVIOUR SUPPORT PLAN FRAMEWORK



STUDENTS' RESPONSIBILITIES AND RIGHTS

BE A TEAM PLAYER

Students earn their rights through accepting their responsibilities.

RESPONSIBILITIES	RIGHT TO
<p>ARRIVE AT CLASS PREPARED TO LEARN:</p> <ul style="list-style-type: none"> ➤ Wait outside rooms in an orderly manner; ➤ Be there on time; ➤ Wear uniform with pride; ➤ Always use correct manners; ➤ Homework, assignments submitted on time; ➤ Bring correct equipment; ➤ Carry out instructions quickly and quietly; ➤ Assist learning, do not hinder by interrupting classes. 	<p style="text-align: center;">LEARN</p> <p style="text-align: center;">AND</p> <p style="text-align: center;">DEVELOP</p>
<p>RESPECT ALL PEOPLE AND PROPERTY</p> <ul style="list-style-type: none"> ➤ Use appropriate language at all times; ➤ Help the school to be vandalism free; ➤ Respect each other; ➤ Respect classroom procedure; ➤ Litter belongs in the bin; ➤ Harassment of any kind is unacceptable; ➤ Smoking or use of illegal substances is not allowed; ➤ Don't bring prohibited items; gum, liquid whiteout, aerosol sprays, permanent markers, lasers, water balloons, lighters/matches, illegal, dangerous or immoral items, tobacco, prescription/other medication unless stored at school office, except Asthma medication. <p>FOLLOW ALL SAFETY RULES AND INSTRUCTIONS</p> <ul style="list-style-type: none"> ➤ Use common sense; ➤ Bullying, No Way!; ➤ Be in appropriate uniform; ➤ Physical assault is never needed; ➤ Verbal assault is never needed; ➤ Protect yourself and avoid dangerous behaviours; ➤ Hygiene is critical so never spit; ➤ Report strangers; ➤ Know "out of bounds" areas. 	<p style="text-align: center;">BE</p> <p style="text-align: center;">RESPECTED</p> <p style="text-align: center;">AND</p> <p style="text-align: center;">SAFE</p>

SEXUAL HARASSMENT

Bowen High is committed to being a school and workplace that is free from Sexual Harassment

Legislative Requirement

Sexual Harassment is a civil offence and is unlawful under two pieces of legislation in Queensland. Within Education Queensland, sexual harassment is considered an unacceptable form of behaviour and cannot be tolerated. It has no place in an organisation in which equal opportunity for all students and employees is an objective.

Definition

The term "sexual harassment" is clearly defined in the Queensland Anti-Discrimination Act 1991 as follows:

Section 118 states –

"A person must not sexually harass another person."

Section 119 states –

"Sexual harassment happens if a person:-

- [a] subjects another person to an unsolicited act of physical intimacy; **or**
- [b] makes an unsolicited demand or request (whether directly or by implication) for sexual favours from the other person; **or**
- [c] makes a remark with sexual connotations relating to the other person; or
- [d] engages in any other unwelcome conduct of a sexual nature in relations to the other person: and the person engaging in the conduct described in paragraphs [a], [b], [c], or [d] does so –
- [e] with the intention of offending, humiliating or intimidating the other person; or
- [f] in circumstances where a reasonable person would have anticipated a possibility that the other person would be offended, humiliated or intimidated by the conduct."

Unlawful sexual harassment may therefore consist of some or all of the following behaviours:

- [a] unwelcome comments about a person's sex life;
- [b] unnecessary familiarity such as deliberately brushing against a person;
- [c] sexual proposition or continual requests or invitations;
- [d] physical contact such as touching, fondling, grabbing;
- [e] suggestive comments about a person's appearance or body;
- [b] indecent exposure.

Departmental Policy

In addition to the above legal definition, the Education Queensland's Sexual Harassment Policy and Grievance Procedures state:

"the Education Department is not constrained by the definition contained in either piece of legislation with respect to sexual harassment as an unlawful offence. This is an education policy directed at preventing sexual harassment as well as providing an internal, informal means of complaint, protection and redress for those who experience it. Students and/or employees of Education Queensland who wish to object to behaviour of a sexual nature that may not necessarily fall within the legal definition will nevertheless be able to access grievance mechanisms."

Therefore as well as the above behaviours, the following may also constitute sexual harassment in the context of education:

- [a] persistent unwelcome social invitations or telephone calls,
- [b] being followed home from school/work,
- [c] offensive hand or body gestures,
- [d] physical and verbal intimidation such as ogling, leering, deliberately invading another's personal space or blocking access to or exit from an area,
- [e] referring to another person in a derogatory sexual manner; and
- [f] other offensive communication, including all electronic mediums, posters, graffiti, etc.

Options for those subjected to Sexual Harassment :

- take no action
- tell parents
- ask the offending person/s to stop
- tell a teacher or Year Coordinator you trust
- approach a Sexual Harassment Referral Officer or other supportive person for advice
- take the complaint to the Principal for resolution, and
- other options - Qld Anti-Discrimination Commission

Referral Officers Sexual Harassment (ROSH)

The role of the ROSH is to:-

1. Be identifiable and accessible,
2. Provide information to staff, students and parents about their role as the Sexual Harassment Referral Officer;
3. Provide initial and ongoing support to students or staff who approach them with a complaint or query;
4. Ascertain the outcome a complainant wants and give information on options available to resolve the complaint, and
5. Provide confidentially at all times except when it breaches Student Protection Policies.

Note:

Referral Officers do not have an active role to play in any investigative process. Responsibility for investigative action of staff and student matters rests with senior officers of Education Queensland. The Referral Officer may accompany complainants to interview as required, but only in a support role.

ILLEGAL SUBSTANCE USE/INVOLVEMENT

Use of Illegal Substances on School Grounds

- The affected student brought to the office by wheelchair if incapacitated or call an ambulance if unconscious
- The student should be separated from the rest of the student body in a caring and supportive manner and any physical evidence collected;
- The first aid officer should be contacted and required to be present, monitoring the student;
- The first aid officer should determine whether medical attention is required;
- Parents should be contacted immediately substance influence is confirmed;
- The Queensland Police Service should be notified;
- The student will be kept at school (under supervision) until the influence or suspicion of influence no longer exists or the student is taken home by the parents/guardians;
- Where there is conclusive evidence of the student being under the influence of an illegal substance, suspension or exclusion may result.

ELECTRONIC EQUIPMENT

Students are advised not to bring **ANY** electronic equipment to school unless directed by the Principal. If students wish to ignore this advice and they use electronic equipment inappropriately, there may be consequences for these choices as described in this Responsible Behaviour Support Plan.

- All personal listening devices are NOT permitted to be used during educational instruction/ supervised activities.
- If students and parents ignore the advice of the school and bring mobile phones to school they must be stored in the school office the entire time the student is in the school each day.
- It is **prohibited** for students to make auditory recordings, photograph, take pictures or video individuals on school premises/school activities, unless directed by a staff member to do so, and must be directly related to school-sanctioned activities. This includes all forms of electronic, digital and analogue methods.
- Students are not permitted to use electronic equipment to harass or bully students or teachers. This includes emailing, text or picture messaging or any other electronic form of transmitting communication.

BULLYING

EVERYONE HAS THE RIGHT TO FEEL SAFE

Bullying usually has five common features:

- it is deliberate, hurtful and/or threatening behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves
- it is difficult for those who bully to learn new social behaviours
- the person who bullies has, and exercises, power inappropriately over the victim

There are four main types of bullying:

- **physical:** hitting, kicking, taking belongings
- **verbal:** name-calling, insulting, racist remarks
- **indirect:** spreading nasty stories, excluding from groups
- **Electronic:** emailing, text messaging, audio/visual messages

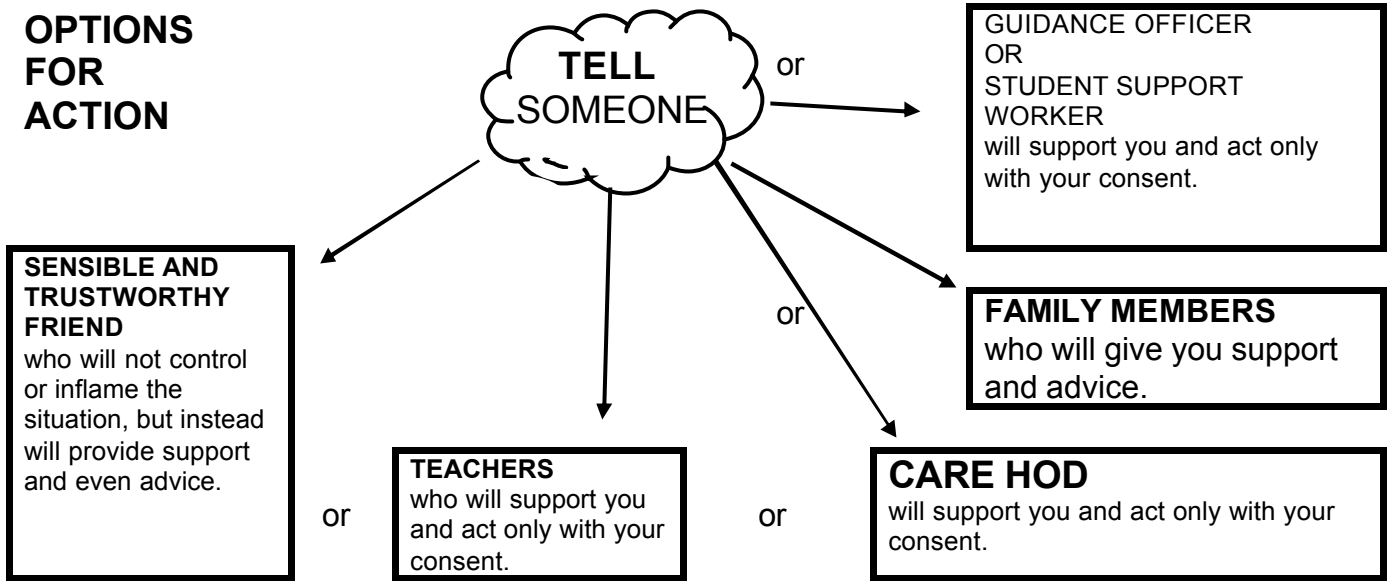
A bully is “a person/group trying to exercise control or manipulation of another person or group”.

The victim is “a person or group who is harmed physically or emotionally by the behaviour of others and who does not feel safe or confident because of the bullying situation”.

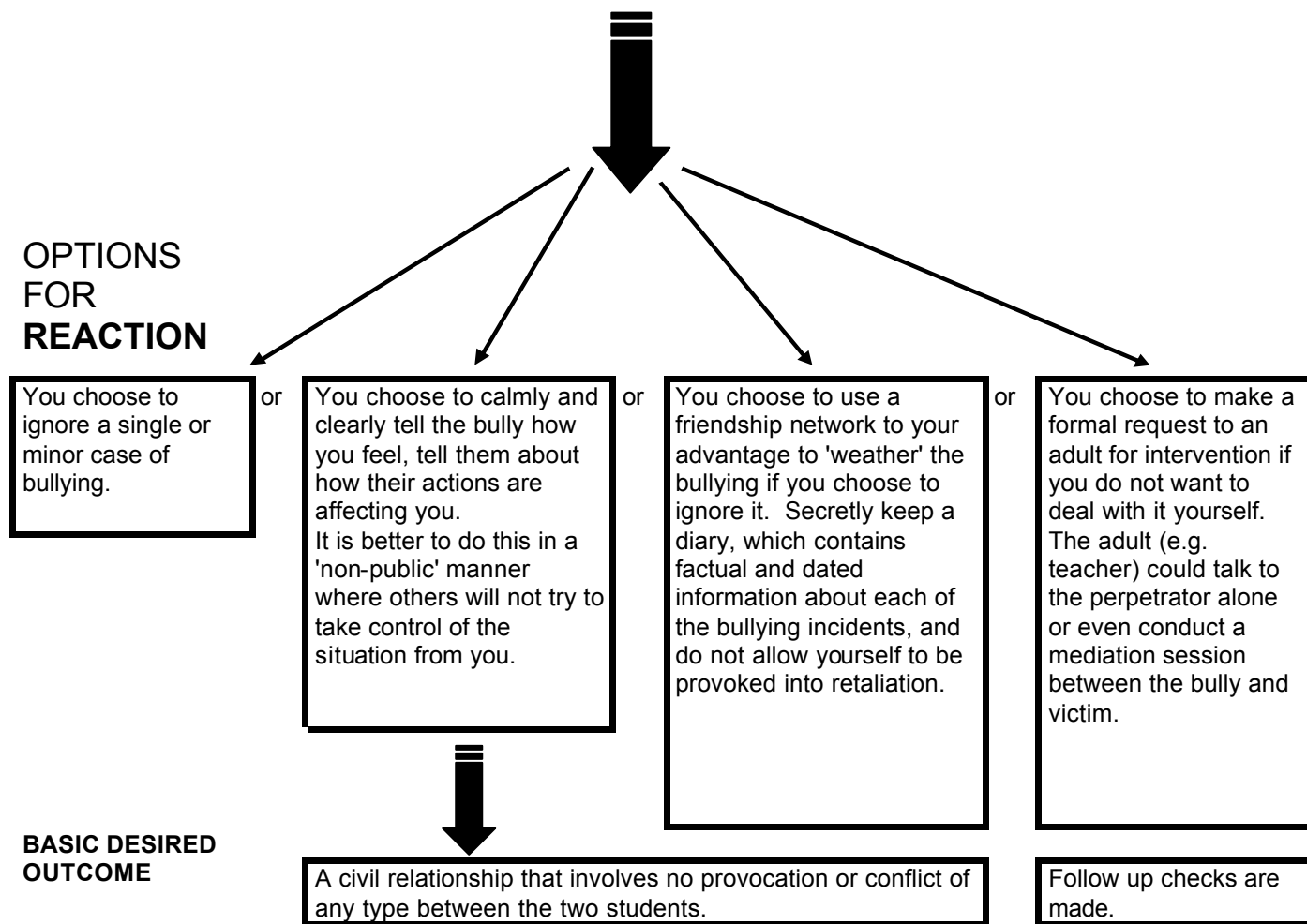
The following flowchart helps shows the process people can follow regarding bullying situations.

PATHWAY OF ACTION FOR A VICTIM OF BULLYING

OPTIONS FOR ACTION



OPTIONS FOR REACTION



Students who bully will have consequences applied to their behaviour in accordance with the Anti-bullying Policy.