



Responsible Behaviour Plan for Students Education Queensland

Purpose

At Palm Beach Currumbin High School, we believe that a student's educational outcomes are maximised when they are provided with a safe, disciplined and supportive environment. Our wider school environment includes our entire local community, travel to and from school and online social media platforms. Our school community is able to provide a positive environment by implementing the Responsible Behaviour Plan for Students. We are committed to providing a safe, respectful and positive learning environment underpinned by our relational culture, in which students can excel, have the opportunities to engage in quality learning practices and acquire values supportive of their lifelong well-being.

Consultation and data review

This plan is underpinned by the National Framework for Values Education in Australian Schools. It was developed after consultation with key members of the school community, including Teachers, Heads of Department, P&C committee, Deans of Students, Guidance Officers and ATSI support staff.

The Plan was endorsed by the Executive Principal, the President of the P&C and the Regional Executive Director in January 2013, and was reviewed in 2018 as required by legislation.

Learning and behaviour statement

PBC's motto of Nil Sed Optima (*Nothing but our best*) represents the core values and beliefs embedded in our Responsible Behaviour Plan. The school's other key principles of *Be Safe, Be Respectful, Be a Learner* are the foundations of the Optima Code – a key document in the school's positive behaviour plan. (Appendix 1)

PBC is a school which practices the principles of Positive Education, embedded within our CARE program; all of our students are explicitly taught and practice essential skills which positions them to succeed in their preferred careers and thrive in all dimensions of a balanced adult life including relationships, health, creativity, citizenship and recreation.

Our school community believes that:

1. It is reasonable to have high expectations of our students and that they will, at all times, act in a manner that will bring credit to themselves, their families and the school.
2. Behaviour is learned and that when behaviour is inappropriate, new behaviours can replace old.
3. Behaviour management should aim to promote self-discipline and positive behaviours
4. Positive Education is utilised to reinforce the expected behaviours
5. Individuals are responsible for their behaviours and are capable of problem solving to "make it right". Therefore, our preferred model for behavioural consequences is based upon restorative practice where possible.
6. Early intervention and a progression of consequences from least to most intrusive is the best way of reducing inappropriate behaviour.
7. School Disciplinary Absences, while sometimes necessary, should be seen as the final stages in a positive and supportive educational environment.

All areas of Palm Beach Currumbin High School are learning and teaching environments, extending to our use of social media platforms. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs. Our school community believes:

- Parents/Caregivers play a primary role in supporting and nurturing the children, so our work with young people flourishes when all parties work together;
- Students learn best when they:
 - Are treated with understanding, respect and politeness
 - Feel safe and confident
 - Feel challenged by the tasks they are completing
 - Feel pride in their achievements
 - Can work in a supportive classroom environment and thrive within a relational culture
 - Are emotionally, physically and socially healthy
 - Have a sense of belonging to the school community
 - Are committed to the values of the Reds Pledge

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

Universal behaviour support

Positive and appropriate behaviour by students can be developed through a range of whole-school processes and strategies. The school-wide CARE system is underpinned by a Positive Education curriculum and encourages students to be the best version of themselves both within and outside the school community. Students are encouraged to connect with each other through engagement with both CARE class and House.

Specific strategies such as our anti-bullying stance, attendance, wellbeing and behaviour case managements as well as the Uniform Policy contribute to our school's success as a community of respectful and engaged learners. Students are rewarded for their positive behaviour in a myriad of ways: House acknowledgement, CARE leadership, certificates, OPTIMA Rewards program, postcards, awards assemblies each term, end of year excursions, verbal and/or written acknowledgement from teaching staff and Principal's awards.

Targeted behaviour support

We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular review in consultation with parents/guardians and specialist support staff. For students who need more focused attention, PBC utilises a range of strategies that cater for their specific needs. The benefits of restorative practice and active engagement with Positive Education is achieved through enrolment in the RESTORE program as well as other intervention programs such as Men of Business, Rock & Water and the Warrior program. Check-in/Check-out cards, attendance and behaviour monitoring and amended timetables are all considered effective options that facilitate acceptable standards of behaviour in students.

OPTIMA Teams consisting of Deans of Students, Year Coordinators and Guidance Officers work closely with identified students and parents to ensure adequate and targeted support of students requiring behavioural and/or wellbeing support.

Intensive behaviour support

Sustained problem behaviour requires a focused and individualised intervention by a range of staff, both within and out of the school. Regional and District support is available, as is specialist services from non-government agencies including Headspace, YODA, Booyah, Ryze, Varsity Learning Centre and Elanora Police Beat. PBC employs specialist behavioural teachers and teacher aides to assist with students requiring intensive classroom support.

Network of student support

PBC is able to provide a substantial network of personnel (school based and external) that provide support for students, including:

- Parents/Guardians
- Deputy Principals
- Dean of Students
- Year Coordinators
- House Leaders
- CARE Teachers
- Heads of Departments
- Classroom Teachers
- Guidance Officer
- School Chaplain
- Head of Special Education Services
- Psychologist
- Indigenous Teacher Aide
- Teacher Aides – Behaviour Teacher Aides
- School Based Youth Health Nurse
- Community Liaison Police Officer

Consequences for inappropriate or unacceptable behaviour

We make systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours. When these behaviours do occur, it is important that consequences are predictable. The school's response to unacceptable behaviour is dependent upon the seriousness of the action. Unacceptable behaviours are classified from minor to major.

Minor behaviours are those that:

- Are handled by staff members at the time it happened
- Are minor breaches of the school rules
- Do not seriously harm others
- Do not violate the rights of others in any serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement of specialist support staff or administration

Major behaviours are those that:

- Significantly violate the rights of others
- Put others/self at risk of harm
- Require the involvement of the school Administration
- Major breaches of the school rules
- Constitute misconduct, disobedience, conduct prejudicial to the good order and management of the school

The consequences for serious and/or persistent misbehaviour may include:

- Restorative Practices
- Community Service / Restitution
- Temporary removal from a subject
- Temporary removal from an Excellence Program
- Removal of invitation to school events, including Graduation and Formal
- Loss of privilege
- Detention
- Removal from playground/supervised breaks
- Compulsory student engagement with support service (i.e. Guidance Officer, SBYHN)
- Enrolment in RESTORE Program

- Individual Behaviour Support Plan (IBSP)
- Discipline Improvement Plan (DIP)
- Suspension from school
- Exclusion from school
- Cancellation of enrolment

The school uses school disciplinary absences only after all other options have been considered, or if the behaviour is serious enough to warrant direct implementation of disciplinary absence.

Who is responsible for responding to the unacceptable behaviour, and what actions they may take, is detailed in the "Management of Disciplinary Matters" table. (Appendix 2)

Consideration of individual circumstances

We recognise that factors that influence behaviour and educational outcomes are complex and responses need to be varied. Students and parents may be referred to government or non-government outside agencies, where appropriate, to provide further specialised assistance.

Emergency responses or critical incidents

Students at PBC regularly undergo fire/evacuation and lockdown drills to ensure their safety in the event of a critical incident. Specialist staff such as the School Liaison Police Officer and the school based Youth Health Nurse is supported by administrative and teaching staff qualified to administer first aid.

Anti-Bullying Policy

We believe that every person at PBC has the right to feel respected and valued. Our school does not tolerate bullying behaviour. We expect all members of the school community to conduct themselves in an ethical, lawful and safe manner that respects the rights of others. PBC also endorses 'Stymie' as an anonymous platform to discourage bystanders to bullying and encourage student support. A full copy of the Safe School Policy is attached. (Appendix 3)

Communications Device Policy

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. Students that misuse these devices to cheat, send, upload, store, record or share messages that contain messages or images of students and/or staff will face disciplinary action from the school. In some cases, a breach of this policy may result in a referral to Qld Police Service. (Appendix 4)

Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

Related policies

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

Some related resources

<http://education.qld.gov.au/>

Endorsement

Executive Principal

**P&C President or
Chair, School Council**

**Regional Executive Director
or Executive Director (Schools)**

Date effective:

From to

Appendix 1

Palm Beach Currumbin State High Optima Code

	Be Safe	Be Respectful	Be a Learner
Common Expectations	<p>I report bullying and other problems.</p> <p>I wear my uniform correctly and proudly.</p> <p>I uphold the school's policy regarding technologies, including computers, phones and Ipods.</p>	<p>I say no to bullying.</p> <p>I follow teachers' instructions.</p> <p>I speak politely and use appropriate language.</p> <p>I keep the school vandalism and graffiti free.</p> <p>I respect others' belongings.</p>	<p>I actively participate in school.</p> <p>I do my best to learn, achieve and succeed.</p> <p>I attend class and school every day.</p>
Class	<p>I sit on my seat and at my desk properly.</p> <p>I follow the safety procedures of the class.</p> <p>I use equipment appropriately.</p> <p>I report incidents to staff.</p> <p>I keep all valuable items at home.</p> <p>I place my bag correctly on the bag rack or where directed.</p>	<p>I follow the teacher's instructions.</p> <p>I listen to the person who is speaking to the class.</p> <p>I put my hand up and wait silently to speak.</p> <p>I remove items of distraction and my hat when I enter the room.</p> <p>I am accepting of the opinions and contributions of others.</p>	<p>I do my class work to the best of my ability and strive to achieve my goals.</p> <p>I bring the equipment needed for each lesson.</p> <p>I complete and hand in all assessment tasks by the due date.</p> <p>I actively engage in class activities.</p> <p>I assist others in learning.</p>
Lunch time	<p>I stay in school grounds and in my seating area.</p> <p>I act and interact safely.</p> <p>I report outsiders that are on school grounds to a teacher.</p> <p>I report inappropriate behaviours to a teacher.</p>	<p>I follow teacher and canteen staff instructions.</p> <p>I wait my turn at the canteen.</p> <p>I put my rubbish and unwanted food in the bins.</p>	<p>I use lunchtime effectively by having something to eat, talking to friends, playing a game, going to the toilet, visiting the library or seeing a teacher.</p>
Transport (bus, bike, walking, pick-up)	<p>I get on and off the bus without pushing.</p> <p>I wait a safe distance whilst waiting for the public bus.</p> <p>I follow road rules and directions from teachers when walking to and from school.</p> <p>I safely walk across the school car park.</p>	<p>I line up when I see my bus approaching.</p> <p>I speak politely to the bus driver and other passengers.</p> <p>I report any damage done to other students' bikes.</p> <p>I acknowledge other road users.</p>	<p>I model the right behaviour on the bus, when walking, crossing the road or retrieving my bike.</p> <p>I have my bus pass, Go Card or bus fare.</p>
Assemblies	<p>I enter and exit in an organised manner.</p> <p>I sit promptly and appropriately.</p> <p>I follow teacher direction.</p>	<p>I am quiet throughout assembly.</p> <p>I congratulate the achievements of others appropriately.</p> <p>I follow school policies when signing in and bringing absence notes.</p>	<p>I think about what is presented at assembly.</p> <p>I take my diary to record important information and dates.</p>
Community	<p>I act and interact safely with the community.</p> <p>I obey laws and rules in the community.</p>	<p>I am respectful to people and property within the community.</p> <p>I speak politely and offer assistance to community members.</p>	<p>I participate in community activities and events.</p>

Appendix 2

Management of Minor Disciplinary Matters by Teacher, Year Coordinator and Head of Department

BEHAVIOUR	MOST LIKELY OUTCOME
Minor disruptive behaviour, including but not limited to: <ul style="list-style-type: none"> • Failure to complete homework • Late to class • Disruption to class • Noncompliance with dress code 	Classroom Teacher to action one or more of the following <ul style="list-style-type: none"> • Phone call to parent • Seating plan • Litter duty
Minor misconduct and/or disobedience, including but not limited to: <ul style="list-style-type: none"> • Truancy • Littering • Swearing • Unsafe Behaviour (minor) • Repeated minor disruptive behaviours 	Referral to HOD/Dean who may action one or more of the following: <ul style="list-style-type: none"> • Lunch detention or after school detention • Phone call to parent • Temporary withdrawal from class • Temporary withdrawal from subject • Referral to Dean of Students, who may issue a disciplinary consequence or restorative intervention.

Management of Major Disciplinary Matters by Dean of Students, Deputy Principal, Campus Principal and Executive Principal

Suspension:

Behaviour	Most likely outcome
Disobedience, misconduct or other conduct prejudicial to the good order and management of the school, including but not limited to: <ul style="list-style-type: none"> • Refusing to follow reasonable direction by school staff • Failure to attend lunch or after school detention • failure to report to Administration or Dean's office as directed • Habitual or significant disruptive behaviour • Cheating on an exam or assessment • Acts of physical aggression/ intimidation • Fighting • Verbal abuse of any member of the school community • Unsafe behaviour including throwing objects, inappropriate using objects and property • Smoking cigarettes/tobacco or being in possession of lighters, cigarettes or tobacco (second or subsequent offences) • Possession or sharing of pornographic material • Publication or posting of recorded sound or video of school or school events contrary to the school's Responsible Behaviour Plan 	Suspension 1-10 days or 11-20 days While this outcome may not be given in all cases, it is the likely outcome for the identified misbehaviours.

Exclusion:

Behaviour	Most likely outcome
<p>Serious disobedience, misconduct or other conduct prejudicial to the good order and management of the school, including but not limited to:</p> <ul style="list-style-type: none"> • Behaviour that poses an unacceptable risk to the safety or wellbeing of students, staff or other members of the school community (including but not limited to bullying, fighting, violence, threats, harassment, sexual harassment, intimidation or facilitation thereof by others, encouraging persons to trespass onto school premises or to interfere with school events/activities, sharing of explicit pornographic material, use of internet or electronic media/devices to abuse or denigrate). • Physical assault of any staff member • Behaviour that interferes with the property of the school or on school premises or at school events/ activities (including but not limited to vandalism, graffiti, wilful damage, theft, etc.) • Possession of certain inappropriate things or weapons (including but not limited to knives of any type, sharp objects, knuckle dusters, sling shots, firearms or replicas thereof, fire crackers or other explosives etc.). • Serious cases of inappropriate use, possession, supply of intoxicating substances and/or related implements (including but not limited to illegal drugs or illegal drug implements, alcohol, paint, glue, prescription medication etc.). • Habitual misconduct/ disobedience or other conduct prejudicial to the good order and management of the school (includes repeated breaches of the school's Behaviour Plan). • Serious behaviour or action in a private capacity that is prejudicial to the good order and management of the school. 	<p>Exclusion While this outcome may not be given in all cases, it is the likely outcome for the identified misbehaviours.</p>

Cancellation for a student who is 16 years of age and/or has completed Year 10

Behaviour	Most likely outcome
<ul style="list-style-type: none"> • Repeated failure to attend class • Repeated failure to submit assessment including but not limited to assignments • Unsatisfactory effort by the student in the classroom 	<p>Cancellation of Enrolment - The enrolment at a State school of a student who is more than the compulsory age of attendance may be cancelled on the ground that the student's behaviour amounts to a refusal to participate in the educational program provided.</p>

Appendix 3

Positive Relationships – Safe School Policy

Definition

Bullying is typically repeated and intentional hurt inflicted on someone by words or actions of another person or group to exert power.

What Bullying may look like:

- Repeated verbal threats and cruelty
- Name calling and persistent teasing
- Ridiculing another person's appearance, physique or actions
- Repeated physical threats and cruelty
- Punching, pushing, poking, shoving, spitting, etc
- Deliberate property damage.
- Repeated indirect threats and cruelty
- Malicious gossip, spreading rumours
- Deliberately hiding property
- Ignoring and persistent exclusion from friendship circles, social exclusion
- Cyber
- Deliberate inappropriate use of mobile phones texts messaging and internet communications

These actions demonstrate there has been a breakdown in relationships between students.

When Bullying occurs, what should be done?

By the students

Initially use appropriate responses to solve the problem (eg walk away)

Seek intervention by reporting bullying to a teacher, support staff or parent

Demonstrate positive bystander behaviour and tell a teacher, support staff or parent if they see another student being bullied

Never ignore the situation

Consider the use of Stymie.com to anonymously inform the school of an incident

By the parent

Model appropriate behaviour at all times

Support the school's philosophy

Watch for signs of your child being bullied (what are the signs?)

Encourage your child to adopt the anti-bullying strategies taught at school

Instruct your child to immediately tell a teacher or support staff if they are bullied

Inform the school immediately of any suspected bullying

By staff

Model appropriate behaviour at all times

Reassure the individual that bullying is unacceptable listen to the student and ask what you can do to help

Act appropriately to the student's concern by use of an intervention tool like (to be determined by school) *shared concern*

Provide advice, *intervene* and monitor.

PBC is diligent and proactive in its approach to keeping the school free from bullying behaviour.

Appendix 4

Communications Device Policy

We believe in preparing students for the future and that electronic communication devices have a place in society, but should not deter from one's learning or positive social interactions. Responsible and safe use is encouraged of all devices. The Communications Device Policy has been formulated to align with Education Queensland guidelines namely *SCM_PR_003*, which outlines: '*Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*'.

For the purposes of the document, 'Communication devices' are defined as any device which can transmit, store or record information in a digital format. This includes, but is not exclusive to mobile phones, recording devices, laptops, digital cameras and other recording equipment.

Palm Beach Currumbin SHS is the workplace for more than 200 staff and 2540 students; as a result, we believe that the behaviours modelled in the workplace should reflect common practices in greater society, including expectations and conduct relating to the use of devices.

Devices remain the responsibility of individuals at all times. Students are encouraged to keep devices in a secure place when not in use, such as a school locker.

Students are permitted to bring mobile phones and personal electronic devices such as laptops to school under the conditions outlined below:

- Devices are only to be used in class with teacher consent. Teacher-approved and planned device use is aimed to assist and enhance learning experiences.
- Devices should not be used for listening to music, communicating or engaging in social media during class time.
- Personal headphones should not be used or visible in class at any time.
- Devices should not be brought into examination rooms or be present during formal assessment.
- No photos, videos or voice recordings are to be taken at school, shared, forwarded, uploaded, sent, or stored unless specifically directed by staff.
- No photos, videos or voices of students or staff are to be, shared, forwarded, uploaded, sent, or stored via any media platform.
- The PBC logo must not be used without permission of the Executive Principal.

Students who breach this Policy will be subject to appropriate behavioural consequences as outlined in the school's Responsible Behaviour Plan.

Parents and guardians are required to contact students during school times through the Middle/Senior School Office only.
