

## 6: External Assistance

A functional behaviour assessment is completed in consultation with the relevant people such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies, eg Behaviour Management Team. This assessment is used to inform the development of an Individual Behaviour Support Plan.

## 7: Monitoring and Review

Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary. In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.

## 8: Suspension Procedures

This is implemented in line with the Education (General Provisions) Act 2006, *formerly SM-16 Student Disciplinary Absences*

## 9: Behaviour Improvement Condition

This is implemented in line with the Education (General Provisions) Act 2006

## 10: Recommendation for Exclusion

This is implemented in line with the Education (General Provisions) Act 2006, *formerly SM-16 Student Disciplinary Absences*.

*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.*

**Copies of the whole Responsible Behaviour Plan can be obtained from the school on request or from our website**



## GLADSTONE STATE HIGH SCHOOL

### RESPONSIBLE BEHAVIOUR PLAN

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## GLADSTONE STATE HIGH SCHOOL



### RESPONSIBLE BEHAVIOUR PLAN



## The Code of School Behaviour

Better Behaviour  
Better Learning

Reach for the Stars

# BELIEFS ABOUT BEHAVIOUR AND LEARNING

At Gladstone State High School, we aim to maintain, enhance and continue to develop a supportive school environment for all members of our school community.

Our Responsible Behaviour 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.

## Vision Statement

To empower students to reach their full potential through quality learning experiences in a supportive and challenging school environment.

**At Gladstone State High School we value:**

## **R**esponsibility

Give your best. Be dependable. Make appropriate choices. Be fair. Have a go. Take your opportunity to lead, otherwise be a good team member.

## **E**xcellence

Doing your best. Seek to accomplish something worthy and admirable. Try hard. Keep trying and pursue excellence. Expect high standards.

## **S**Afety

Look out for yourself and others. Practice safe and hygiene habits. Follow the rules.

## **R**espect

Value yourself and others. Respect your environment. Act and speak courteously to everyone.

Be kind to animals. Foster good relationships. Foster school pride.

## **H**onesty

Be truthful and sincere. Be trustworthy. Admit your mistakes. Learn by your mistakes. Seek truth, good and right.

*At Gladstone State High School we recognise that partnerships with parents and caregivers and the local community are fundamental to successful values education.*

## CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

In 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**.

**Strategies to implement supportive, fair, logical and consistent consequences include:**

### **1: Classroom Management**

The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions and reinforcing positive behaviour .

### **2: Restatement, Rule Reminders**

The teacher adds a combination of the following strategies to address the student's behaviour. Restatement of the **basic rule**, giving a specific direction, asking the Positive Behaviour process questions, giving the student a choice eg to modify/change their behaviour or to go to the PBC.

### **3: Positive Behaviour Centre**

The student is sent to the Positive Behaviour Centre or a different area until the student is willing and able to comply. To inform further support and decision making processes, incidents of the inappropriate behaviour are recorded in the school's *Managing Student Behaviour* data base. Continual or serious disturbances may result in the student being referred to the administration and parents/carers being notified.

### **4: Teacher and Student Plan of Action**

As part of the Positive Behaviour process students must identify their inappropriate behaviours and propose a plan of action that is then agreed upon through negotiation between the teacher and student before a student can return to class.

Parents/carers will be contacted. If additional support is required to implement the plan.

### **5: School Intervention and Recording of Student's Inappropriate Behaviour**

If there is not an appropriate change to the student's behaviour they are referred to the Student Support Group and a Case Manager will be appointed. The school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise.