



The Code of School Behaviour

Better Behaviour
Better Learning

Responsible Behaviour Plan for Students

Based on the Code of School Behaviour

1. Purpose

Queensland Academy for Science, Mathematics and Technology is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This 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 and students can participate positively within our school community.

2. Consultation and data review

Queensland Academy for Science, Mathematics and Technology developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken in November 2017 and throughout 2018. A review of school data sets relating to attendance, participation, student disciplinary absence from 2017 – 2018 also informed the development process.

The Plan was endorsed by the Principal and the Chair of the School Council.

3. Learning and behaviour statement

All areas of the Queensland Academy for Science, Mathematics and Technology are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Queensland Academy for Science, Mathematics and Technology 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.

Our school community has identified the following school protocols to teach and promote our high standards of responsible behaviour:

- Show respect
- Maintain safety
- Take responsibility

These protocols support our pursuit of academic excellence, our commitment to leadership development, and striving for our personal best in strategic endeavours.

We believe:

- Student behaviour is an educational issue rather than just a management issue;
- Parents/guardians play a primary role in supporting and nurturing their children, so our work with young people flourishes when we can 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;
 - are emotionally and physically well; and
 - have a sense of belonging to the school community.

Our School Protocols are aligned with the values, principles and expected standards outlined in the Department of Education'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 the Queensland Academy for Science, Mathematics and Technology we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students, which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school protocols. The School wide Expectations Teaching Matrix below outlines our agreed protocols and specific behavioural expectations in all school settings.

School Wide Expectations						
	Whole School	Learning Spaces	School Grounds And Amenities	Technology	Travel To And From School	Off Campus
Show Respect	<ul style="list-style-type: none"> Treat all members of our community with courtesy and respect Embrace diversity by being considerate of other's culture and beliefs Care for the Academy's built and natural environment Follow staff instructions Be honest and cooperative Wear my uniform with pride 	<ul style="list-style-type: none"> Respect the rights of others to learn Encourage and support others in their learning Participate respectfully in group or individual activities Keep the classroom tidy Do not bring food and drink into classrooms 	<ul style="list-style-type: none"> Keep eating areas clean and tidy Keep noise to an appropriate level Respect the environment Keep your locker clean, organised and locked Keep the toilets clean and tidy 	<ul style="list-style-type: none"> Demonstrate academic honesty Take care of all IT facilities Follow the guidelines of our Responsible use of Technology Policy 	<ul style="list-style-type: none"> Stand up and offer my seat to full-fare and pension passengers Allow passengers to enter and exit public transport by standing out of the doorway Keep conversations and music to a quiet level so as not to disturb other passengers 	<ul style="list-style-type: none"> Interact politely with members of the community Participate fairly and safely Use equipment for its intended purpose
Maintain Safety	<ul style="list-style-type: none"> Observe safety standards and procedures Report incidents of unsafe practices, harassment and/or bullying Ensure you always follow the hands off policy by not becoming physically involved with others 	<ul style="list-style-type: none"> Enter and exit the room in an orderly manner Ensure your teacher knows where you are at all times Be in a classroom only when a teacher is present Use equipment safely Use furniture appropriately 	<ul style="list-style-type: none"> Play in the appropriate areas Be sun safe Stay within the designated boundaries of the school Report unknown members of the public that enter our school Maintain safe hygiene practices Only run in designated sporting areas 	<ul style="list-style-type: none"> Keep your passwords private Do not share personal details or inappropriate content online 	<ul style="list-style-type: none"> Use regulated forms of transport only Park my bike in the designated areas Do not ride my bike through walkways in the school grounds Follow road safety rules at all times Only cross roads at traffic lights or safety zones 	<ul style="list-style-type: none"> Stay with the group Follow directions
Take Responsibility	<ul style="list-style-type: none"> Promote positivity and wellbeing within the Academy Consistently model appropriate behaviour and the IB Learner attributes Take responsibility for my actions Demonstrate resilience Place litter in the correct bins 	<ul style="list-style-type: none"> Be punctual, organised and have my equipment ready Take responsibility for my learning and seek assistance when needed Complete all homework/assessment and submit work on time Be open to feedback and suggestions Set myself goals and extend myself to achieve them 	<ul style="list-style-type: none"> Share and use equipment appropriately Play by the rules Select my locker code carefully Use the toilet during scheduled breaks 	<ul style="list-style-type: none"> Maintain a positive reputation online Keep equipment safe and protected (laptop in a case, phone in a case, etc.) Ensure my device is charged and in good working order Save my work in multiple locations Use technology during class when directed by a teacher 	<ul style="list-style-type: none"> Arrive at school at least 15mins before my start time 	<ul style="list-style-type: none"> Take care of my personal belongings Know when and where to be Represent the Academy in a positive manner

These expectations are communicated to the whole school community, and implemented with students, through the following preventative processes and strategies to support student behaviour, including:

- House Dean active leadership
- Active supervision
- Student handbook
- Enrolment procedures
- School Website
- Engagement and transition programs
- Orientation program
- IBL Profile Lessons (International Baccalaureate Learner Profile Lessons)
- GROWTH and INSTEP programs; and
- Assemblies (House, Year Level, Whole School).

Specific policies have been developed to address:

- Responsible Use of Technology and Social Media Policy
- Academic Honesty Policy
- Uniform Policy
- Managing Student Attendance Policy
- Assessment Policy
- Sun Safety Policy; and
- School Travel Policy.

Targeted behaviour support

Each year a small number of students at the Queensland Academy for Science, Mathematics and Technology are identified through our data as needing a little bit extra in the way of 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 supported through the work of the House Deans and Student Services Team. A range of strategies is employed to assist the student to redirect behaviour and to develop the skills to be successful at school.

Intensive behaviour support

Queensland Academy for Science, Mathematics and Technology recognises that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/guardians and other relevant specialist staff. The House Deans facilitate the assessment and support process, in conjunction with the Guidance Officer and/or Senior Leadership (if required).

The House Deans:

- develop appropriate behaviour expectations and strategies with other staff members
- monitor the impact of support for individual students through continuous data collection; and
- consult with the Senior Leadership Team over recommended process.

In some cases the House Deans, in conjunction with the Guidance Officer and/or Senior Leadership:

- provide consistent strategies and adjustments outlined within the Educational Adjustment Program; and
- engage with external agencies, to support the student and their family.

As a fully selective entry school based on academic ability, behaviour - and a high level of commitment and application to study, our resourcing is directed towards the support of academic success. Whilst the Academy makes every effort to assist students who present with challenging and complex problems, it is often in the best interest of the student to consider alternative educational pathways in a comprehensive school. This is due to the rigorous nature of our program and the limited options available for flexible curriculum implementation.

5. Consequences for unacceptable behaviour

Queensland Academy for Science, Mathematics and Technology makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. OneSchool is used to record all minor and major problem behaviours. A pattern of minor behaviours may constitute a major behaviour.

Minor and major behaviours

When responding to problem behaviour incidents, the staff member first determines if the problem behaviour is major or minor.

Minor behaviours are those that:

- are minor breaches of the school protocols
- do not seriously harm others or cause to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours; and
- do not usually require involvement of specialist support staff, House Deans and/or Heads of Department.

Major behaviours are those that:

- significantly violate the rights of others
- put others/self at risk of harm; and
- constitute misconduct, disobedience, conduct prejudicial to the good order and management of the school.

Major behaviours result in a referral to the House Deans and/or Senior Leadership Team because of their seriousness.

When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member refers the matter to the House Dean.

The following table outlines examples of minor and major problem behaviours (these example behaviours are not an exhaustive list):

	Area	Minor	Major
Show Respect	Language (including while online)	<ul style="list-style-type: none"> Inappropriate language (written/verbal) – incidental swearing Calling out Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse/directed profanity
	Property	<ul style="list-style-type: none"> Lack of respect for the environment 	<ul style="list-style-type: none"> Stealing/theft Wilful property damage Vandalism/graffiti
	Follow Instructions	<ul style="list-style-type: none"> Uncooperative Poor attitude 	<ul style="list-style-type: none"> Repeated and/or blatant disrespect Failure to follow a staff member's direction Defiance Gross insolence/non-compliance
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Chewing gum Eating/drinking in class 	<ul style="list-style-type: none"> Bullying/victimisation/harassment Major/repeated disruption to class
Maintain Safety	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells 	<ul style="list-style-type: none"> Dangerous methods of travelling around the school grounds
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Playing games in undesignated areas Playing in toilets 	<ul style="list-style-type: none"> Throwing objects that cause damage or harm
	Physical Contact	<ul style="list-style-type: none"> Minor physical contact 	<ul style="list-style-type: none"> Physical aggression Fighting Not reporting immediately if physical aggression or fighting has been witnessed
	Other		<ul style="list-style-type: none"> Possession of alcohol, tobacco, cigarette papers and lighters/matches Possession or selling of illicit drugs Being in the company of those in possession of prohibited substances Possession of weapons, including knives and any other items which could be considered a weapon
Take Responsibility	Uniform	<ul style="list-style-type: none"> Not wearing a hat in playground (middle school) Breaching the uniform policy 	<ul style="list-style-type: none"> Incorrect uniform without Principal authorisation Repeatedly breaching the uniform policy
	Class and homework tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Lack of equipment for lesson (including incorrect clothing) Failure to complete work within set time frames 	<ul style="list-style-type: none"> Continually failing to have necessary equipment and/or clothing to participate adequately Persistently failing to complete set tasks within set time frames Refusing to work
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (e.g. lateness after breaks) Not in the right place at the right time 	<ul style="list-style-type: none"> Leaving class without permission Leaving school without permission Persistently late or absent from class without authorisation
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty (lying about involvement in a low-level incident) 	<ul style="list-style-type: none"> Major dishonesty that has a negative impact on others
	Rubbish	<ul style="list-style-type: none"> Littering 	<ul style="list-style-type: none"> Deliberate littering
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> Using devices during lessons other than directed by a teacher Minor breaches of the Responsible Use of Technology and Social Media Policy 	<ul style="list-style-type: none"> Filming or recording without authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school Repeatedly using devices during lessons other than directed by a teacher Major breaches of the Responsible Use of Technology and Social Media Policy

Minor problem behaviours may result in the following consequences:

- Rule reminder
- Rectify/redirect behaviour
- A minor consequence such as:
 - moving away from other students
 - removal from an activity or event for a specified period of time
 - partial removal (time away)
 - individual meeting with the student
 - temporary removal of property
 - mediation
 - apology; or
 - detention;
- Counselling to relate problem behaviour with expected behaviour
- Referral to the Head of Department or House Dean; and/or
- Behaviour contracts.

Major unacceptable behaviours may result in the following consequences:

- Temporary removal of property
- Detention
- Time out
- Removal from activity
- Loss of privilege
- Restitution
- Warning regarding future consequence for repeated or persistent inappropriate behaviour
- Behaviour contracts
- Discipline Improvement Plan
- Suspension from school
- Police involvement
- Exclusion from school; and/or
- Cancellation of enrolment.

Definition of Consequences

Detention	Any staff member may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention may be held during school hours, out of school hours or on non-school days. Parent/guardian will be contacted before an out-of-hours school detention is imposed as per departmental guidelines. For non-school day detentions, a parent/guardian will be informed of location and duration of the detention and their obligation to provide transportation.
Time Out	Keep the student in any time out area under supervision at all times. Give the student the opportunity to re-join class, in intervals of no more than 10 minutes.
Temporary Removal of Property	Any staff member has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.
Discipline Improvement Plan	A Discipline Improvement Plan is a written agreement that sets out strategies and steps to improve a student’s behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.

School Disciplinary Absences (SDA)

Suspension	<p>The House Deans, Deputy Principals and Principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> • Disobedience by the student • Misconduct by the student • Misbehaviour • Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school • Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school • The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school • The student is charged with a serious offence (as defined in the Commission for Children Young People and Child Guardian Act 2000);and /or • The student is charged with an offence, other than a serious offence, and the Principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.
Recommended Exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> • Persistent disobedience • Misbehaviour; • Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school • Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school • The student's attendance at the school poses an unacceptable risk to the safety wellbeing of other students or staff of the school; and / or • The student has been convicted of an offence and the Principal is reasonably satisfied that I would not be in the best interests of other students or staff for the student to be enrolled at the school.
Cancellation of enrolment	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

**Refer to the departmental procedure Safe, Supportive and Disciplined School Environment*

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member might not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At the Queensland Academy for Science, Mathematics and Technology, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour - and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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 problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious risk.

Immediate strategies that staff may use include:

- Avoiding escalating the problem behaviour
- Avoiding 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
- Maintaining calmness, respect and detachment
- Modelling the behaviour that staff want students to adopt, stay calm and controlled, use a serious measured tone, choosing language carefully, avoid humiliating the student, be matter of fact and avoiding responding emotionally
- Approaching the student in a non-threatening manner; and
- Moving slowly and deliberately toward the problem situation, speaking privately to the student/s where possible, speaking calmly and respectfully, minimising body language, keep a reasonable distance, establishing eye level position, being brief, staying with the agenda, acknowledging cooperation, withdrawing if the situation escalates
- Where this impacts on the safety of self or others under potential threat, the teacher should call for assistance from a House Dean members of members of the Executive Leadership Team.

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 problem 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; and
- 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
 - Follow required processes for managing the behaviour incident and consequences.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that the Queensland Academy for Science, Mathematics and Technology's duty of care to protect students and staff from foreseeable risks of injury is met. 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 that:

- physical intervention cannot be used as a form of punishment; and
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Any physical intervention made must:

- be reasonable in the particular circumstances
- be proportionate to the circumstances of the incident
- always be the minimum force needed to achieve the desired result; and
- 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.

7. Network of student support

Students at the Queensland Academy for Science, Mathematics and Technology are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents/Guardians
- Teachers
- Support Staff
- House Deans
- Heads of Department
- Senior Leadership Team
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain

External support is also available through the government and community agencies is available via Guidance Officer referral.

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.

Queensland Academy for Science, Mathematics and Technology considers 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 students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing and their emotional state; 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 or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision-making processes; and
 - 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](#)
- [Cybersafety and Reputation Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)
- [Code of School Behaviour](#)

11. Some related resources

- [Safe Supportive and Disciplined Schools](#)

Endorsement



Ms Kath Kayrooz
Principal



Ms Kathryn Mackey
Chair, School Council

Effective Date

13 June 2019