



The Code of School Behaviour

Better Behaviour
Better Learning

The South East Region Learning College

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

South East Region Learning College is an alternative learning environment.

The South East Region Learning College 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 a unique structure of delivery;
- where 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 environment is established and maintained.

Learning and Behaviour statement

The South East Region Learning College is committed to achieving the best educational outcomes for all students. As a learning community, we are committed to building success for all learners through curriculum that meets both Education Queensland's requirements and students' individual needs. The behaviour management practices are guided by the values and beliefs stated below in the vision for the College.

Values and Beliefs

*The South East Region Learning College is sustainably aligned to EQ; ensuring students have strong **foundational skills** to participate in society and the workforce in order to **secure their future.** **SUCCESS STARTS here...***

S – Second Chance

T – Teachers who Care

A – Advanced Programs

R – Recognise Difference

T – To Graduate

S – Step Up – **G**–Goals & Guts

R–Resilience



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I-Identity

T-Tenacity

ISSUES

Within a framework of life-long education, the South East Region Learning College will respond to the following key issues that have been identified in respect of both compulsory and post compulsory education for the community.

- Access
- Participation
- Isolation
- Family support
- Literacy
- Numeracy
- Relevant curriculum
- Articulation

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

South East Region Learning College provides the opportunity for alternative learning opportunities and recognises that the approach to behaviour management is different to mainstream schools. The College is smaller than most secondary schools and is able to provide greater individual focus to the management of students.

The College uses proactive strategies to encourage students to adopt a positive attitude towards their learning and behaviour. Students should realise that if they make inappropriate decisions there are consequences that will be implemented. The students are enrolled in an adult learning environment; therefore the management of behaviour issues is largely undertaken directly with the student.

Where the student is under 18 years of age and the parent or guardian has been involved in the enrolment, the College will inform and involve them where major behaviour issues occur. The College behaviour expectations and consequences will be clearly outlined to every student and parent/guardian upon enrolment. Parental and Guardian involvement in regards to behaviour issues, attendance and the 'no progression until pass' policy is also addressed at this time.

Role of Student:

- Expected to behave in a responsible manner to ensure that everyone is provided with the opportunity to reach their goals.
- Treat each individual with understanding, courtesy and respect.
- Recognise that the Teachers are the managers of activities and student behaviour at the College.
- Regular and punctual attendance and consistent application is required.
- Care for the equipment and facilities and maintain the cleanliness in the classrooms and surrounds.
- Dress in a manner that will reflect positively on self and the College. Minimum dress standard for an adult learning institution: shirt, shorts, footwear.
- Not to consume or be under the influence of alcoholic beverages or drugs.



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- Not to smoke in any or near any building, 5m from the boundary. Amendment: 1 January 2015 *Tobacco and Other Smoking Products Act 1998*
- To adhere to the values of the College by respecting individual difference
- To not impede on the learning of others
- To actively participate in their learning

Role of Teacher:

- Negotiate and establish class conditions, procedures and consequences, which reflect the values and expectations of the Responsible Behaviour Plan.
- Be fair and consistent in the application of these consequences.
- Prepare lessons thoroughly, being aware of the needs of individual students, and the processes and procedures that may prevent behaviour problems arising.
- Be a role model for students, especially in regards to punctuality, dress and interactions with others.
- Be aware and supportive of students with personal problems, and to be aware of the support structures at the College to assist such students.
- Document the inappropriate behaviour of students and any action taken in alignment with “Who am I” – WAI policy and procedures.
- Confer with the relevant Campus Dean of Students - DOS, relevant Head of Campus – HOC and the Principal on continuous or serious breaches of discipline and to refer very serious breaches straight to Head of Campus.
- Monitor, and have explained by students, absences and refer to the appropriate personnel in conjunction with “Who am I” – WAI policy and procedures

Role of Dean of Students:

- Act as a support person to students/teachers/parents or caregivers.
- Be available to counsel students and refer where required (on personal matters, course selection and career options).
- Handle breaches of student behaviour and communicate with parents where appropriate.
- Assist in the resolution of conflict between student and student, student and parent/caregiver, teacher and student, and parent/caregiver and teacher.
- Form and maintain links with support personnel in community agencies to assist in behaviour management issues.
- Provide information concerning requirements for further education, training and employment.
- Act as a facilitator, where necessary, for teachers and students in the process of ‘working it out’, while making every endeavour to allow the negotiation to take place between the teacher and student.
- Provide advice and support for staff and students in conjunction with the “Who am I” policy, in circumstances where students are:
 - Persistently absent from scheduled classes.
 - Follow up with students’ unexplained absences and lateness.
 - Consistently producing work of an unacceptable standard (eg. lack of equipment/homework/poor performance in class).
 - Continually disrupting the learning of others, as referred by a classroom teacher.



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- Liaise with the relevant Head of Campus with regard to persistent offenders, where attempts to modify behaviour have not succeeded.
- Assist with the enrolment and orientation of new students.

Role of Head of Campus:

- Facilitate the consistency of the College tone which will allow each student, staff member and parent/caregiver to be a valued and effective member of the South East Region Learning College.
- Ensure all members of the school community are informed of the procedures, which are in place to manage student behaviour.
- Work with students, parents/caregivers and relevant staff to determine a course of behaviour that should be followed if student behaviour is causing concern to other school members.
- Be a facilitator, where appropriate, in negotiations between students, parents/caregivers and teachers.
- Assist staff in determining appropriate consequences for student misbehaviour and developing management strategies.
- Formulate plans of action to rehabilitate a student and to review plans through communication and feedback.
- Have an 'open door' policy, and be available to staff, students and parents for discussion or guidance on behaviour management or behavioural issues.
- Discipline students, as the need arises, in accordance with the Behaviour Management Policy, and to apply logical consequences.
- Provide communication with the College Principal with serious breaches of the behaviour plan.
- Support staff by encouraging and facilitating the use of teaching strategies, which establish a positive and caring learning environment in the classroom.
- Visit classes on a formal and informal basis.
- Be a point of referral in crisis situations with students, teachers and parents/caregivers.
- Ensuring the educational quality of our programs meet Education Queensland and Queensland Curriculum Assessment Authority standards.

Targeted behaviour support

The South East Region Learning College provides the opportunity for alternative learning experiences and recognises that the approach to behaviour management is different to mainstream schools. The approaches used for classroom management are modified to recognise the backgrounds of the students and as the College is smaller than most secondary schools, there is a greater ability to provide a more individual style to the management of students. The Head of Campus and Dean of Students of each campus have a responsibility to mentor students requiring targeted support.

Contact is made between the students and the members of staff every day, in the grounds and the classrooms. At the enrolment interview students who require additional support will be identified where possible and a referral will be generated.

The Colleges have a short data cycle in place to identify students who are "at risk" of failing their program. This process is called the "**WHO AM I**" (WAI) policy. Due to the accelerated nature of our programs, it is necessary to be able to identify students who



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require extra support quickly in order to take a proactive approach to their learning needs. The WAI document requires the class teacher to identify students who are “at risk” of not passing. The WAI process is supported by the SERLC intervention process via email. This process is a documented basis of communication between class teacher and the DOS/Support Staff. It is also documented visually on a large whiteboard which includes every student's AUS Identity, where they are sitting in each class academically and if they need any extra support.

The process involves the following;

- If a teacher has a student that requires intervention;
- The teacher contacts / interviews the student at risk to form a plan to get them back on track.
- If unsatisfactory progress is made the teacher completes the “Intervention Form” (identified by the WAI)
- Completed and submitted online and referred to the appropriate person.
- These Intervention Forms will be followed up daily by the Dean of Students and also when we do the WAI in Wk. 7
- This will allow us to identify students for
 - i. **REPEAT** performances
 - ii. **CONTINUANCE** week or
 - iii. **GRADUATION**

Formal meetings between teaching and support staff in Weeks 2, 4 and 7 are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation, furthermore this process allows a student's progress to be tracked on a daily basis.

An additional proactive strategy linked to the WAI is our AUS Identities learning type identification. This is a process that assists the class teacher to ascertain the personality type and preferred learning style of each student. This information enables the teacher to tailor the learning intent to best suit each student.

Intensive behaviour support

At the College all students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviors’ are supported using a case management approach.

Case Management:

The case manager for each student who is identified as “seriously at risk” will be one of the following;

- Principal
- Head of Campus
- Dean of Students
- The Guidance Officer

A support team approach is adopted with staff working collaboratively with the students’ teachers and parents/guardians).

However Students, who are considered to be at risk and have experienced an array of severe management strategies, should proceed through a systematic assessment procedure. This may include:

- collation of data which gives an overview of problematic behaviors’ and consequences implemented.
- an interview with the student, parent/guardian if appropriate and staff.



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- discussion at a meeting of the team of staff involved with the student.
- referral to an appropriate support agency for assessment and behavioural support
- full team collaboration to undertake a behavioral assessment and develop a support plan.

Strategies used will be preventative, supportive and/or corrective.

Preventative – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling, providing clear advice about expectations and the use of appropriate content and curriculum material, individualising student timetables and tailored learning programs.

Supportive – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Corrective – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the support plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents/Guardians of the student/s involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

Consequences for unacceptable behaviour

The College has developed a proactive strategy that focuses on the preventative and the supportive approach through our Intervention and WAI processes. These processes (outlined previously), keeps the lines of communication open on a daily basis between Administration and the classroom teacher.

Upon enrolment, the College encourages students to adopt a positive attitude towards their learning and behaviour and through these processes, intervention occurs early if acceptable behaviour is not displayed by a student. Students should realise that if they make inappropriate decisions there are consequences that will be implemented.

The students are enrolled as students who want to engage in learning and hence the management of behaviour issues is largely undertaken directly with the student. Where the student is under 18 years of age and is living at home and the parent/guardian has been involved in the enrolment, the College will inform the parent in case of major behaviour issues.



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Level	Behaviour	Possible Consequences
<p>Level 1 Class Teachers</p>	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> ▪ minor incidents ▪ ignoring instruction ▪ lateness to class ▪ rudeness to others ▪ verbal abuse ▪ undue noise ▪ inappropriate language ▪ work not complete 	<p>Teacher initiated actions could include:</p> <ul style="list-style-type: none"> ▪ verbal negotiation ▪ reminder of classroom expectations ▪ in-class separation or isolation ▪ removal from classroom for one-on-one resolution ▪ send student to another class <p>If repeated applications of the above actions produce no improvement in the student's behaviour, then the student should be referred to the Dean of Students for action at Level 2.</p>
<p>Level 2 DOS</p>	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> ▪ repeated level one behaviours ▪ destruction of property ▪ referrals from class ▪ refusal to follow teacher instruction ▪ all forms of bullying ▪ unexplained absence ▪ lack of progress 	<p>HOC/DOS/GO in consultation with the class teacher will initiate actions which could include:</p> <ul style="list-style-type: none"> ▪ monitoring program ▪ resolution meetings as required between teacher and student ▪ peer mediation or restorative conference ▪ referral for assessment and specialist support, ▪ restitution ▪ parent contact ▪ referral to Principal ▪ non-contact time from class/and or College <p>HOC/DOS/GO to record all incidents and actions.</p>



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Level	Behaviour	Possible Consequences
Level 3	Inappropriate student behaviours to be dealt with at this level include: <ul style="list-style-type: none"> ▪ continued level two behaviours ▪ stealing ▪ physical aggression to other students 	Principal in consultation with Head of Campus determines the most appropriate course of action which may include any of the following: <ul style="list-style-type: none"> ▪ referral to outside agency ▪ parent/carer interview ▪ individual behaviour agreement ▪ restorative conference on return from suspended enrolment ▪ non-contact time from class/and or College ▪ Police notification ▪ Cancellation in line with Education Queensland Policy SM -16 Student Disciplinary Absences
Head of Campus	<ul style="list-style-type: none"> ▪ verbally/ physically threatens or abuses a teacher ▪ serious vandalism 	
Principal	<ul style="list-style-type: none"> ▪ sexual harassment /misconduct ▪ possession or supply of drugs ▪ possession or use of a weapon ▪ violent assault 	

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 jeopardy.

Basic deescalating strategies

Avoid escalating the problem behaviour

- Avoid 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.

Maintain calmness, respect and detachment

- Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

Approach the student in a non-threatening manner

- Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Follow through



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- 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.

Debrief

- Help the 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 options for future situations.

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
- Posing an immediate danger to themselves or to others

Appropriate physical intervention may be used to ensure that the South East Region College 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 upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

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

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion 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. The following records must be maintained:

- incident report
- debriefing report



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Network of student support

The South East Region Learning College is supported through positive reinforcement and whole school, targeted and intensive behaviour support, by the following personnel:

- Teachers
- Dean of Students
- Head of Campus
- Support Staff – Industry Liaison Officer
- Administration Staff – Associate Principal and Principal
- Guidance Officer
- Youth support coordinator
- Transitions officer
- Parents
- Extensive list of support agencies including, DOCs, Youth Justice, Breakthru, MaxEmployment and Centrelink Booyah and Ryse.

The student support is organised through the Head of Campus and the DOS. They obtain feedback from the teachers on the individual student and will case manage students with high needs. Meetings of the teachers and support staff will occur to decide where required to develop a plan of action for individual students.

Where those high needs include personal health, emotional, family issues and financial support students may be referred to the appropriate outside agency who is providing support in that specialist area. Where students are referred to outside agencies feedback is sought from the outside agency by the co-ordinator to ensure a holistic response is achieved.

Some of the local agencies that the College has links with and refers students to include the following government and community agencies:

- Youth & Family Services, Logan
- Anglicare - Beenleigh
- Beenleigh Area Youth Services
- Collegelink – Social Workers
- Department of Child Safety
- Police
- Eagleby Youth Services
- Beenleigh PCYC (Police Citizens Youth Club)
- Booyah
- RYSE

Consideration of individual circumstances

South East Region Learning College consider 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



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- Providing educational access for students both pre and post compulsory school age.
- Delivering a timetable that operates both during and after the traditional school hours.
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the RBP 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/or 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 the school community members will be considered at all times.



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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](#)

Related departmental procedures

- [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](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

Some related resources

- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cyber safety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

Endorsement



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