

# PIONEER HIGH SCHOOL

## Responsible Behaviour Plan for Students

### **Rationale**

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

*Pioneer High School promotes learning, creativity and innovation as the platform on which to build prosperity and quality of life. We are strongly committed to providing a quality, futures-oriented education that enables all students to achieve their potential. Pioneer High School prepares students for an active role in our democratic life and society.*

### **School beliefs about behaviour and learning**

*High expectations, equity, inclusiveness and the building of social capital are key features of our school. Our Plan is founded on the assumption that the establishment of appropriate, close and effective relationships between teachers and students is of paramount importance. Through partnerships with parents and carers, the wider school community, other support agencies and, most importantly, a whole-of-school approach, Pioneer High enhances positive behaviours. The clear set of agreed principles, upon which our code is based, are as follows:*

*All students have a right to:*

- be valued as individuals and treated with respect;
- have a safe and secure environment where they are free from intimidation, bullying and harassment;
- have their individual learning styles recognised and catered for by teachers so that their full potential can be realised;
- be treated fairly, reasonably and consistently;
- be provided with exemplary role models by all staff of the school;
- be regularly informed of their learning progress.

*All students have an obligation to:*

- respect the rights of fellow students, teachers and other staff members of the school;
- behave in a reasonable manner which does not disrupt the learning of other students and which allows teachers to teach in an atmosphere of order and cooperation;
- take responsibility for their own learning and to use their teachers as valued facilitators of their learning;
- take collective responsibility eg. report 'wrongdoings'.

*All parents have a right to:*

- expect their children to be educated in a secure environment in which care, courtesy and respect for others' rights are encouraged;
- be frequently informed of the learning progress of their children.

*All parents have an obligation to:*

- support the school in its efforts to maintain a positive teaching and learning environment;
- support the teaching staff by ensuring students have appropriate equipment for school;
- monitor student progress by taking an interest in homework, study and assessment;
- assist students in understanding their rights and obligations within the Code of Practice.

*All staff have a right to:*

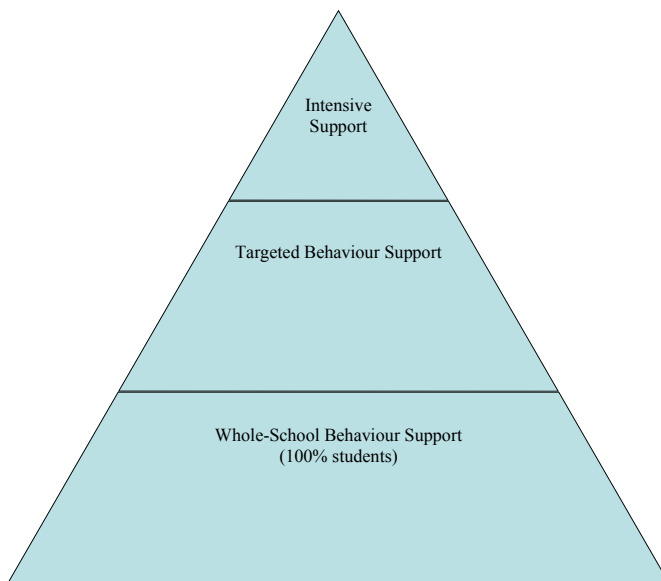
- work in an orderly, cooperative and safe environment;
- be treated with respect, courtesy and fairness by others.
- have privacy and security of self and property.
- facilitate learning of students.
- expect the full support of parents, administration and the school community.
- have access to the appropriate professional development activities.
- be kept informed of the specific needs of the students.

*All staff have an obligation to:*

- ensure that all students progress with their learning and that this is monitored and reported on regularly;
- treat all students fairly, reasonably and in accordance with the school's Code of Conduct.
- demonstrate respect and courtesy for others.
- act in a manner which promotes the safety of all students and their property.
- manage the behaviour of students who inhibit the process of learning.
- behave consistently and fairly.
- to develop classroom rules which are consistent with this policy.
- provide an encouraging and supportive learning environment.
- act as an appropriate academic, social and moral role model for all students.
- be punctual and prepared to teach all students.
- set clear guidelines and expectations for all students.
- respect the confidentiality and privacy of students.

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

The teaching of behaviours is carried out continuously throughout/during the year. Discreet lessons on various elements of positive behaviours are delivered by teachers following a matrix of expected behaviours.



**Intensive Support:**  
high risk students  
approx. 5% of students.

**Targeted Behaviour Support:**  
Specialized Group Systems  
for Students with At-Risk  
Behaviors.

**Whole-School Behaviour Support:**  
All students receive the  
discreet lessons.

**The Pioneer High School Expectations Matrix**

*(information regarding the matrix – link to [Pride Honesty Success & STAR](#))*

	<b>Safety First</b>	<b>Take Responsibility</b>	<b>Arrive prepared</b>	<b>Respect yourself, others and environment</b>
<b>All Settings</b>	<ul style="list-style-type: none"> <li>Follow reasonable instructions</li> <li>Respect rights of others</li> <li>Keep hands and feet to yourself</li> <li>School is a smoke free zone</li> </ul>	<ul style="list-style-type: none"> <li>For your own actions</li> <li>For your learning</li> <li>Place all litter in bins</li> <li>Look out for your friends – report if they are being bullied</li> <li>Take every opportunity to learn</li> <li>Represent your school positively</li> </ul>	<ul style="list-style-type: none"> <li>Be in correct uniform</li> <li>Wear hats as appropriate</li> <li>Be on time</li> </ul>	<ul style="list-style-type: none"> <li>Respect your surroundings – the furniture, the buildings, the people</li> <li>Respect other peoples property and your own</li> <li>Be tolerant and respect other peoples opinions</li> <li>Attend to personal hygiene</li> <li>Use only appropriate and polite language</li> <li>Be courteous and polite at all times</li> <li>Be honest</li> </ul>
<b>All learning areas</b>	<ul style="list-style-type: none"> <li>Leave bags in predetermined safe areas</li> <li>Move carefully and orderly into around and out of the room</li> <li>Follow set safety procedures</li> <li>Use equipment for designed purposes</li> <li>Sit safely</li> </ul>	<ul style="list-style-type: none"> <li>For your own actions</li> <li>For your learning</li> <li>For your behaviour</li> <li>Listen to and follow instructions</li> <li>Respect other people</li> <li>Stay seated unless otherwise directed</li> <li>Stay on task</li> </ul>	<ul style="list-style-type: none"> <li>Have necessary materials for each class (survival kit)</li> <li>Be in correct uniform</li> <li>Be prepared for assessment</li> <li>Have homework completed</li> <li>Be prepared to listen</li> <li>Have a positive mental attitude</li> </ul>	<ul style="list-style-type: none"> <li>Dispose of rubbish appropriately</li> <li>Respect other people personal space</li> <li>Dress appropriately for class</li> </ul>
<b>School grounds</b>	<ul style="list-style-type: none"> <li>Walk around buildings and on pathways</li> <li>Remain in school grounds</li> <li>Keep feet on the ground</li> <li>Stones and sticks remain on the ground</li> <li>Be sun safe</li> <li>Play ball games in designated areas</li> <li>Wear covered footwear</li> <li>Observe safety barriers</li> <li>Play touch football in appropriate areas</li> <li>Steer clear of out of bounds areas</li> <li>Walk bikes through school grounds</li> <li>Contact sports require staff supervision</li> </ul>	<ul style="list-style-type: none"> <li>Report safety issues and accidents</li> <li>Keep personal valuables safe</li> <li>Follow all reasonable teacher instructions</li> <li>Place bags in racks or designated areas</li> <li>Look out for your friends</li> <li>Car park areas are out of bounds</li> </ul>		<ul style="list-style-type: none"> <li>Take care of gardens, pathways and surrounds</li> <li>Place all litter in bins</li> <li>Keep hands and tonsils to yourself</li> <li>Leave cars in the car park</li> </ul>
<b>Shelter</b>	<ul style="list-style-type: none"> <li>Play football on ovals only</li> </ul>	<ul style="list-style-type: none"> <li>Leave area clean</li> <li>Return all equipment to correct location</li> </ul>	Place your food in a bin	<ul style="list-style-type: none"> <li>Leave areas clean</li> <li>No eating or drinking in shelter</li> </ul>
<b>Amenities</b>	<ul style="list-style-type: none"> <li>Wash your hands</li> <li>Eating or drinking in the toilets is unhealthy</li> <li>Flush the toilet after use</li> </ul>	<ul style="list-style-type: none"> <li>Go to the toilet during breaks</li> <li>Report inappropriate behaviour</li> <li>Report all damages</li> <li>Toilets are for toileting</li> </ul>	<ul style="list-style-type: none"> <li>Use toilet at break times preferably</li> <li>Take diary with teachers signature if out during class time</li> </ul>	<ul style="list-style-type: none"> <li>Leave it clean others will need to use the facilities after you</li> <li>Respect others privacy</li> <li>Wait your turn</li> <li>Ensure taps are off</li> </ul>
<b>Canteen</b>	<ul style="list-style-type: none"> <li>Line up in an orderly manner</li> <li>Place all bags in the racks provided</li> <li>Canteen area is for purchasing and consumption of food only – not a sports field</li> </ul>	<ul style="list-style-type: none"> <li>Protect valuables by keeping them on your person or leaving at home or at the office</li> <li>Line up responsibly</li> </ul>	<ul style="list-style-type: none"> <li>Have money ready</li> <li>Order lunch as early as possible</li> </ul>	<ul style="list-style-type: none"> <li>Buy food for yourself only</li> <li>Letting people into line is disrespectful</li> <li>Follow all instructions given by the supervising and/or canteen staff</li> <li>Be courteous when ordering food</li> <li>Place all litter in bins</li> </ul>
<b>Excursions/ school activities</b>	<ul style="list-style-type: none"> <li>Wear appropriate clothing</li> <li>Remain seated on the bus</li> <li>Follow staff and bus driver instructions</li> <li>Walk calmly on and off the bus</li> <li>Use seatbelts where provided</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that your name is recorded before entering the bus</li> <li>Bring all equipment required for the excursion to school</li> <li>Ensure that all forms and monies are paid prior to the excursion</li> </ul>	<ul style="list-style-type: none"> <li>Have all equipment needed for the excursion</li> </ul>	<ul style="list-style-type: none"> <li>Be polite and friendly to peers and others in the community</li> <li>Follow instructions of staff as requested</li> <li>Dress appropriately as you are representing your school</li> </ul>
<b>Entering and leaving school</b>	<ul style="list-style-type: none"> <li>Follow the road rules on bikes</li> <li>Bikes enter and leave through Celeber Drive gates</li> <li>Bike riders wear a helmet</li> <li>Use the crossing</li> </ul>	<ul style="list-style-type: none"> <li>If you are late, report to records office and sign in</li> <li>Take responsibility for your own safety and of others with vehicular, bicycles and other</li> </ul>	<ul style="list-style-type: none"> <li>Move directly in and out of school grounds in a sensible manner</li> <li>Once at school remain at school unless signed out</li> </ul>	<ul style="list-style-type: none"> <li>Put all litter in the bins</li> <li>Treat all other students with respect</li> <li>Make use of cycle paths</li> </ul>

		traffic		
<b>Assemblies and performances</b>	<ul style="list-style-type: none"> <li>• Enter and depart area under staff direction</li> <li>• Leave area in an organised and safe manner</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to staff directions</li> <li>• Be responsible for your actions</li> <li>• Sit with care group in alphabetical order</li> </ul>	<ul style="list-style-type: none"> <li>• No food or drinks</li> <li>• Have equipment as directed by teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Listen respectfully – do not interrupt the performance</li> <li>• Remove hats</li> <li>• Stop talking and listen</li> <li>• Applaud achievements</li> <li>• Respect speakers</li> <li>• Be punctual</li> <li>• Leave the area clean</li> </ul>

At Pioneer State High School we have a consistent and positive approach to behaviour that will foster a school climate where personal responsibility and self-discipline are developed. To achieve this we have developed the following support systems:

- effective supervision of all student activities;
- regular monitoring of student progress, attendance, participation and welfare, and provision of support where needed;
- access to specialist counselling where appropriate;
- opportunities for the development of leadership skills, including student participation in the decision-making processes of the school;
- provision of encouragement and positive reinforcement to improve self-esteem by public acknowledgment and celebration of student achievement;
- maintenance of effective communication between the school and home;
- peer support and peer mediation for Year 8 students;
- adherence to a clearly defined bullying and harassment policy;
- provision of programs designed to assist students to develop skills in goal-setting, time management, organisation and effective study habits;
- availability of para-professionals - chaplain, school based police officer, health consultant, community counsellor and welfare officer.
- availability of Guidance Officers

<b>LEVEL</b>	<b>BEHAVIOUR</b>	<b>CONSEQUENCES</b>
5	<ul style="list-style-type: none"> <li>♦ Exemplary</li> </ul>	<ul style="list-style-type: none"> <li>♦ Various discounts and inclusion in special activities</li> </ul>
4	<ul style="list-style-type: none"> <li>♦ Behaving well</li> <li>♦ Respecting the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>♦ Student is able to participate in all activities the school offers.</li> </ul>
3	<ul style="list-style-type: none"> <li>♦ causing continual problems in a subject area or in the playground.</li> <li>♦ truancy and attendance breaches</li> <li>♦ smoking offences</li> <li>♦ violation of school rules/policies</li> </ul>	<ul style="list-style-type: none"> <li>♦ Student is referred to the HOD / Year Level Co-ordinator</li> <li>♦ Students placed on Level 3 Card: a Learning Contract is negotiated between the student, teacher, HOD and Parent. This contract outlines the expectations of the student's behaviour. This contract or card will be reviewed after one teaching cycle.</li> </ul>
2	<ul style="list-style-type: none"> <li>♦ serious misbehaviour in the playground</li> <li>♦ causing continual problems in a number of subject areas</li> <li>♦ repeated truancy.</li> <li>♦ repeated refusal to follow school procedures, rules, or policies.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Student is referred to Admin.</li> <li>♦ Parent is contacted by letter / phone.</li> <li>♦ Parental interview may be required.</li> <li>♦ Behaviour card for up to 10 days of appropriate behaviour.</li> <li>♦ Existing Learning Contracts remain in force but the student is subject to Level 2 detention procedures.</li> <li>♦ Student may be withdrawn from participating in extra curricular activities such as sport, excursions etc.</li> </ul>
2R	<ul style="list-style-type: none"> <li>♦ returning from isolation or suspension</li> </ul>	<ul style="list-style-type: none"> <li>♦</li> </ul>
1	<ul style="list-style-type: none"> <li>♦ persistent serious misbehaviour;</li> <li>♦ persistent refusal to follow school procedures, rules or policies.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Student is referred to Admin.</li> <li>♦ Withdrawal / isolation.</li> <li>♦ Parent interview is required.</li> <li>♦ Student receives a warning of suspension or exclusion.</li> </ul>
0	<ul style="list-style-type: none"> <li>♦ Gross misbehaviour.</li> <li>♦ Gross misconduct.</li> </ul> <p>Conduct prejudicial to good order of the school.</p>	<ul style="list-style-type: none"> <li>♦ Suspension / Exclusion/Cancellation.</li> </ul>

**Stage One:** Classroom management; best practices using Bill Rogers, Richmond Framework, Glasser, Dreikurs, Adler, Canter, Ford, etc., etc.. Underlying principle: classroom teachers follow-through on unsatisfactory behaviours, following through on consequences before referring on to HOD's etc. Positive outcomes: remain on Level 4, negative outcomes move to Level 3 or Level 2 (Stage Two).

**Stage Two:** Level 2 and 2R students: the cards for Level 2 (pink: 5 in 10), Level 2R (yellow: 3 in 5), Level 3 (dark blue) and attendance (light blue). Administered by HOD's and Admin.. Students unable to "break the cycle" are moved on to the next level. Parent contact important. "Deals" are possible to encourage student to Level 4!!

**Stage Three:** Case Manager to mentor student. Individual Management Plan (IMP) implemented following feedback on most significant behaviours of concern. Meet with DP and Case Manager: Target Behaviours Card for 10 days followed by review. Positive outcomes: move to Level 2R, negative outcomes: go to Stage Four.

**Stage Four:** Functional Behaviour Assessment (FBA) to determine needs before implementing a targeted program or referring to a proactive program; in conjunction with Student Support Services Team (SSST), parents/guardians and outside agencies as necessary. Programs could include such things as Rock & Water, Why Try?, Shine, MADEC offerings, AEP offerings, or PLC. Positive outcomes: move to Level 2R, negative outcomes: go to Stage Five.

**Stage Five:** Referral to Positive Learning Centre (PLC) or similar alternative placement outside of the School environment. Positive outcomes: move to Level 2R, negative outcomes: go to Stage Six.

**Stage Six:** Student is recommended for exclusion: all possible avenues of support available within the resources of Pioneer have been exhausted.

### **Consequences for acceptable behaviour**

The Pioneer High School "Award Scheme" is based on a combination of successful programs run in other Queensland State Schools and enables the full range of students within the school to be rewarded for the good things they do across the full range of school activities. It is acknowledged that over 90% of students have successful and rewarding experiences at school. The benefit of positive influences on students is they have been shown to have far more effect in producing change than do negative or "punitive" consequences. It would be hoped that those students who have previously been more heavily into the punitive range may well find rewards from some areas of their schooling and this will have an affect across the other less (previously) successful areas.

The integrity of the "Award Scheme" is upheld by every Faculty/Department and is not out of reach of any of our "battlers", even if their progress through the Scheme is slow. The benefits of the awards are not necessarily immediate – some students take several years to get to the higher awards. Those students more gifted or more involved in school activities will progress more quickly. The awards are part of each student's portfolio "This is me" for presentation to prospective employers and so on.

### Consequences for unacceptable behaviour

The goal of the Pioneer High School Behaviour Support Plan is to teach students to accept responsibility for their decisions/actions. The behaviour management levels aim to rehabilitate the student who has done the wrong thing back to Level 4 after they have accepted consequences of their actions. The following tables outline the behaviours, possible consequences and personnel who are responsible at each level:

<p><b>Level 3</b> Repeated offences in class of the following, after consistent teacher action</p> <p>A first more serious occurrence</p>	<p>Students are placed at this level for causing <u>continual</u> problems in a particular subject or area:</p> <ul style="list-style-type: none"> <li>♦ not prepared for class</li> <li>♦ not completing class / home work tasks and assignments</li> <li>♦ interfering with the learning of others</li> <li>♦ failure to attend detentions</li> <li>♦ lateness to class / log in</li> <li>♦ failure to get a uniform pass</li> <li>♦ truancy.</li> </ul> <ul style="list-style-type: none"> <li>• Failing to catch up on work missed.</li> <li>• Playground incidences</li> <li>• Smoking</li> <li>• Violation of other school rules or policies</li> </ul>	<p>The HOD will consider placing a student on a Subject Card or Learning Contract after reports from teacher/s outlining the student's behaviour and the strategies they have already used to deal with the issue.</p> <ul style="list-style-type: none"> <li>♦ HOD liaises between the student, parents and teachers</li> <li>♦ HOD informs Year Level Co-ordinator and staff of student's change of level</li> <li>♦ student is placed on a Subject Card or Learning contract for 1 cycle in the subject area where they are being unco-operative. The contract is reviewed following 1 cycle and may be extended</li> <li>♦ possible withdrawal of privileges within the subject eg. excursions, experiments</li> <li>♦ may be withdrawn from class to be put with another teacher's group temporarily</li> <li>♦ other strategies that may be deemed appropriate for the support of the student</li> </ul> <p>Guidance Officer informed / consulted, where appropriate.</p>	<p>If the student's behaviour is satisfactory at the end of the cycle, the student will be considered for promotion.</p> <p>Students will receive a Promotion Letter from the Head of Department.</p>
<p><b>Level 2R</b></p>	<p>Students are placed on this level when returning from suspension or isolation.</p>	<p>The student is placed on a Level 2R Behaviour Card in all subject areas for up to 5 days.</p>	<p>If the student's behaviour is satisfactory over the five days they will be considered for promotion to Level 3.</p>
<p><b>Level 2</b></p>	<p>Students are placed on this level if misbehaviour continues on Level 3. <u>Classroom examples:</u></p>	<p>The HOD or Year Level Co-ordinator, in consultation with Administration, places students on</p>	<p>If the student's behaviour is satisfactory over the</p>

	<ul style="list-style-type: none"> <li>♦ consistent Level 3 offences/ if student becomes unco-operative in other subject areas.</li> <li>♦ deliberate disobedience eg. open refusal to follow a reasonable teacher request;</li> <li>♦ continued truancy;</li> <li>♦ abusive language;</li> <li>♦ minor theft.</li> </ul> <p><u>Playground examples:</u></p> <ul style="list-style-type: none"> <li>♦ if a student's playground behaviour repeatedly gives rise to concern;</li> <li>♦ if a student seriously misbehaves eg. fighting, bullying, harassment of Pioneer Community members (verbal, physical, sexual), minor vandalism, unsafe behaviour, smoking.</li> <li>♦ Repeated truancy</li> </ul>	<p>Level 2.</p> <ul style="list-style-type: none"> <li>♦ Parents are contacted by the Administration;</li> <li>♦ the student is placed on a Level 2 Behaviour Card in all subject areas up to 10 days. Current Learning Contracts are still considered in force.</li> <li>♦ the student will be referred to the Guidance Officer or other referral agencies;</li> <li>♦ further consequences: may be withdrawn from breaks, after school detentions, privileges withdrawn, behaviour modification course;</li> <li>♦ Students may be prohibited from participation in any extra curricular activity or attending excursions outside the school, or representing the school.</li> <li>♦ attend detention room daily.</li> </ul>	<p>ten days the student will be considered for promotion to Level 3. If there are no reports from teachers / HOD / Year Level Co-ordinators for one week, the student will be considered for promotion to Level 4. Year Co-ordinators will monitor and effect this promotion.</p>
<b>Level 1</b>	<p>Students are placed on this level for persistent Level 2 offences.</p> <p>A student who continues to misbehave and does not respond to the assistance offered at Level 2 may be demoted to this level. This is a message to students that their continued disregard for the rights of others will have more serious consequences.</p>	<ul style="list-style-type: none"> <li>♦ Parents are requested to come to the school for an interview.</li> <li>♦ Student may be isolated from some or all classes, while still on a behaviour card. This card is signed at the beginning and end of each break by the Administration and a HOD from the block;</li> <li>♦ Student will be denied school privileges.</li> </ul>	<p>If a student's behaviour is satisfactory during isolation, they will be considered for promotion. Level 2 consequences / promotions apply.</p>
<b>Level 0</b>	<ul style="list-style-type: none"> <li>♦ Persistent Level 2 offences</li> <li>♦ Assault</li> <li>♦ Drug possession / use</li> <li>♦ Verbal and / or physical abuse of teacher</li> <li>♦ Serious theft</li> <li>♦ Major vandalism</li> <li>♦ Gross disobedience</li> <li>♦ Gross misconduct</li> <li>♦ Conduct prejudicial to good order and discipline of the school.</li> </ul>	<p>Suspension and / or exclusion (eg. second drug offence).</p> <p>A student who has been suspended on three occasions may be recommended for exclusion.</p> <p>Students may be required to enter into a behaviour contract to continue enrolment at Pioneer State High School.</p>	<p>Students returning from suspension will be required to attend an interview with their parent and a member of Admin. Students may not be permitted to return to class until this interview is complete. Students will then be placed on Level two to start behaviour</p>

			monitoring.
--	--	--	-------------

### **The network of student support**

Pioneer High School has a two interlocking systems that support all of the students. On an everyday basis all students are supported through the Welfare System. This comprises (in hierarchal order): Deputy Principal, Head of Department (Social Justice), Year Coordinator and Care Teachers. The Student Support Services team is coordinated by the Head of Department (Social Justice) and is comprised of the following personnel: Deputy Principals, Guidance Officers, HOSES, School-Based Youth Health Nurse, School-Based Police Officer, Chaplain, Youth Support Coordinator, Community Education Counsellor, Parent Liaison officer,

### **Consideration of individual circumstances**

The Head of Department, Social Justice, is responsible for advocating for the diverse needs of all of the students at Pioneer High School taking into consideration the particular situation and context, the individual circumstances and actions of the student and the needs and rights of the school community members.

### **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*

### **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: Education Provision for Students with Disabilities
- CS10: Drug Education and Intervention in Schools
- CS15: Principles of Inclusive Education
- CS16: Cultural and Language Diversity
- CS-17: Anti-Racism
- 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](#)