Harlaxton State School 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.  

**Our commitment is to teach and promote our three core values:**

- Respect
- Relationships
- Resilience

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**Consideration of Individual Circumstances**

To ensure alignment with the Code of School Behaviour and Legislation when applying consequences, the individual circumstances and actions of the student, as well as the needs and rights of the whole school community are considered at all times.

**Support and Consequences:**

- Promote an environment responsive to the diverse needs of students
- Maintain fair, equitable and non-violent consequences for behaviour problems
- Recognise and take into consideration a student’s age, gender, disability, cultural background, socioeconomic situation and emotional state
- Recognise the rights of all students to express their opinions, work and learn in a safe environment and receive adjustments appropriate to their learning and/or impairment needs.

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**Network of Student Support**

Students at Harlaxton State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports provided by:

- Parents
- Teachers
- Support Staff
- Mentors
- Guidance Officer
- School Chaplain
- Harlaxton Police Beat Officer
- Intensive Behaviour Support Team
- Positive Learning Centre Staff
- External agencies Eg. Child and Youth Mental Health Services

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**Responsible Behaviour Plan for Students**

The 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.
Our RELATIONSHIPS Lessons Teach:
• Caring, Participation & Making Good Choices

Our RESPECT Lessons Teach:
• Sportsmanship, Good Health & Being Organized

Our RESILIENCE Lessons Teach:
• Self Confidence, Persistence & Tolerance

Values are taught, promoted and reinforced by the entire school community to ensure continuity and optimal outcomes.

Our aim is to be proactive and prevent inappropriate behaviour/s when and where possible. Open communication lines among staff, students, parents/carers and community members, facilitate these processes. This is done through the weekly school newsletter, comprehensive induction programs and individual support programs developed for those with high behavioural needs. We also have specific policies that outline the usage of personal technology devices and address procedures for preventing and responding to incidents of bullying.

The ‘Responsible Behaviour Plan’ outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

Harlaxton State School is committed to explicitly teaching, fostering and modeling our school community values: Respect, Relationships & Resilience. These core values underpin everything we do.

Specific programs have been designed and implemented to teach students the behavioural expectations within every area of the school. These expectations are aimed at optimizing learning outcomes and developing positive attitudes and relationships within a safe environment.

Our Values Program has been carefully planned to teach the students the skills that will enable them to be successful members of a wider community. Our vision The Whole Child—making connections—creating opportunities encapsulates this program and each parade session reinforces our beliefs through the pledging of the school creed.

School Creed

Everyday I will make better choices and take responsibility for my own actions.

I will build good relationships with others and show respect for people, places and things.

This will make me a more resilient person.

Reinforcing Expected School Behaviour

A formal recognition and monitoring system has been developed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards. These rewards include certificates, awards, written/spoken formal and informal feedback.

Responding to Unacceptable Behaviour:

Students come to school to learn. Behaviour support provides an important opportunity for learning how to get along with others. Support programs are in place to manage low level, infrequent problem behaviours, through to a more serious misdemeanor. School staff provide support aimed at developing the child’s self-managing and coping skills to enable them to better handle situations and get along with others. External supports are at times called upon to provide additional guidance and support.

If a student’s behaviour has not improved after repeated attempts, the student may require Intensive Behaviour Support which may be managed by a support team including school staff and external support/agencies.

Consequences for Unacceptable Behaviour

When unacceptable behaviour occurs, students experience predictable consequences which are consistent and proportionate to the nature of the behaviour. Unacceptable behaviours are managed in a timely manner by a staff member or the principal, depending on the circumstances.