

# HORIZONS COLLEGE – POLICY & PROCEDURE

## POSITIVE BEHAVIOUR SUPPORT POLICY



**Purpose:** The purpose of this policy is to help maintain a safe, supportive and protective learning community that promotes student safety and wellbeing.

This Positive Behaviour Support Policy supports Horizons College’s commitment to the Child Safe Standards and to providing safe, supportive and culturally responsive learning environments for all students.

Horizons College uses a tiered model of wellbeing and engagement to identify, support and respond to student behaviour and regulation needs. This model provides universal supports for all students, targeted supports for those at risk, and intensive, individualised supports for students with high or complex needs.

Within this tiered system, Horizons College draws on the Berry Street Education Model to inform trauma-informed, relationship-based and strength-focused behaviour and regulation practices in classrooms and Student Services.

The Positive Behaviour Support Officer is responsible for first-line management of significant behaviour and regulation concerns through Student Services, with escalation to the Campus Principal in accordance with this Policy.

**Scope:** Staff, students and parents/carers

- References:**
- [Australian Education Regulations 2013 \(Cth\)](#)
  - [National Safe Schools Framework](#)
  - Horizons College Complaints and Incidents Register

<b>Policy Name</b>	Positive Behaviour Support Policy	Version 202601_01	
<b>Policy Type:</b>	School Operations		
<b>Supersedes:</b>	Positive Behaviour Support Policy - Version 202501_01		
<b>Authorised by:</b>	Principal	<b>Date of Authorisation:</b>	January 2026
<b>Review Date:</b>	Annually	<b>Next Review Date:</b>	January 2027
<b>Policy Owner:</b>	Principal		

Note: Policy types marked with asterisks as follows are:

\* published on school website

\*\* only mandatory for schools incorporated through the *Corporations Act 2001* (Cth)

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### Policy

At Horizons College, we expect all students to behave in an appropriate and acceptable manner. We believe that the quality of students' learning and the quality of life in the College will be enhanced and enriched through the promotion and maintenance of high standards of behaviour.

We aim to establish a caring and supportive environment where all members of the College community feel secure, respected and valued. The development of personal qualities and social skills, and the fostering of socially acceptable behaviour, are an integral aspect of the College curriculum.

We expect students to take responsibility for their own actions, be aware of the needs and rights of others and so increasingly display self-discipline in all aspects of College life. The maintenance of an orderly community where students show consideration for others, and are courteous and caring, will be afforded the highest priority.

### Overarching Values

All students are expected to behave in a way that upholds the College's 'PRIDE' ethos:

**P**articipation – actively participating in all activities

**R**espect – showing respect to staff, fellow students and others

**I**ntegrity – being honest and acting truthfully

**D**etermination – persevering towards one's goal in spite of obstacles

**E**mpathy – being able to understand and share the feelings of others

### Definitions

**Positive Behaviour Support:** is a whole-school approach to encouraging positive behaviour and ensuring a safe and supportive learning environment. Positive Behaviour Support involves implementing a range of strategies to reduce the chance of poor behaviour and to deal with it effectively when it does occur so that students can learn from their mistakes and take responsibility for their choices.

**Minor behavioural issues:** Minor and/or one-off infringements that impede the learning process or disrupt the orderly operations and processes of the College, e.g. disrupting the work or concentration of others, talking and/or not listening in class, refusing to participate in classroom activities, deliberately time wasting, using bad language etc.

**Serious behavioural issues:** Recurring, overt, risky, illegal or violent behaviours that result in harm to self or others, property destruction, violation of any law or impede the success of the College. Examples of these types of behavioural issues include constant and absolute refusal to work, wilfully damaging property, bullying, threatening/abusive behaviour, leaving the grounds without permission, incidents involving alcohol, tobacco and illicit drugs, etc.

### Rights and Responsibilities

Every member of the Horizons College community has a right to fully participate in an educational setting that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

We each have a role to play in making sure our College is a safe, positive and inclusive environment. This involves addressing behaviours of concern when they occur, and supporting those involved and affected by these behaviours.

Staff have a key role in creating and maintaining supportive and safe learning environments. Staff must:

- model and promote behaviour that values diversity, demonstrates respect for and inclusion of all students and promotes a positive school climate
- explicitly teach students about safe and inclusive behaviours, and the core values of the College

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- support the participation of all students, taking special measures to support the inclusion of students who are at higher risk of exclusionary responses to their behaviour
- participate in professional learning to build skills, knowledge and confidence in developing positive classrooms and recognising, responding to and managing behaviour incidents
- work with parents/carers, service providers and the community to support children affected by behaviours of concern
- report behaviours of a criminal nature to Queensland Police
- provide timely intervention in response to behaviours of concern, including incidents that have occurred out of school hours or off school premises when this is connected to the care and control of the College and impacts on College relationships
- provide visible, consistent and planned responses to behaviours of concern to foster trust and confidence
- support students to be physically and psychologically safe

Parents/carers shape their children's positive behaviours when they:

- model and promote safe, respectful and inclusive relationships with their own and other children, other parents/carers and school staff
- support their child to develop safe behaviours at home including monitoring and supervising their children's social interactions (including online)
- talk to their children about behaviour including unsafe behaviours to help them to understand what it is, why it is harmful and how to respond
- work collaboratively with the College to resolve concerns about behaviour when incidents occur, including discussing issues as soon as possible (in accordance with the College's procedures)
- consider recommendations and engage in specialist support through student support services and external organisations

All students are able to contribute to their learning and the learning of others when they:

- treat others in a way that demonstrates respect and inclusiveness
- ensure their verbal, physical and online interactions are safe, respectful and inclusive
- take a stand when they see behaviours of concern in person or online, by safely intervening or seeking help from adults to intervene
- support their friends to behave in safe, respectful and inclusive ways if their friends are engaging in behaviours of concern, including by seeking help from trusted adults

### Choices and Consequences

An important life-lesson and tenet of this Policy is to teach our students that actions have consequences and that both appropriate and inappropriate behaviour is a choice made by them.

Students are expected to accept the consequences related to their choice of a particular behaviour.

**If a student does not comply with any reasonably and clearly communicated instruction of the staff, or infringes College rules, then consequences will be applied.**

Consequences will be logical (i.e. they will relate to the behaviour concerned), reasonable and respectful of the dignity of the individual.

Depending on the nature and seriousness of behaviour, consequences may include, but are not limited to:

- verbal warning
- restorative, informal conversation
- withdrawal from classes
- withdrawal of privileges
- yard duty

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- parent/carer contact (e.g. phone call, email or meeting)
- restitution
- mediation
- implementation of a behaviour plan
- suspension
- exclusion

### Positive Behaviour Support Process

#### MINOR BEHAVIOURAL ISSUES

##### For minor behavioural issues that occur in the classroom:

Teachers are responsible for managing student behaviour in the classroom. They are required to:

- address the student(s) regarding their behaviour and advise them of the possible consequences of continued misbehaviour
- note the incident in TASS as soon as practicable

##### For minor behavioural issues that occur in the grounds or outside of the school grounds:

Teachers and/or support staff, who are witness to the incident, are required to:

- address the student(s) regarding their behaviour and advise them of the possible consequences of continued misbehaviour
- note the incident in TASS as soon as practicable

#### SERIOUS BEHAVIOURAL ISSUES

Where a student engages in **more challenging or serious behaviours** in the classroom, teachers are required to direct a student to **Student Services** or, where appropriate, have another staff member escort them.

If the student refuses to go to Student Services as requested and leaves the school grounds, the College will contact parents/carers immediately and advise them of the situation.

A member of the Leadership Team or the Positive Behaviour Support Officer, depending on who is timetabled to Positive Behaviour Support at the time, will discuss the incident with the student. The Leadership Team/Positive Behaviour Support Officer will, at times, request a Student Support Officer to be involved in the discussion to provide support to the student and/or as a safety precaution.

In some instances, the Leadership Team/Positive Behaviour Support Officer will send a student home (after contacting their parents/carers and making arrangements for this to happen). For those students who are not excluded, the Leadership Team/Positive Behaviour Support Officer will request an interview with the student and their parent/carer, prior to the student being permitted to re-enter.

In cases of physical violence, the Principal will advise the student and parent/carer that the student has been permanently excluded – a letter will also be sent home to formalise this.

### Implementation

Horizons College will inform staff of this Policy at staff inductions, team meetings and at professional development and training days. This Policy is available to staff on the College intranet and website.

Horizons College will inform students and parents/carers of this Policy at student enrolment interviews, school assemblies and via school newsletters. This Policy will be made available on the College website.



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### Compliance and Monitoring

Horizons College keeps detailed records of behavioural incidents in individual student files on TASS and, where applicable, in the Horizons College Complaints and Incidents Register.