



The Code of
School
Behaviour

Better Behaviour
Better Learning

Gladstone South State School



RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

*based on
The Code of School
Behaviour*



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Government
Education Queensland



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GLADSTONE SOUTH STATE SCHOOL



Responsible Behaviour Plan for Students based on *The Code of School Behaviour*

Rationale

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

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

- *The rights of all students to learn*
- *The rights of teachers to teach*
- *The rights of all to be safe.*

*The **Code of School Behaviour** defines the **responsibilities** that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful **relationships**.*

*It outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents. The **Code** has been developed to deliver the best possible outcomes for students, recognises the close relationship between learning, achievement and behaviour.*

*School communities will use the **Code** as a basis for providing:*

- *Positive support to promote high standards of achievement and behaviour*
- *Clearly articulated responses and consequences for inappropriate behaviour.*

At Gladstone South State School, our plan highlights and aligns key features from national, systemic and commercial documents that summarise our approach to ensure an holistic and Supportive School Environment. Our approach incorporates:

- National Safe Schools Framework Principles
- Values for Australian Schooling
- You Can Do It Keys to School Success

We encourage students to live the school motto, 'Our Best Always' in pursuit of excellence and to take responsibility for their actions through the acceptance and understanding of consequences.

This is demonstrated through our **School Values and Rules** focusing on

- About Self – Respect for Self
- About Others – Respect for Others
- About Property and the Environment – Care for Property and the Environment

Our Proactive Procedures and Levels – Supporting Positive Behaviours include:

- You Can Do it Levels – Celebrating Success
- Making it Work – Activities and Procedures, and
- Keep Safe Program (anti-bullying).



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School beliefs about behaviour and learning

At Gladstone South State School the following beliefs about a supportive school environment are shared:

- *Common values about human beings and relationships and diversity under gird the development of South's supportive school environment*
- *Together we celebrate and affirm positive behaviour and positive habits of mind as outlined in the You Can Do It Program*
- *Together we affirm the right of all community members to feel safe at school by demonstrating zero tolerance towards bullying*
- *Children with challenging behaviours are managed with a focus on restoration and justice whilst at the same time ensuring uninterrupted learning time for all.*

Therefore at Gladstone South State School we will see:

- A supportive school policy that embraces the nine values for Australian schooling and the guiding principles for the provision of a safe and supportive school
- An array of awards and certificates that celebrate excellence and provide encouragement to students who display a positive attitude towards others and their learning
- Effective "Keep Safe" procedures that outline steps that students can take to ensure bullying is managed effectively
- Cohesive processes for managing challenging behaviours with an underlying philosophical approach that focuses on 'restorative justice'.

Values

The Department's Strategic Plan defines the following values.

- **Professionalism:** committing to the highest standards of accountability and performance
- **Respect:** Treating all people with respect and dignity
- **Innovation and Creativity:** fostering safe environments that support innovative and creative practice
- **Diversity and Inclusiveness:** encouraging all Queenslanders to participate in education and cultural activities
- **Excellence:** supporting the pursuit of excellence.

Our School and Community Values are:

- Academic, sporting and cultural achievement
- A positive school community
- Respect for self and others
- Consistency, and
- A positive learning environment for all students.

Principles

The Code is underpinned by the following principles.

- *State schools expect high standards of personal achievement and behaviour.*
- *The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.*
- *Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership.*
- *Partnerships with parents/carers, the wider school community and other support agencies contribute to positive behaviour in schools.*
- *Staff expertise is valued and developed.*
- *Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.*
- *Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.*



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

School Processes:

Effective behaviour supports includes:

- Creation of a positive whole school culture
- Quality learning and teaching practices
- A balanced, relevant and engaging curriculum
- Supportive and collaboratively developed programs and procedures
- Managed professional development, education or training for all members of the school community
- A range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices
- A continuum from whole school positive preventive action for all students, through to intensive intervention for specific individuals or groups.

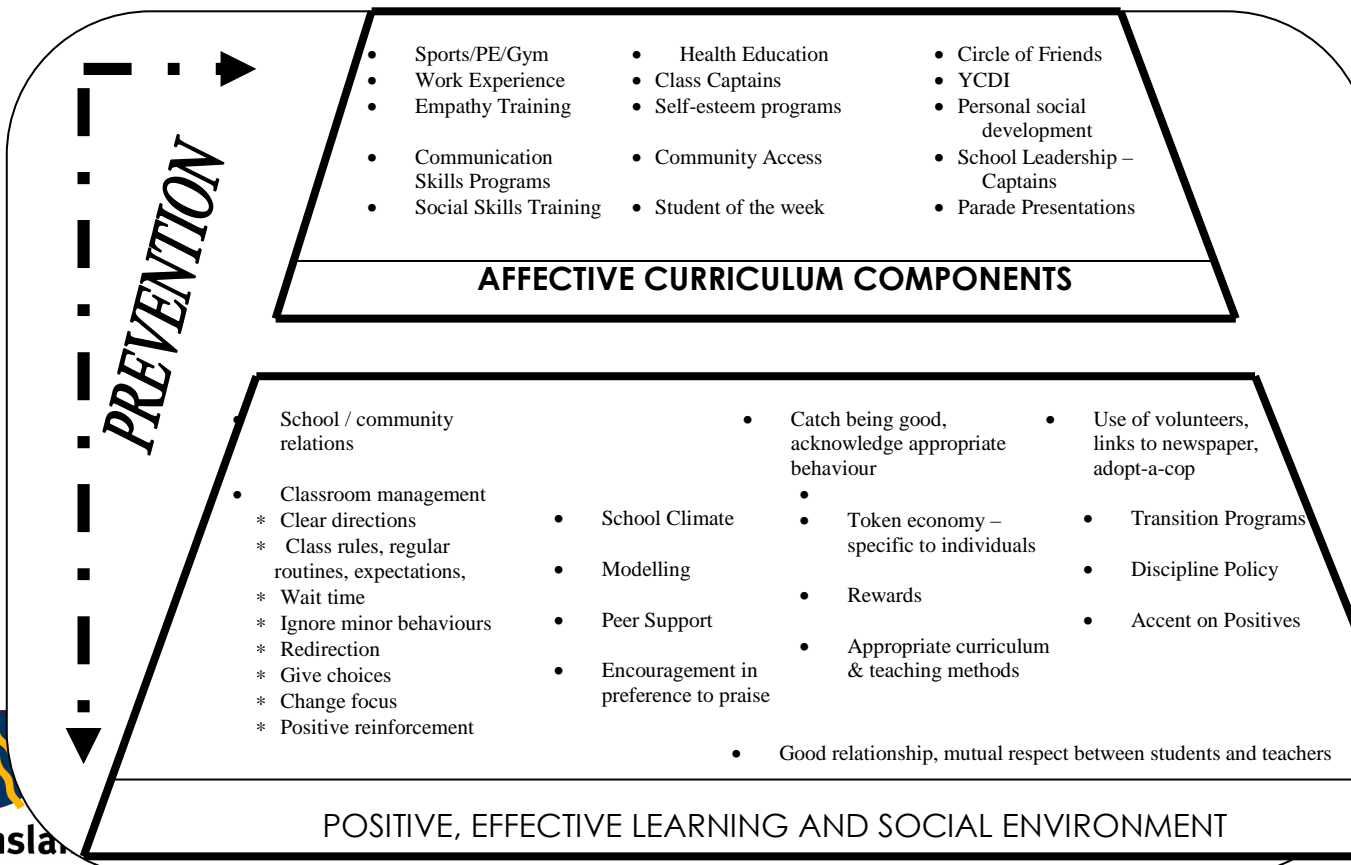
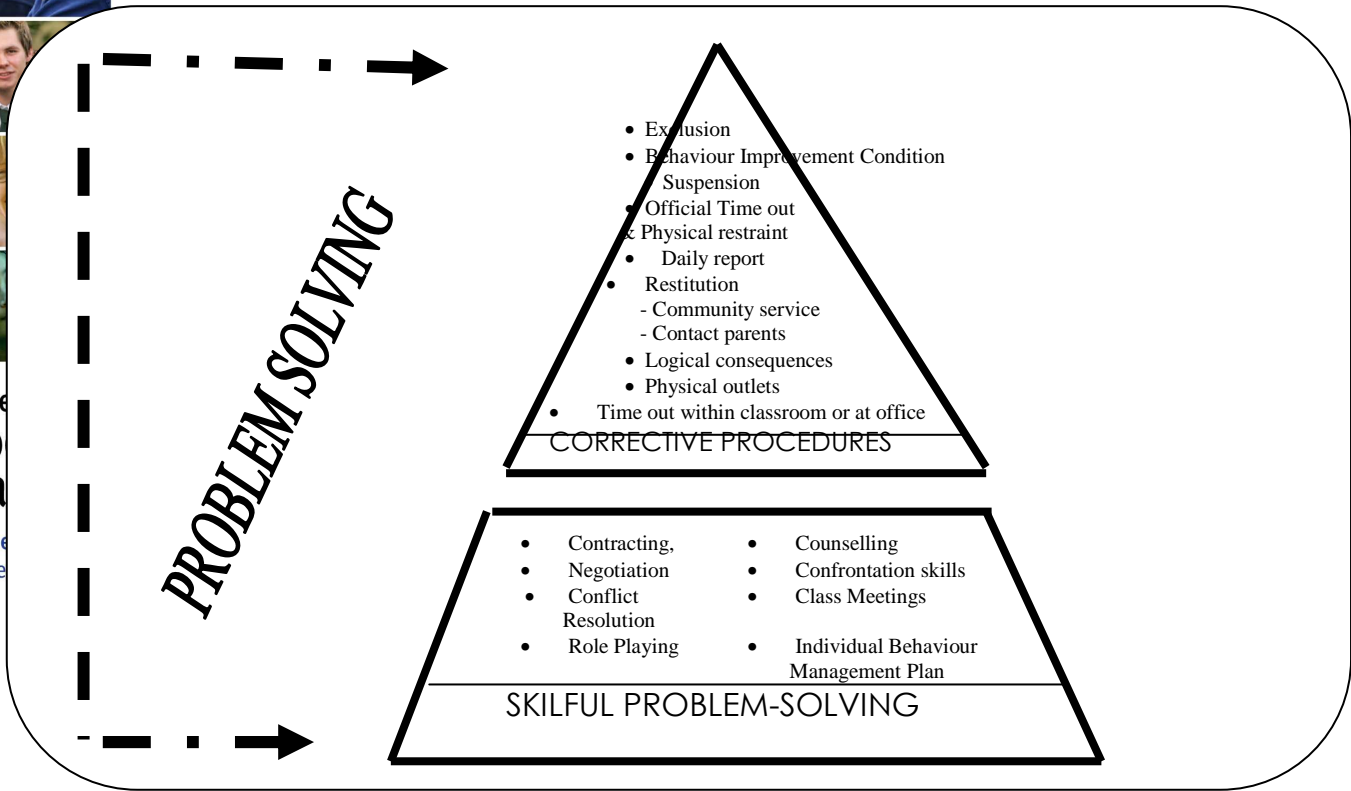
Our whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% – 90% of students will have little or no difficulties. However, about 10% - 15) of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2% - 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.



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Positive Programs and Practices

TO DEVELOP POSITIVE BEHAVIOUR IN STUDENTS GLADSTONE SOUTH STATE SCHOOL DOES





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Whole-school behaviour support

The school's proactive and preventive whole school processes and strategies that facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching include:

- You-Can-Do-It Levels – Celebrating Success
- Working Excellently Certificates
- End of Term – You Can Do It Celebration
- Keep Safe Program
- Class of the Week Award
- Ambassador of the Week Award
- Class Captain (Term)
- Thinking Room
- Alternative activities and playground activities such as Craft Club, Computer Club, South Stars, Gardening Club etc
- Interhouse sports at lunch times
- Provision of sports equipment for use by students

Targeted behaviour support

School and Classroom Processes, strategies and/or programs that facilitate acceptable standards of behaviour and provide educational support or intervention in responding to unacceptable or potentially unacceptable behaviour include:

- Setting personal term goals individually and as a class
- Buddy classroom
- Time Out
- Thinking Room
- Team approach with parents/caregivers
- Individual Behaviour Contract
- Tools to De-escalate Difficult Situations
- Viewing the You-Can-Do-It Videos and Anti-Bullying Videos as consequence for inappropriate behaviour

Students form a vital part in the development and commitment to the strategies and/or programs. This is usually developed in case type meetings with students, parents and other key personnel including school administration.

Intensive behaviour support

Intensive intervention, behaviour support processes and/or programs that respond to unacceptable behaviour and support continued learning engagement include:

- Buddy Classroom
- Time Out
- Thinking Room
- Team approach with parents/caregivers
- Individual Behaviour Contract
- Individual Safety Plan
- Individual Behaviour Support Plan
- Draft Risk Management Plan
- Involvement of Behaviour Management Teams to work with school staff, student and family
- Tools to De-escalate Difficult Situations
- Behaviour Improvement Condition

Students form a vital part in the development and commitment to the intensive intervention strategies and/or programs. This is usually developed in case type meetings with students, parents and other key personnel including school administration.



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Consequences for unacceptable behaviour

Whilst the focus is on proactive and preventive whole school approaches, certain types of behaviour are unacceptable and responses can include the most stringent step of exclusion.

This consequence would only be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered. For example, students involved in selling or supplying drugs, violent assaults or use of weapons could expect to be recommended for exclusion.

Student behaviour that does not comply with the expected standards is not acceptable. The Responsible Behaviour Plan for Students will set out the range and level of responses and consequences for student behaviour that is not consistent with these standards.

Consequences are to be applied to:

- Provide the opportunity for all students to learn
- Ensure the safety of staff and students
- Assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

These consequences may include:

- Buddy Classroom
- Time Out
- Thinking Room
- Team approach with parents/caregivers
- Individual Behaviour Contract
- Individual Safety Plan
- Individual Behaviour Support Plan
- Draft Risk Management Plan
- Involvement of Behaviour Management Teams to work with school staff, student and family
- Tools to De-escalate Difficult Situations
- Behaviour Improvement Condition

At Gladstone South State School, much planning and support is directed to assisting students with managing their behaviour and engaging them in the learning process through the use of a variety of strategies and approaches. Parents and students concerned play a vital part in the development of these programs.

Schools use a range of consequences that are authorised by Education Queensland which include:

- Suspensions,
- Behaviour Improvement Condition, and
- Exclusions

These consequences are to be used after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

At Gladstone South State School, we use a range of alternative programs and agencies to assist students who do not comply. These include:

- Time Out
- Thinking Room



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- Team approach with parents/caregivers
- Individual Behaviour Contract
- Individual Safety Plan
- Individual Behaviour Support Plan
- Draft Risk Management Plan
- Involvement of Behaviour Management Teams to work with school staff, student and family
- Tools to De-escalate Difficult Situations
- Behaviour Improvement Conditions

The network of student support

A team approach to behaviour support includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies.

Our network of personnel (school based and external) include:

- Chaplain
- Guidance Officer
- Child Youth Mental Health
- Behaviour Teams – Early Years and Middle Phase
- Relationships Australia
- Kids Help Line
- JAB
- Anglicare
- Community Police Liaison Officer (CPL)
- Adopt-A-Cop
- Community Elders
- Indigenous Workers
- etc

Our parents/carers play a vital role in the formation of this network and are integral to the team approach adopted at Gladstone South State School.



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Consideration of individual circumstances

Our aim is to ensure that educational outcomes for the diverse needs of students are maximised. Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members.

TEMPLATE	EXPLANATION
Tracking Behavioural Goals	Negotiated with the student to target improvement on a particular, on-going, negative behaviour. This contract involves the student, the teachers and administrator and if appropriate and necessary, parents and carers. The focus is on a negotiated goal of improved behaviour. Teachers support by tracking goal achievement, noting and recognizing improvement.
Individual Safety Plan	For students who 'self-harm', run away or demonstrate significant cause for concern. Parent, administration, guidance officer and class teacher involved ensuring the safety of the student and others. The plan may include a Risk Management Plan.
Modified Attendance Program	For a student who has had repeated SDAs and appears unable to modify particular, negative behaviours. Completed in consultation with the parents and the guidance officer (and where appropriate, the senior guidance officer) some form of modification to school routines or attendance may be negotiated, documented and signed by all parties.
Risk Management Plan	For school files and copy to District Office where necessary.
Periodic Report	Distributed to teachers to complete. The report focuses on both the positive and negative behaviours of individual students. The purpose is to provide collated evidence that will streamline 'improvement focused conversations' with fellow staff, students and parents.

These include

- Student support plans
- Individual Behaviour Support Plans
- Case meetings



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Related legislation

- *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 1995*
- Workplace Health and Safety Regulation 1997
- *Freedom of Information Act 1992*

Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SMS-PR-018: Information Sharing under Child Protection Act 1999](#)
- [SMS-PR-008: Family Law Matters Affecting State Educational Institutions](#)
- [SMS-PR-019: Mature Age Students](#)
- [SMS-PR-017: Enforcement of Compulsory Education Provisions](#)
- [SMS-PR-031: Flexible Arrangements](#)
- [SCM-PR-005: School Security](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [HLS-PR-012: Curriculum Activity Risk Management](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [CRP-PR-005: Drug Education and Intervention in Schools](#)
- [HLS-PR-009: Administration of Routine and Emergency Medication and Management of Health Conditions](#)
- [CMR-PR-001: Complaints Management](#)
- [LGS-PR-002: Freedom of Information](#)
- [SMS-PR-001: Publishing Student and Staff Information on School Web Sites](#)
- [IFM-PR-004: Managing Electronic Identities](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [SMS-PR-024: Internet - Student Usage](#)
- [WFR-PR-005: Code of Conduct](#)
- [SDV-PR-001: Employee Professional Development](#)

Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
- National Safe Schools Week www.safeschoolsweek.dest.gov.au



- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)
- Code of Conduct for School Students Travelling on Buses (<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cohome>)

Principal

P&C President or
Chair, School Council

Regional Executive Director or
Executive Director (Schools)

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