



The Code of
**School
 Behaviour**
 Better Behaviour
 Better Learning

Bohlevale State Primary 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.

At Bohlevale State Primary School we aim to meet the different needs of all students enrolled in the school community by pursuing high levels of educational attainment and building strong relationships between students, staff and parents/caregivers. This should enable students to become active citizens in a learning society – The Smart State.

This plan will provide all members of the Bohlevale State School community with clear guidelines for acceptable behaviour within our school environment. Program Achieve provides the basis for our behaviour management philosophy. The Program Achieve curriculum is used extensively throughout Australia, New Zealand, England and North America to teach children how to achieve in a school, as well as how to develop emotional well-being and emotional resiliency. Within Program Achieve we have chosen the whole school program called You Can Do It, in particular the four keys to success of Confidence, Persistence, Organisation and Getting Along.

This plan will support students to manage their own behaviour, make good choices and if necessary accept responsibility for any consequences of misbehaviour. Our overarching goal is to create a safe, tolerant and disciplined environment, for students to reach their maximum potential.

School beliefs about behaviour and learning

At Bohlevale State School we believe in effort and initiative and have high expectations of all of our school community members. We value responsibility, respect, courtesy, commitment and cooperation, and actively foster these qualities in our school. Our Responsible Behaviour Plan for students reflects this approach by recognising:

1. Each group in within our school community has certain rights and responsibilities. The groups include students, staff and parents/caregivers

STUDENTS	<ul style="list-style-type: none"> • I have the right to be safe and secure. • To do my own job and reach my full potential. • I have the right to be treated with courtesy and respect. • I have the right to expect all property to be 	<ul style="list-style-type: none"> • To behave in a safe manner at all times • To follow school rules and classroom rules. • To do the best I can. • To involve myself in school activities. • To work
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	<p>safe.</p> <ul style="list-style-type: none"> • I have the right to work and play in a clean and healthy environment. • I have a right to access the curriculum without disruption of repeated misbehaviour. 	<p>cooperatively</p> <ul style="list-style-type: none"> • To contribute positively to the learning environment. • To seek assistance when needed. • To treat others with courtesy and respect. • To care for my own property and the property of others. • To keep my personal space clean and tidy and to dispose of rubbish appropriately.
STAFF	<ul style="list-style-type: none"> • I have the right to be safe and secure. • I have the right to do my job. • To be treated with courtesy and respect. • I have the right to expect all property to be safe. • I have the right to work in a clean and healthy environment. 	<ul style="list-style-type: none"> • To consistently enforce school rules. • To plan and implement appropriate educational programs. • To treat others with courtesy and respect. • To care for my own property and property of others. • To contribute positively to maintaining a clean and healthy environment.
PARENT/CAREGIVERS	<ul style="list-style-type: none"> • I have a right to look after my child's best interests. • I have a right to be involved in school decisions that affect my child. • I have a right to be treated with 	<ul style="list-style-type: none"> • To be familiar with school policies and procedures. • To express my thoughts and opinions through the appropriate avenues. • To work



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	<p>courtesy and respect.</p> <ul style="list-style-type: none"> • I have a right to expect all property to be safe. 	<p>cooperatively with the school to assist my child.</p> <ul style="list-style-type: none"> • To treat others with courtesy and respect. • To clearly name child's belongings. • To be aware of what my child is taking to school. • To supply my child with all necessary class equipment.
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2. Rules are necessary for us to balance our rights and responsibilities. At Bohlevale we have three school rules, which apply to all school activities and form the basis for individual classroom approaches –

- a) Respect yourself
- b) Respect others; and
- c) Respect property

By respect we mean to 'care for' or to 'look after' and so our rules are designed to promote and support our rights and responsibilities.

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

Whole-school behaviour support

To uphold our Plan, we have adopted a series of strategies that move from least to most intrusive and operate consistently across the whole school. All are designed to promote responsibility and respect. All students, parents/caregivers and school staff are introduced to our whole-school approach – students by class teachers, parents/caregivers via the school newsletter, P&C meetings and during enrolment interviews and staff at regular staff development sessions throughout the school year.

The least intrusive measures, which are generally seen as being preventative (i.e., they minimise the likelihood of inappropriate behaviours occurring) include:

- A relevant, stimulating curriculum
- High quality teaching strategies
- Modelling acceptable behaviours
- Implementation of a whole school 'social skills' program – 'You Can Do It'.
- Induction processes for new staff, students and parents
- Timely/Relevant professional development



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- Systems to acknowledge good behaviour choices (Eg: reward systems)
- Effective/Efficient special needs support

The more intrusive measures, which are generally seen as being reactive (i.e., they are used in response to an inappropriate behaviour) include:

- Eye contact
- Proximity
- Buddy Teacher
- Rule reminders
- Levels
- Suspension/Exclusion

A. LEVEL SYSTEM INFORMATION

Step One –

A warning. A simple warning is all most students need to return to positive behaviours. This may often take the form of a nod, look, gesture or reminder to return to the set task.

Level One –

If a warning has not had the desired effect and the student continues with the negative behaviour, level 1 is implemented.

On level 1, the student is asked to sit in a “thinking spot” (this may be their own desk or a specific area of the room) and reflect on their behaviour. They need to be able to express to the teacher why they are there and what they should be doing. After a few minutes of reflection the student may raise their hand indicating they are ready to discuss the matter with the teacher. If the teacher is satisfied with the student’s response, the problem is solved.

- If a student misses class work during this reflection time they will need to go to the Thinking Room during second break to complete the missed work. They will continue going to the Thinking Room until the work is satisfactorily completed.

Level Two-

Level 2 is given when a student either refuses to comply with Level 1 consequences or annoys others while doing their Level 1 OR has had two Level 1 consequences for the same (or similar) misbehaviours in a short space of time (eg: talking out of turn). ***Students cannot be placed on level two without going through level one steps.***

On level two, the student needs to go to a “thinking spot” and is given a reflection sheet (see attachments). The student needs to think about their behaviour for ten minutes before a pencil is given to them to complete the reflection sheet. (For younger students some help from the teacher may be needed and children may draw pictures to depict the situation.)



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After the ten minutes thinking time, the student needs to fill out the reflection sheet. If a teacher disagrees with what the student has written they are advised to attach a statement reflecting that and not to sign the reflection sheet. The reflection sheet is kept in the student's file.

- If a student misses class work during this reflection time they will need to go to the Thinking Room during second break to complete the missed work. They will continue going to the Thinking Room until the work is satisfactorily completed.

Level Three-

Level 3 is instigated from dangerous, offensive or violent behaviour. The teacher fills out a blue referral slip (see attachment) and the student placed on level 3 goes straight to the office with the blue slip and the same procedures as level 2 is implemented with consultation with either the principal or their delegate. A copy of the reflection sheet is posted home to parents with a covering letter.

- If a student misses class work during this reflection time they will need to go to the Thinking Room during second break to complete the missed work. They will continue going to the Thinking Room until the work is satisfactorily completed.

PLAYGROUND PROTOCOL

The levels system can be implemented in the playground as well as in the classroom.

Level 1 - thinking time on a spot.

Level 2 – the student has thinking time on a spot and is then sent to the office with a blue slip stating level 2. This is filled out in the Thinking Room.

Level 3 – straight to the office with a completed blue slip.

Specialist lessons-

All teachers are to send a “communication book” with their class to specialist lessons. Any levels issued are to be recorded in the book.

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Note- Teachers are encouraged to discuss student's behaviour with parents on a regular basis and although level three incidents are the only formal communication posted home, teachers may choose to send copies of level two reflections home.

THINKING ROOM PROCEDURES

Students sent to the Thinking Room will report there with their lunch and their work as soon after the bell as possible. Their name, class, level and time of arrival will be noted and they will be given 10 minutes to eat.



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Students who have no lunch will be required to sit quietly for 10 minutes. After this initial 10 minute period, students will begin working. Students can be detained in the Thinking Room for a maximum of 30 minutes (i.e.) 10 minutes eating time and 20 minutes working time.

Targeted behaviour support

At Bohlevale State Primary School we use a systematic, detailed and developmentally appropriate program to support student behaviour, to support students to make good choices in our classrooms and the playground. The program, You Can Do It, is implemented across the school from Prep to year 7. The program focus is on developing strong positive relationships, getting along with others, developing confidence, being organised, developing persistence and resilience. The program is delivered by class teachers using the materials provided for early and middle phase children.

As well as the above whole school program, class teachers implement planned and incidental strategies in the classroom/playground to teach effective work habits, to develop social skills and to build a good rapport with children in their care. Targeted behaviour support occurs where children consistently breach the schools Responsible Behaviour Plan for students and school and classroom rules. A case management approach is used to support children in need of targeted behaviour support – members of the team include the class teacher, a parent/caregiver of the child, the behaviour management teacher, and a member of the administration team. Children in need of targeted behaviour support have a collaboratively developed individual behaviour management plan, which is negotiated by the case management team. The class teacher is made aware of teaching strategies and acceptable learning and behaviour goals for the child, as part of the process. Where children are in the care of the state a child safety officer is also invited to be part of the case management team. Plans are reviewed a minimum of once per term and more frequently if required, depending upon the child's response to the plan and strategies within the plan.

Incidents involving children who require targeted behaviour support are recorded on the electronic database Managing Student Behaviour (MSB) – these incidents are level 2 and level 3 type incidents as outlined in the whole-school section, above.

Intensive behaviour support

Students identified as needing intensive behaviour support are those who have targeted support through the above process and are still at risk of significant educational underachievement due to their inappropriate behaviours. The student's Individual Behaviour Plan has been reviewed regularly and further support is now deemed appropriate.

The case management approach is used, led by the Principal or Deputy Principal, involving a number of specialist services. A collaborative consultation process is facilitated, involving the appropriate teaching staff, the students, the parents/caregivers and relevant school based personnel such as the Guidance Officer and the Behaviour Management Support teacher.

A functional behavioural assessment now takes place. The assessment is based upon identifying significant, pupil-specific social, affective, cognitive, and/or environmental factors associated with the occurrence or non-occurrence, of specific behaviours. The school has well developed relationships with a large number of inter-agency groups who are accessed to



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support students identified with persistent or extreme behaviour problems. Agencies contributing could include – Disability Services Queensland; Child Youth & Mental Health, Queensland Health, The Department of Child Safety, the Police department, the Salvation Army; Red Cross; We Care and Contact House.

As a result of the assessment and inter-agency input, the following supports may be put in place

- More specific work with the Advisory Visiting Teacher Behaviour Management
- More regular and intensive Counselling with the school guidance officer
- Modified timetable/reduced attendance at school
- Teacher Aide support through the school or district behaviour funding
- Recommendations to parents/caregivers to access outside agencies for support, as listed above
- Support from the Positive Learning Centre

The Individual Behaviour Management Plan

Once renegotiated, the plan will be reviewed weekly in the first instance. Teaching staff are made aware of specific teaching strategies that are applicable to the student to assist with classroom engagement. Attendance records and records of performance in the classroom are required daily, via the class teacher. These records are a major part of reviewing the overall plan.

The Positive Learning Centre (PLC)

The centre located in this district at Weir State Primary School is one provision in an array of regional services that aims to provide an alternative program for some students who at a given point in time require intervention and support beyond the mainstream classroom. A student requiring this type of support may be referred to the PLC if the case manager (the Principal or the Deputy Principal) and the support team believe that curriculum delivered in a different setting would be beneficial to the student. The referral goes to the reference group of the PLC. If a student is accepted into the program, the staff of the PLC works closely with the school in delivering appropriate curriculum and liaising with other government departments and community groups. The aim of the PLC is to reintegrate the student back into the school, over a period of time, based on needs and outcomes of the program.

Consequences for unacceptable behaviour

On occasions some students exhibit behaviours which may require the application of more stringent consequences, such as suspension (in/out of the school) and possibly recommendation for exclusion from attendance at our school. If students choose not to respond to our Responsible Behaviour Plan (via the levels system) other options may need to be considered. Except in exceptional circumstances, parent/caregivers will be notified if their child is at risk of suspension from attending classes, or exclusion. Parents/caregivers, the student and school personnel (led by either the Principal or the Deputy Principal) will have met on a number of occasions to discuss possible alternatives, strategies and actions. This could include the implementation of a Behaviour Improvement Condition (BIC).



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Suspensions from attendance at school can range from 1 to 20 days, dependant on the reason for suspension and the behaviour record of a student. Suspension is considered as a last option, after all other supports and interventions (as outlined above) have not resulted in an acceptable change. Arrangements for continuing education will apply for all periods of suspension from attendance at school. For all suspensions between six and twenty days a case manager will be appointed by the Principal to ensure that the educational needs of the students are catered for during the period of suspension from attendance.

Prior to any recommendation for exclusion, the Principal may decide that a student's continued attendance at our school is subject to the student complying with a behaviour improvement condition for the challenging behaviour.

Restitution

The option of students making restitution for their actions is to run parallel with the behaviour plan. Restitution is about making amends for misbehaviour – putting 'yourself' out for someone else who you have wronged or hurt. In cases of deliberate vandalism, resulting in damage to school property or personal property of students and staff, financial restitution might be considered appropriate, but only by agreement with all concerned (i.e. parents/caregivers, the student and the school Principal or Deputy Principal).

The network of student support

This school accesses a range of school and interagency organisations to support enrolled students with the development of positive behaviours. These groups include, but are not restricted to –

School Based – Principal, deputy principal, curriculum coordinator, behaviour management support teacher, and class teachers, buddy teachers for some children, teacher aides, guidance officer, and school based chaplain and a range of Advisory Visiting Teachers.

Interagency Organisations – Department of Child Safety; Child Youth and Mental Health; Department of Health; the Queensland Police Service; Australian Red Cross; the Salvation Army; We Care; Contact House

Consideration of individual circumstances

To ensure alignment with the Responsible Behaviour Support Plan when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. This will be achieved by:

Promoting a teaching/learning environment which is responsive to the diverse needs of its students

- Establishing procedures for applying fair, equitable consequences for infringement of the code
- Recognising and taking into account a 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 and



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- learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation and impairment.

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
• <http://education.qld.gov.au/strategic/eppr/students/smspr021/>
- CRP-PR-009: Inclusive Education
• <http://education.qld.gov.au/strategic/eppr/curriculum/crppr009/>
- SMS-PR-022: Student Dress Code
• <http://education.qld.gov.au/strategic/eppr/students/smspr022/>
- SMS-PR-012: Student Protection
• <http://education.qld.gov.au/strategic/eppr/students/smspr012/>
- SMS-PR-018: Information Sharing under Child Protection Act 1999
• <http://education.qld.gov.au/strategic/eppr/students/smspr018/>
- SMS-PR-008: Family Law Matters Affecting State Educational Institutions
• <http://education.qld.gov.au/strategic/eppr/students/smspr008/>
- SMS-PR-019: Mature Age Students
• <http://education.qld.gov.au/strategic/eppr/students/smspr019/>
- SMS-PR-017: Enforcement of Compulsory Compulsory Schooling and Compulsory Participation Phase
• <http://education.qld.gov.au/strategic/eppr/students/smspr017/>
- SMS-PR-031: Flexible Arrangements
• <http://education.qld.gov.au/strategic/eppr/students/smspr031/>
- SCM-PR-005: School Security
• <http://education.qld.gov.au/strategic/eppr/schools/scmpr005/>
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
• <http://education.qld.gov.au/strategic/eppr/schools/scmpr006/>
- HLS-PR-012: Curriculum Activity Risk Management
• <http://education.qld.gov.au/strategic/eppr/health/hlspr012/index1.html>
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
• <http://education.qld.gov.au/strategic/eppr/government/gvrpr001/>
- CRP-PR-005: Drug Education and Intervention in Schools
• <http://education.qld.gov.au/strategic/eppr/curriculum/crppr005/>
- HLS-PR-009: Administration of Routine and Emergency Medication and Management of Health Conditions
• <http://education.qld.gov.au/strategic/eppr/health/hlspr009/>
- CMR-PR-001: Complaints Management
• <http://education.qld.gov.au/strategic/eppr/community/cmrpr001/>
- LGS-PR-002: Freedom of Information
• <http://education.qld.gov.au/strategic/eppr/legal/lgspr002/>



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- **SMS-PR-001: Publishing Student and Staff Information on School Web Sites** replaced by **ICT-PR-004: Using the Department's Corporate ICT Network**
 - <http://education.qld.gov.au/strategic/epr/ict/ictpr004/>
- **IFM-PR-004: Managing Electronic Identities** replaced by **IFM-PR-010: Managing Electronic Identities and Identity Management**
 - <http://education.qld.gov.au/strategic/epr/information/ifmpr010/>
- **SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students**
 - <http://education.qld.gov.au/strategic/epr/schools/scmpr003/>
- **SMS-PR-024: Internet - Student Usage** replaced by **ICT-PR-004: Using the Department's Corporate ICT Network** already listed above
 - <http://education.qld.gov.au/strategic/epr/ict/ictpr004/>
- **WFR-PR-005: Code of Conduct** doesn't seem to exist anymore!
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- **SDV-PR-001: Employee Professional Development**
 - <http://education.qld.gov.au/strategic/epr/staff/sdvpr001/>

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/cochome>