



The Code of School Behaviour

Better Behaviour
Better Learning

Thornton State School *Responsible Behaviour Plan for Students*

based on *The Code of School Behaviour*



Purpose

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.

Consultation and Data Review

The consultation process involved inviting the community and key stakeholders to meetings to discuss specific aspects of the Responsible Behaviour Plan to ensure an open and transparent process. The meetings provided a sound basis from which the data was reviewed and increased the awareness and understanding of the process underpinning the Behaviour Plan. Issues identified through reviewing the data was responded to proactively and in a timely manner. Responsive and innovative solutions were delivered to the community through existing local networks and identified Parent and Citizen meetings.

Thornton Learning and Behaviour Statement

We are in the business of learning.

- All children can learn
- All children can enjoy learning
- All children have a right to learn, and teachers have a right to teach, without persistent disruption
- Our school recognises the rights of all to be safe
- All children have the capacity to be responsible for their own behaviour

The success of any learning program is dependent upon the ability of teachers to effectively communicate concepts to the students. Teachers at Thornton State School are to reflect on their practice to ensure that their teaching is meeting the needs of students.

It is the teachers' responsibility to understand the learner in order to effectively cater for student needs. One means of achieving this is through understanding learning styles of our students. Teachers should actively discuss with students how they like to learn so students also understand how they learn best.

Code of Conduct:

1. Respect everyone's right to learn
2. Always act in a safe, calm manner
3. Actively participate in the schools' learning programs
4. Be caring, co-operative and considerate in all you say and do
5. Be responsible for your own learning and behaviour



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

Parents are specifically informed of the School Responsible Behaviour Support Policy when enrolling a student. Parents will be asked to sign in acknowledgement of being advised of the policy. In the event of a parent refusing to sign acknowledgement the Principal will advise the parents of the policy, and will sign in acknowledgement that this has been completed.

Roles

Students:

- participate actively in the school's education program
- take responsibility for their behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- cooperate with staff and others in authority and members of the school community.

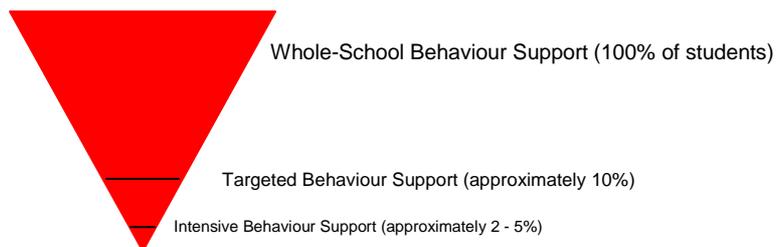
Parents and Carers:

- show an active interest in their child's schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child.

Staff:

- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents/ carers
- promote the skills of responsible self management.

Approximately 90% of students will have little or no difficulties. However about 5% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2 to 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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Universal Behaviour Support

Teachers are expected to follow the principles of effective learning and teaching as follows:

1. Effective learning and teaching is founded on an understanding of the learner
2. Effective learning and teaching requires active construction of meaning
3. Effective learning and teaching enhances and is enhanced by a supportive and challenging environment
4. Effective learning and teaching is enhanced through worthwhile learning partnerships
5. Effective learning and teaching shapes and responds to social and cultural contexts.

Classroom expectations:

- Teachers, in partnership with students, devise common expectations for acceptable standards of behaviour that promotes a caring, productive and safe environment.
- Expectations are explicitly taught, displayed, modelled, practiced and reinforced throughout the year
- Teachers are responsible for informing parents and carers of acceptable standards of behaviour to establish and maintain effective communication in both the school and classroom
- A step system is to be implemented in each classroom to provide opportunities for student behaviour modification through constructive feedback and self reflection.
- Teachers are expected to collaborate with peers, be responsible for informing administration, and seeking expertise in the development of responsible support plans and strategies for students

Actions may include:

- Regular home/school communication eg. Oral reporting, communication books, class newsletters
- Providing accurate and constructive feedback on students' learning and behaviour
- Social Skilling Programs
- Peer Support and peer mentoring
- Programs to improve self esteem levels



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Targeted Behaviour Support:

All staff are expected to address the following areas across teaching programs and interactions with children on an ongoing basis:

- Values Education
- Self Esteem
- Sex Education
- Drug Education
- Communication
- Relationships
- Personal Health and Hygiene

Whole School Processes/Strategies:

- Individual Responsible Behaviour Support Plans
- Risk Assessment
- Whole School Professional Development Program
- Individual Student Learning Programs (EAP's, IEP's, ILP's, IMP's Health Care Plans, Environmental Plans)
- Behaviour Support Teacher, Support Teacher/Learning Difficulties, Advisory Visiting Teacher
- Specialised Learning Programs: Learnquest
- Provision of alternate engagement activities during breaks
- Recognition for positive behaviours ; Thornton Star Award, Weekly Music Award, Weekly Health and Physical Education Award, Student of the Week, Individual Class Reward Systems, Newsletter and community recognition
- Engagement of external agency networks: School Chaplain
- Student Leadership Programs
- Monitoring Procedures:
 - Playground reflection areas
 - Classroom Buddy Systems

Intensive Behaviour Support:

When a student is referred to administration for intensive behaviour management support, the focus will be on program adaptation to maximise opportunities for students to be able to demonstrate responsibility for their learning and behaviour. These may include:

- Anger Management Programs
- Social Skilling Programs
- Rock and Water Program
- Supportive teasing and bullying programs
- Intensive Learning Support Programs
- Alternate Learning Programs including opportunities to access alternate learning environments and attendance and participation.
- Referral to Education Queensland intervention and support services eg. Guidance Officer, Learning Support, Behaviour Management, Remedial District Services
- Partnership engagement with external agencies eg. Red Cross, Child Youth and Mental Health, Department of Families





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Emergency Responses or Critical Incidences

A critical incident at Thornton State School means a severe crisis such as serious injuries or an event which is likely to cause extreme physical and/or emotional distress to staff, students and visitors. Staff are required to respond immediately by reporting the incident to the Principal or Officer in Charge. The Principal will identify Work Place Health and Safety issues to ensure duty of care obligations are met and depending on the nature of the incident, a response may involve action by parents, police and emergency services. The Principal will notify their supervisor and report incident and actions taken.

To ensure staff and children are prepared for a critical incident, fire, evacuation and lock down drills are conducted each term. The first fire drill shall be conducted within the first two weeks of the school year

Consequences for Unacceptable Behaviour

If a student does not abide by the School Code of Conduct action will be taken. Action will range from a warning to formal Disciplinary Absence, dependent upon a number of factors including:

- the threat to the safety of others
- the nature of the incident
- the age and nature of the student
- whether the breach was the first one or one in a series of repeated events about which the student has already been cautioned
- the extent to which the breach caused disruption to the learning of others
- a student's socio-environmental factors

Level 1

Disruptive, nuisance, unpleasant or offensive behaviour in the classroom or playground.

Egs: Unauthorised moving around the room, persistent talking, refusal to follow staff directions, calling out, offensive noises, low level offensive language, put downs, teasing.

Action: Initially a warning will be given and student will be redirected to school/classroom expectations. Repeated offences may lead to use of thinking place/time out strategies and redirection to other tasks.

Level 2

Persistent disruptive behaviour, persistent refusal to follow staff instructions, persistent teasing,

Egs: Persistent calling out in class, continually refusing to follow staff instructions, repeatedly moving out of bounds, repeatedly refusing to follow school rules, Code of Conduct and expectations, cyber abuse, inappropriate use of mobile phone, indirect bullying, harassment.

Action: May result in time away in buddy class, discussing/reflecting on behavioural choices with staff, playground reflection room, interview with parent/carers, development of Individual Responsible Support Plan, classroom detention.

Level 3

Dangerous or unsafe behaviour resulting in risk to the well being of students and staff.

Egs. Throwing items in classroom, stick or rock throwing, pushing and hitting, running around classrooms, verbally threatening, direct bullying, physically threatening, leaving the classroom/school grounds without permission and/or supervision, cyber abuse, inappropriate use of mobile phone, refusal to follow



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staff directions creating a situation where the supervision of other students is jeopardised, temper outburst, theft, racial/sexual discrimination.

Actions: May result in administration intervention, parents/carers required for interview followed by co-operative support plan between school and home, restricted playground access (green/ red card monitored), referral to intensive behaviour management support, in school suspension. Ongoing behaviour of this nature may result in student disciplinary absence being applied.

Level 4

Dangerous, unsafe or destructive behaviour resulting in risk of harm to students or staff, damage to property.

Egs: Verbal abuse, physical abuse, furniture throwing, temper outbursts which places other students or staff at risk, persistent bullying, vandalism, theft, property damage, biting, spitting, punching, kicking, head butting, sexual harassment, abuse using an implement.

Actions: May result in administrative intervention, modified program of attendance, intensive behaviour management intervention, student disciplinary absence. May result in recommendation to be excluded.

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. At Thornton State School the network may include the following support personnel:

Principal
Administration
Parents/Carers
Classroom Teacher
All School personnel
Guidance Officer
Advisory visiting teacher
Behaviour Support Teacher
Learning Difficulty Support
Community support services and agencies
Paediatrician

Consideration of Individual Circumstances

Responses to inappropriate behaviour will consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members. Diverse needs of students may be met through:

- Innovation and Creativity: Developing safe environments to support innovative and creative practices
- Diversity and Inclusiveness: Creating opportunities for participation in education and cultural activities
- Community and Family Partnerships: Creating opportunities for alternative learning programs in partnership with carers and support agencies



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- Individual Responsible Support Plans: Maximising access to educational opportunities through environmental and curriculum manipulation.

Related Legislation

- *Commonwealth Disability Discrimination Act 1992*
- *Commonwealth Disability Standards for Education 2005*
- *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*
- *Right to Information Act 2009*
- *Information Privacy (IP) Act 2009*

Related Policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-2009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searched at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

Related Appendices

Appendix I

Thinking Place Classroom Strategy:

Step System:

1. Verbal/visual reminder referring student to the acceptable expectations.
2. Student provided with a choice of participating in the program of learning or removing themselves to a time away.
3. As appropriate for the student, provide a short time away to allow student an amount of time for reflection then allow them to re-engage in the lesson, without disruption to the learning program.
4. Each classroom has a "thinking place" available for student self reflection. Visual display of reflection processes and classroom expectations. This can include a redirection to another activity.
5. Strategies for self reflection are to be explicitly taught to students throughout the year. Reflection processes will be age appropriate and cater for individual needs.
6. Students are directed to the classroom thinking place. Verbal direction to be given by staff should identify the behaviour that is not



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acceptable, provide a thinking point for self reflection and an invitation to return ie,

- When you are feeling calm and in control, please return.
 - When you are ready to participate, please return.
 - When you are ready to ready to meet the class expectations, please return.
 - When you help us to keep everyone safe, please return.
7. After returning from the thinking chair and prior to the end of the session students are expected to confer with the teacher, discussing their choices and establishing a plan for the future.
 8. Teachers should communicate with parents when a student is requiring thinking time regularly.
 9. If a student regularly requires to be sent to a thinking place/buddy class, the teacher is to review any environmental or curriculum adjustments that could be made to support the student. An individual responsible behaviour support plan is to be developed for persistent disruptions to classroom learning routines.
 10. If a student's behaviour continues to be disruptive to learning a buddy class system can be accessed. The class teacher must contact the buddy class teacher to advise that a student is to be sent for reflection time. A second student must accompany the student with a reflection sheet. The buddy teacher will return the student to their class using the same process. The student should return with their reflection sheet completed.
 11. Prior to the end of the session the class teacher should confer with the student and support the student in completing their reflection sheet if required. The class teacher is to notify the parents that there was a need for their child to be sent from the classroom.
 12. If a student's behaviour continues to be disruptive to learning administration intervention is sought.

Appendix II **Responses for Inappropriate Playground Behaviour**

Level 1

Trying it again. *Eg. Stop. Thank you. Go back and walk.*

This may include: rough play, out of bounds, littering.

Level 2

Watching others model the desired behaviour. *Eg. Stop. Thank you. Watch how these people are walking on the concrete.*

This may include: rough play, out of bounds, climbing trees, inappropriate play.

Level 3

Sitting out time. *Eg. Stop. Thank you. You are still running on the concrete. I have asked you to walk. You will need to sit in this spot for 2 minutes and think about what you need to do next time.*

This may include: repeated offence of the above behaviours, indirect teasing or bullying.

Level 4

Sitting out for the rest of play time and report made to class teacher. Class teacher to advise parents of repeated offences and involve administration if



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behaviour is ongoing. An Individual Responsible Support Plan for the playground is to be developed if behaviour is persistent.

Eg. Stop. Thank you. You are still unable to show you can do as you have been asked. You will need to sit out for the remainder of the play time. You will be referred to your class teacher. Please do not leave here at the end of play until I have helped you with your referral.

This may include: Persistent refusal to follow staff instructions, persistent inappropriate play, direct teasing or bullying, verbal oppositional behaviour.

Level 5

Playground Reflection Room. Student is referred to the Playground Reflection Room where behaviour details are noted in student behaviour file. Copies of the report are provided to administration and classroom teacher. Parents are advised by letter.

An interview with parents is requested following the fourth playground reflection room visit. The interview is to include the class teacher, parent(s), student and administration officer.

While in playground reflection room staff will:

- Discuss the incident with the student and mediate discussion to having students identify appropriate replacement behaviours
- Students will complete a positive reflection sheet which is used to report to parents.

This may include: Physical/verbal aggression during which the child loses control and/ or causes harm to others, serious toilet misbehaviour, deliberate and serious vandalism, persistent and ongoing disruption beyond level 4.

Persistent level 5 behaviour, or extreme behaviour in this level may result in a formal disciplinary absence being imposed.

Appendix III

Playground Reflection Room Procedures

1. After reaching level 5 the staff member on duty sends the student to the reflection room, completes the reflection room referral as soon as possible after the incident and sends it to the reflection room. (Whenever possible send the report with the student). Due to accountability, no reflection room consequences will be given the following day if no report is received. A copy of the report is placed in the class teacher's pigeon hole by the reflection room teacher/staff member at the end of the day.
2. Student goes directly to the reflection room. Teacher in reflection room records the student's arrival on an existing or new behaviour folder and notes the time.
3. After each of the steps have been completed, the staff member supervising the reflection room is to date the relevant section on the reflection report.
4. When the report on the incident is received, the reflection room staff will discuss the incident with the student, ensure consistency and mediate actions for the future. Further investigation by administration may be necessary. A student reflection sheet is completed to be forwarded to parents with the student letter.
5. Parent/Carer letter to be sent home is completed by Reflection Room staff. The letter and student statement are photocopied and filed when a response has been received from parents and



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student has completed assigned time out. Completion is to be noted on reflection room folder.

6. A maximum of 2 days may be given. (Anything beyond this is to be considered serious enough for admin intervention).
7. The student is to return the parent letter signed, to the reflection room the next day. The student will remain in the reflection room until this is received. If a response has not been received after 3 days, Administration will contact parents/guardians.
8. An entry is to be made on One School by the Administration Officer at the close of day.
9. Once a child has been sent to the reflection room three times within a term, after completion of the allocated days, the child will be monitored for 5 days in the playground. Any incidents will be documented on Individual Behaviour Management Plan.
10. Children are not to be sent to the reflection room unless all other behaviour modification strategies have been unsuccessful.
11. Once a student has been sent to the reflection room four times within a term a letter will be sent home requesting an interview. An Individual Responsible Support Plan will be developed by the student's class teacher in collaboration with the student, the student's carers and admin. After completion of the allocated days, the student will be placed on a red card restricting play and will accompany a teacher in the playground for 5 days. During this time the student must stay in the immediate proximity of the teacher. During this time the playground teacher will be discussing the student's choices, behaviour and will be directing the student to observe appropriate play behaviour.

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/)
- Bullying. No Way! (www.bullingnoway.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>)

Principal

P&C President or
Chair, School Council

Regional Executive Director or
Executive Director (Schools)

Date effective:

from to