



The Code of School Behaviour

Better Behaviour
Better Learning

Kairi 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.

The community of Kairi State School is committed to learning, respect and optimism through a secure, supportive and cooperative environment, which recognises and accepts individual differences.

Our school fosters a warm, supportive environment where students can be happy and where optimal learning can take place.

A major part of the teacher's role is to ensure that children will learn and develop within their school environment without disruptive behaviour hindering their success and enjoyment of learning. It is also expected that students will respect the teachers' fundamental right to teach without disruptive behaviours hindering his/her success and enjoyment of teaching.

We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions by both teaching explicitly and practising problem solving skills.

The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school.

School beliefs about behaviour and learning

We at Kairi State School operate by the following beliefs about behaviour and learning:

- education is a life-long process
- gender is not a determinant of capacity to learn
- children with disabilities are encouraged to access all educational opportunities
- children learn at different rates
- students, parents and teachers are part of a team
- the school is a focal point of the community
- good manners and respect are encouraged
- children learn by a variety of activities
- our school community provides appropriate social role models
- an attractive environment enhances learning
- the child's self-esteem is developed
- personal safety is encouraged.



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Our Philosophy

Staff and students at Kairi State School have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. To enable this productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed. To facilitate this, a set of rules has been developed for students at our school. Ultimately, each individual must be responsible for his/her own actions. The behaviours we foster and promote include good citizenship, are fair and non-violent and encompass such qualities as respect, politeness, self-discipline and co-operation. We respect the importance of the individual's intellectual, social, emotional and physical growth whilst maintaining that individual rights and responsibilities must contribute to a positive community spirit. Parental consultation, support and involvement are essential to the Supportive School Environment at this school.

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

Whole-school behaviour support

Our whole school approach provides a supportive learning environment through:

- open communication with the school community on *The Code of School Behaviour* and the school's Responsible Behaviour Plan for Students
- shared school values and a positive, inclusive culture
- establishment of agreed programs and procedures that are known and understood by all members of the school community
- staff access to professional development, education or training
- managing of incidents through clear and well-understood processes
- supporting students and building strong community relationships.

Targeted behaviour support

Due to the size of Kairi State School, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher.

Strategies used for targeted behaviour support include:

- curriculum adjustment
- verbal and non-verbal
- increased attention
- communication with the school community
- added responsibilities.



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Curriculum Adjustment	Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve: <ul style="list-style-type: none"> • working with a teacher aide or learning support teacher • adjusted class work • working with a peer or older student.
Verbal	Verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none"> • specific reinforcement e.g. Thank you for sitting down. • Targeted direction giving.
Non-Verbal	Non-verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none"> • body language – smile, thumbs up • behaviour charts • privately understood signals • proximity to the child in terms of desk placement or where staff members are standing • awards.
Increased attention	Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through: <ul style="list-style-type: none"> • One on one curriculum support with the teacher • Teacher aide support • Work with another member of school staff • Curriculum support through an older classmate.
Communication within the school community	Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.
Added responsibilities - meaningful roles	A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include: <ul style="list-style-type: none"> • Peer tutoring • Working with a younger or older classmate • Classroom jobs • School jobs.

Intensive behaviour support

Intensive behaviour support is required to support students who demonstrate chronic and /or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others. This level of support generally occurs when less intensive support strategies have been used but have not fully met the student's learning support needs.

The flowchart provided in Appendix 1 provides a reference tool to identify levels of support, and consequences, which may be required in order to meet school expectations.



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Consequences for unacceptable behaviour

Individual class or year level teachers will be primarily responsible for dealing with minor behaviours. The school Administration Team will be responsible for responding to students who exhibit persistent unacceptable behaviour or extreme unacceptable behaviour. When applying consequences, they should be:

- Supportive
- Fair
- Logical
- Consistent.

Supportive

Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. An appropriate response for those students who breach The Code of School Behaviour and the school's Responsible Behaviour Plan for Students is *targeted and/or intensive behaviour support*. Students who display chronic problem behaviour are supported using a range of individual strategies and consequences, if necessary in the context of an individual behaviour support plan.

Fair

When determining consequences for serious misbehaviour (which may lead to suspension or recommendation for exclusion) it is important that the principles of natural justice are followed— this means ensuring that the student is fully aware of the alleged behaviour; that they are given the right to respond to the accusations giving their side of the story; that the person making the decision about their alleged conduct does so only after hearing what the student has to say in their own defence and without prejudgement or bias against the student. When making a decision about a consequence, a student's age, cultural background, emotional well being and any other contextual factors should be taken into account. The consequence should be developmentally and culturally appropriate and sensitive to individual circumstances. Consideration should also be given to the student's past relevant disciplinary history. Where there is a choice of consequences and/or extenuating circumstances, the Principal is in the best position to make the final determination.

All consequences must be in accord with the *Education (General Provisions) Act 1989* and with the student behaviour policies of Education Queensland

Logical

For consequences to be most effective, students must be able to see a connection between the behaviour and the resulting consequence. This type of consequence is termed a logical consequence. Logical consequences, for both positive and negative behaviours, should be applied consistently, calmly, firmly and without prejudice towards individual children.

The level of a student's behaviour should be assessed against a continuum from minor to major consequences. Staff and students must be aware of the progression of consequences for continued disruptive or dangerous behaviour.

Consistent

A consistent approach to student behaviour should occur across the school. Consistent consequences should be applied so that they:

- provide the opportunity for all students to learn;
- ensure the safety of all staff and students; and
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In alignment with The Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.



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Strategies to implement supportive, fair, logical and consistent consequences include:

1: Classroom Management

The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non verbal messages to alert or cue the student.

2: Restatement, Rule Reminders

The teacher adds a combination of the following strategies to address the student's behaviour: restatement of the rule, giving a specific direction, giving the student a choice eg to work/play appropriately or move to a different area/activity.

3: Time Away/Time Out

The student is sent to a different part of the current classroom, another classroom or a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, non-punitive manner. Continual or serious disturbances may result in the student being referred to the Administration and parents/carers being notified.

4: Teacher and Student Plan of Action

If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted. If additional support is required to implement the plan the teacher will make a referral to the school's Special Needs Committee.

5: School Intervention and Recording of Student's Inappropriate Behaviour

The student is referred to the Administration Team and a Case Manager (usually the class teacher) will be appointed. The school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded in the school's Student Management System.

6: External Assistance

A functional behaviour assessment is completed in consultation with the relevant people such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.

7: Monitoring and Review

Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.

In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.



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Step 8: Suspension Procedures

This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences*.

Step 9: Recommendation for Exclusion

This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences*.

The network of student support

The school is able to access support both within the Department of Education and the Arts and through the community. An outline of some of these include:

SCHOOL BASED SERVICES	DISTRICT & OTHER E.Q. SERVICES	COMMUNITY SERVICES
<ul style="list-style-type: none"> ▪ Guidance Officer ▪ Special Education Teacher 	<ul style="list-style-type: none"> ▪ District Advisory Visiting Teacher for Behaviour Support ▪ Senior Guidance Officers ▪ Access to Behaviour Management Funding ▪ Management of Young Children Program 	<ul style="list-style-type: none"> ▪ Department of Child Safety ▪ Juvenile Aid Bureau ▪ Police Liaison Officer ▪ Qld Health Services (Nurse)

Consideration of individual circumstances

Kairi State School uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

To ensure alignment with the Code of School Behaviour 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.

Related legislation

- *Education (General Provisions) Act 1989*
- Section 21 of the *Education (General Provisions) Regulation 2000*
- *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*



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- Workplace Health and Safety Regulation 1997
- *Freedom of Information Act 1992*
- *Transport Operations (Passenger Transport) Regulation 2005*

Related policies

- SM-06: Management of Behaviour in a Supportive School Environment - Schools and Discipline
- SM-16: School Disciplinary Absences
- HR-07-1: Code of Conduct
- CS-01: Gender Equity in Education
- CS-05: Educational Provision for Students with Disabilities
- CS-10: Drug Education and Intervention in Schools
- CS-15: Principles of Inclusive Curriculum
- CS-16: Cultural and Language Diversity
- CS-17: Anti-Racism
- CM-15: Guidelines for Appropriate Use of Mobile Telephones by Students
- SC-09: Student Dress Code
- LL-14: Hostile People on School Premises, Wilful Disturbance and Trespass Issues
- SM-05: Physical Restraint and Time Out Procedures - Students with Disabilities

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.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>