



The Code of School Behaviour

Better Behaviour
Better Learning

Rolleston 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 Code of School Behaviour, from which this plan is derived, defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

The Code has been developed to deliver the best possible outcomes for all students, recognising the close relationship between learning, achievement and behaviour.

The community of Rolleston State School is committed to developing a caring, productive and safe learning environment which can provide opportunities for our children to develop to their full potential – socially, emotionally, physically and academically.

Rolleston State School's Responsible Behaviour Plan for Students focuses on developing a safe, supportive and tolerant school environment that optimises the social, emotional and academic development of our students.

School beliefs about behaviour and learning

At Rolleston State School we believe that children's social and emotional development is central not only to their well being but also their academic achievement.

Our school community believes in building social, emotional and motivational capacity of our students rather than focussing on their problems and deficits. We encourage prevention, promotion and intervention efforts at school and home in order to build the social and emotional strengths of our students.

At Rolleston State School, we value the rights and responsibilities that form positive relationships between all community members. There is an emphasis on being positive, self-responsibility and self-regulation. We want our students to learn to get along with others, be persistent, resilient, organised and have confidence.

We acknowledge the interrelationship between possessing a positive work ethic, positive self image, healthy relationships and high standards of behaviour. Our school believes that in order to achieve this, the following principles need to be implemented:

- ♦ **High Standards of Personal Achievement and Behaviour**

We are committed to developing a caring, productive and safe environment which can provide opportunities for school members to develop their full potential socially, emotionally, physically, academically and aesthetically. This is fostered through the promotion of values such as respect, cooperation, courtesy, integrity and honesty.



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- ♦ **Take Responsibility for Own Behaviour and the Consequences of Actions**
We encourage our students to accept and become increasingly responsible for their own behaviour as well as the consequences for actions.
- ♦ **Effective Teaching, an Inclusive and Engaging Curriculum, Availability of Extra-curricular Activities**
Effective teaching supports the belief that if children are authentically engaged in their learning, this will promote high standards of behaviour. We aim to promote an effective learning and teaching environment that allows positive aspirations, relationships and values to flourish.
- ♦ **Whole-school Approach, Effective School Organisation and Leadership**
Our school community believes that through adopting a whole-school approach to behaviour management that comes through effective school organisations and leadership, all members (including staff, students, parents and caregivers, visitors and volunteers) will be encouraged model and maintain high standards of behaviour.
- ♦ **Partnerships**
We believe that through successful partnerships between staff, students, parents and caregivers and the broader community, high standards of behaviour will be achieved. Effective communication of expectations and respect for self and respect for others are crucial factors in achieving this.
- ♦ **Staff Expertise is Valued and Developed**
Students are given the opportunity to have positive role models to be encouraged to strive to attain a higher level of behaviour and thus achievement. We believe that through the ongoing development of staff skills and knowledge, strategies for managing behaviour effectively will be implemented.
- ♦ **Standards Linked to Transparent, Accountable and Fair Processes, Interventions and Consequences**
If the expected high standards of behaviour are linked to transparent, accountable and fair processes, interventions and consequences, these will allow all members to understand rights and responsibilities towards themselves and others.

We aim to develop self-discipline by:

- ♦ Maintaining and modelling consistent standards of behaviour throughout the school;
- ♦ Communicating clear expectations;
- ♦ Recognising and praising those who are behaving appropriately;
- ♦ Encouraging ownership of and responsibility for behaviour; and,
- ♦ Encouraging appropriate behaviour choices.

We value the involvement of parents in each child's development. Where significant concerns exist or a significant incident occurs, parents will be contacted. Parents can initiate discussions of behaviour at any convenient time. Sharing of information likely to impact on a child's behaviour is vitally important.

For the Rolleston State School Responsible Behaviour Plan for Students to be implemented effectively, all members of our school community must be involved. The duties of respective school community members are as follows:

STUDENTS

- ♦ To conduct themselves at all times in a safe manner, this guarantees the safety of other students.



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- ♦ To conduct themselves in a respectful manner and to respect the rights and needs of others.
- ♦ To demonstrate a courteous, supportive and caring attitude to all members of our school community.
- ♦ To follow the school and class rules and procedures.
- ♦ To communicate information accurately between home and school.

PARENTS

- ♦ To support the goals and aspirations of our school and participate actively in the life of the school.
- ♦ To be familiar with and supportive of school based policies.
- ♦ To demonstrate a duty of care for all children while they are in the precincts of the school.
- ♦ To ensure their child operates in a safe manner that is respectful of all people and property.
- ♦ To communicate concerns openly and honestly with the school.

STAFF (includes teachers, teacher aides, itinerant and relief teachers)

Whilst teachers have the specific duties as follows:

- ♦ To provide support for the school plan by
 - conducting regular lessons/meetings on rights, rules and responsibilities
 - prominently displaying representations of rights, rules and responsibilities
 - teaching and modelling appropriate behaviours
- ♦ To ensure that curriculum and teaching approaches are relevant and allow for participation in decision making where appropriate.

All staff have the responsibility:

- ♦ To encourage the **WHOLE SCHOOL APPROACH** to the teaching and learning of behaviour.
- ♦ To consistently implement the school plan for managing behaviour.
- ♦ To develop their skills and knowledge of behaviour management strategies.
- ♦ To create caring, safe, orderly environments where students are taught responsibility for their own behaviours.
- ♦ To reinforce with students the expectations that our school community has about behaviours

PRINCIPAL (OR DELEGATE)

- ♦ To encourage a **WHOLE SCHOOL APPROACH** to the teaching and learning of appropriate behaviour.
- ♦ To ensure that the rights of students to learn and teachers to teach be supported and protected.
- ♦ To develop, with others, a safe, caring, orderly school where students are taught to accept responsibility for their own behaviour.
- ♦ To develop, implement and regularly review – in partnership with school staff, students and their families – school discipline procedures.
- ♦ To ensure that all the students' responses to gender, cultural differences, student family circumstances or student disabilities does not hinder the learning opportunities for those students.
- ♦ To ensure that the new staff, students and their families are aware of the expectations of our school community and the consequences of responsible and irresponsible behaviours.
- ♦ To involve, where appropriate, student services and other agencies and families in the effective management of students.
- ♦ To ensure that the consequences of irresponsible behaviour are non-violent and are designed to teach responsible behaviour.
- ♦ To promote structures at a class and school wide level that enable students to be involved in the management of their own behaviour.
- ♦ To provide information to families in the school about behavioural expectations.



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- ♦ To regularly keep students, parents, visitors and school staff informed of the procedures, which are in place to manage student behaviour.

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

The purpose of a school's Behaviour Management Policy is to achieve a safe and supportive school environment.

A supportive school environment is one where:

- ♦ All members of the school community feel safe and are valued;
- ♦ Social and academic outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal and school organisation;
- ♦ School practices involve planned positive/preventative actions for all students in response to specific individuals and groups;
- ♦ Non-violent, non-coercive and non-discriminatory language and practices are defined, modelled and reinforced by all members of the school community; and,
- ♦ Suspension and exclusion procedures are considered only when all other approaches have been exhausted or rejected.

Whole-school behaviour support

Our school approach provides a supportive learning environment through:

- ♦ Open communication with school community on The Code of School Behaviour and the School's Responsible Behaviour Plan for Students.
- ♦ Share school values and a positive inclusive culture.
- ♦ Established and understood programs and procedures are followed by all staff, students and parents (You Can Do It! – Program Achieve).
- ♦ Staff and parents/guardians are given access to professional development or training to fully embed the knowledge and skills of our positive social and emotional behaviour program.
- ♦ Students will be fully immersed in the explicit teaching and inherent foundations for achievement, well being and positive relationships.
- ♦ All incidents of inappropriate behaviour are managed through clear and well understood process (Following the classroom/playground/individual behaviour plan).

The significant component of Rolleston State School's whole school approach to positive behaviour support is the implementation of the Program Achieve – You Can Do It! and building a learning culture on the five foundations of – Confidence, Persistence, Organisation, Getting Along and Emotional Resilience.

All staff will receive professional development on the use of the You Can Do It program. This program is promoted to parents at induction days, beginning of the year teacher/parent meetings, in the weekly school newsletter and on the weekly parade (in the form of student of the week awards).

To maintain a consistent approach, all staff will undertake professional development in the Essential Skills for Classroom Management and will create a Classroom Behaviour Management Plan with their class using a common template. This plan is age appropriate with an emphasis on positive recognition and reward for positive behaviour/school work. Preventative strategies also form part of these classroom plans and include those actions taken proactively to promote desirable behaviour and prevent undesirable behaviour.

Positive recognition of good behaviour from students outside of the classroom is rewarded through the "Gotcha System", where students receive a Gotcha card which



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goes into the draw for a weekly prize. Children are acknowledged on parade and in the weekly newsletter.

Also (to be introduced in 2009) as a form of recognition for positive behaviour, students will have the opportunity to participate in an end of term 'reward day' – (whether it be a trip to the movies, and excursion, a picnic, etc). To be eligible to participate in this activity students must hold a GOLD standard of behaviour throughout the term/semester.

Initially all students will start off in the GOLD level, with their behaviour choices influencing their rise or fall to/from lower or higher levels (SILVER, BRONZE). The movement of a student from the Gold level to a lower level will be directly linked to the levels of Consequences for Inappropriate Behaviour (see page 6).

Consequences in Level 1 – result in **one** warning only (and students remain on the Gold level). Consequences in level 2 will result in a student being moved to the Silver level, and consequences in level 3 result in students being moved to the Bronze level.

Should a child be moved from Gold to a lower level, they do have the opportunity (if they choose to display the appropriate behaviours over a period of time) to redeem themselves and move back up levels – to Gold once again. This process of redemption will be carried out with the entire staff (at staff meetings), to ensure fairness and consistency in standards.

All students will start afresh on the GOLD level at the beginning of each term.

ZERO TOLERANCE OF BULLYING

We consider any incident that makes someone in our school environment feel unsafe as a form of bullying. This can include the threat of violence and/or exerting violence/using an object in ways that intimidate and scare others.

Everyone at Rolleston State School has the right to be safe and to feel safe – an environment free from bullying, harassment, discrimination and violence. We foster a whole-school approach to eradicating bullying, including advocacy, education, communication and zero tolerance. Students learn to identify bullying and learn non-violent conflict resolution strategies, emotional fortitude, resilience, empowerment and communication skills for dealing with bullies. All students are encouraged to report bullying and harassment. All staff will be alert to the signs of bullying, act promptly to ensure the bullying ceases, to support the victim and work with the perpetrator towards appropriate behaviours.

For more information see: *Rolleston State School Bullying Brochure*

Targeted and Intensive behaviour support

INDIVIDUAL BEHAVIOUR PLANS:

For students who have demonstrated regular levels of medium to severe disruption, it will be necessary to develop an individual behaviour plan. This will be done in consultation with the Student, the Classroom Teacher, the Principal, Parents, the Learning Difficulties Support Teacher and sometimes the Guidance Officer. The plan aims to increase the child's self control and skills in order for him/her to use appropriate social behaviour in order to support and maximise their participation in the learning environment.

It is important that all staff are informed so that his/her behaviour can be managed positively and consistently according to the Behaviour Management Plan. Supply teachers, support teachers, relief teachers and teacher aides must be made aware of these plans so that they may also contribute positively to the student's specific behaviour needs, goals and support mechanisms.



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Consequences for unacceptable behaviour

Student behaviour that does not comply with the expected standards is not acceptable. The Responsible Behaviour Plan for Students will set out a 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; and,
- ♦ Assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

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

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

- ♦ Consequences as per behaviour management plan
- ♦ Time out/detention
- ♦ Suspensions
- ♦ Exclusions
- ♦ Cancellations of enrolment

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.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

LEVEL	STUDENT'S ACTIONS	SCHOOL ACTION
1	<ul style="list-style-type: none"> ♦ Irresponsible playground behaviour ♦ Wearing jewellery or appearance distracting to learning ♦ Running around the building and on the cement – unsafe actions ♦ Not wearing a hat/bike helmet ♦ Name calling/teasing/swearing 	<ul style="list-style-type: none"> ♦ Rule Reminder ♦ Withdrawn from play, sent to time out area ♦ Behaviour recorded
2	<ul style="list-style-type: none"> ♦ Constant repeat of Level 1 actions ♦ Answering back ♦ Damaging property ♦ Refusing to follow directions ♦ Pushing/shoving ♦ Dangerous Play – throwing objects etc ♦ Physical violence ♦ Bullying ♦ Verbal abuse/swearing at adults 	<ul style="list-style-type: none"> ♦ Rule Reminder ♦ Withdrawn from play, sent to time out area ♦ Behaviour recorded ♦ Parents are phoned ♦ Gold level behaviour dropped
3	<ul style="list-style-type: none"> ♦ Repeated level 2 offence ♦ Being unwilling to improve behaviour ♦ Physical abuse – (intentional and severe violence) assault ♦ Intentional and wilful damage to property ♦ Harassment ♦ Intentional use of offensive and inappropriate language ♦ Sexual harassment ♦ Use of weapon 	<ul style="list-style-type: none"> ♦ Parents immediately phoned, interview requested ♦ Options of internal or external suspension ♦ Suspension or exclusion (as per Education Queensland's guidelines) ♦ Contact with appropriate agencies where required (e.g. police) ♦ Gold/Silver level behaviour dropped

MAKING RESTITUTION

Making restitution is one of the key concepts that will ensure consequences consolidate the expectation that students' behaviour is continually working towards self-regulation, acceptance of responsibility and promoting positive relationships. Time-out, Individual behaviour contracts and Individual behaviour plans will aim towards ensuring students work towards making restitution whenever necessary.



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SUSPENSION/EXCLUSION

The types of behaviour for which suspension/exclusion would be likely to be considered include: misconduct, disobedience, conduct prejudicial to our school's good order and/or any other action which seriously affects the good reputation of Rolleston State School.

The length of suspension will be dependent on the following factors:

- ♦ Seriousness of the behaviour
- ♦ The previous record of the student
- ♦ The age of the student
- ♦ Any extenuating circumstances

The network of student support

We believe that all members of the school community are responsible for their own actions and make their own choices about the ways in which they behave. When choices do not align with the behaviours expected, support is needed. 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. For example: Guidance officer, School nurse, Mental health, Bush children's, Anglicare, Centacare.

Consideration of individual circumstances

Principals are expected to ensure consistency and fairness in implementing the school's Responsible Behaviour Plan for Students.

Responses to inappropriate behaviour will consider the particular context, actions of the student and the rights and responsibilities of school community members.

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](#)



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- [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](#)
- [SDV-PR-001: Employee Professional Development](#)
- [The Code of Conduct](#)

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/buscode>
- Essential Skills for Classroom Management <http://education.qld.gov.au/studentervices/behaviour/bm-essentialskills.html>

Principal

P&C President or
Chair, School Council

Regional Executive Director or
Executive Director (Schools)

DATE: _____ / _____ / _____