

Responsible Behaviour Plan for Students

based on The Code of School Behaviour

Statement Of Purpose:

At Queens Beach State School, we aim to achieve the best educational outcomes for every student.

Our School Motto:

‘Great things through hard work’

Our motto reflects our school’s approach towards attaining life-long learning competencies by offering a diverse curriculum to engage students in quality academic, cultural, and sporting programs.

Our Vision is:

To develop in each child the knowledge, skills, understandings, responsibilities, attitudes, and values to enable students to become ‘Lifelong Learners’ and ‘Active and Informed Citizens’. Our school also provides opportunities for students to develop self-esteem; moral responsibility; problem solving, and decision-making skills in order to become a valued member of the community.

At Queens Beach State School we are committed to ensuring that:

- We act in the best interests of students at all times.
- Our actions are the high quality and best practice.
- We are prepared to take responsibility for all our actions.

Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. At Queens Beach State School, we aim to provide a caring, safe, and positive school environment for each and every member of our school community to ensure the best possible opportunities for learning.

Our Responsible Behaviour Plan (RBP) is based on the Code of School Behaviour which reflects the shared beliefs and values of our school community. We have accessed the National Framework of Values Education in Australian Schools to scaffold our school's behaviour support approach. The Responsible Behaviour Plan encourages students to be responsible for their behaviour and to accept responsibility for the consequences of that behaviour.

Our 'whole school' approach to behaviour support encompasses all stakeholders; namely students, teachers, support-staff, parents and caregivers. We believe that our children should be in a supportive, safe, and challenging learning environment, where all members are responsible for their own behaviour. Through effective modelling by all our stakeholders, students learn the skills that lead to responsible behaviour and self-management.

School practices are proactive rather than reactive. The Responsible Behaviour Plan assists students to 'own' their behaviour and to accept responsibility for the consequences of that behaviour. It acknowledges and encourages respect for self and all members of the school community, and their property.

Our school values the following:-

- **Being safe at all times**
- **Showing respect / consideration for everyone**
- **Being friendly and cooperative**
- **Be everything thing you can be at Queens Beach**

N.B. These values are promoted throughout the school classrooms with the posters and slogans on - "How to be all you can be @ QB".

Teamwork is an important part of our approach at Queens Beach State School. All groups within our community are expected to be positive and supportive by interacting with each other in a cooperative manner. All community members are expected to be respectful; to accept responsibility for their own conduct; and to proactively support the school's educational programs.

If you have a concern about the behaviour of your child or any other child, ensure that you initially see the class teacher and then the Principal if necessary. It is not appropriate for parents/caregivers to communicate or deal with children other than their own.

If you are experiencing a concern regarding the operations of the P&C please contact the P&C President.

School beliefs about behaviour and learning

Our school community believes that it can provide a safe, caring, and challenging learning environment when: -

- There is a quality curriculum that addresses the diverse needs of our students.
- There is an expectation of courtesy and respect by all school community members at all times.
- There is an 'open-door approach' within the school, whereby all people feel respected and valued when sharing problems or issues.
- There is a consistent 'whole school' approach which is based upon clearly stated expectations - together with proactive, positive strategies to support appropriate behaviour choices.
- The rights and the responsibilities of both students and staff members are recognised. All members must model these expectations.
- Our RBP accommodates and acknowledges differences in home cultures.
- Communication with parents / carers can jointly overcome behaviour problems.
- The RBP has classroom rules developed with the cooperation of students.
- Every child experiences a positive acknowledgement each day.
- That the community celebrates the achievements made by all its members.

Our school culture proclaims the 'Four Bs' –

Be Safe;

Be Friendly;

Be Respectful; and

Be everything that you can at Queens Beach.

Our Responsible Behaviour Plan will promote these values throughout the entire school community: -

- **Respect and Courtesy**

Being polite to people and behaving with good manners. Treating others with consideration and regard.

- **Care and Consideration**

Caring for self, caring for others and their property. Being thoughtful about people and their feelings.

- **Respecting Rules (Being Ethical)**

Honouring and complying with rules that are set for the good of everyone.

- **Self-Discipline (Responsibility)**

Being able to control your own feelings and behaviour. Being responsible and accountable for your own actions.

- **Tolerance and Understanding**

Accepting other people's differences and not expecting others to think, look, speak or act just like you.

- **Cooperation**

Working together for the good of everyone.

- **Truthfulness**

Always being honest in your words and in your actions.

- **Perseverance**

Being purposeful, sticking to your task until completion.

- **Forgiveness**

Giving someone another chance even though they have done something wrong, knowing that everyone makes mistakes.

- **Good Example**

Behaving in an appropriate way and being a positive role model to your peers and friends.

- **Fairness (Social Justice)**

Treating people equally without favouritism. Being committed to the pursuit and protection of common good where all persons are entitled to legal, social, and economic fair treatment.

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

Whole-school behaviour support

A 'whole school approach' means everybody committing to the provision of a safe and supportive learning environment where all members are aware of their rights and responsibilities. We use the following National Safe School's Framework checklist for school communities to assess and develop a comprehensive approach to behaviour support. We ask ourselves questions such as: -

- **Is the culture of the school a positive and inclusive one which values the contributions of all members of the school community equally?**
- **Are there clear definitions of appropriate behaviour, harassment, bullying etc. which are known and understood by members of the school community?**
- **Are there clear policies, programs, and procedures which are known and understood by members of the school community?**

- Are periodic evaluations of policies, programs, and procedures undertaken, including behaviour and bullying issues?
- Are there strong and established relationships with relevant specialists to provide support for students needing behaviour support or affected by bullying, harassment etc?

Positive Behaviours are nurtured and reinforced via: -

- Body Language (e.g. smiling, eye contact, nodding, proximity, and humour).
- Verbal encouragement from staff and volunteers (i.e. single word utterances, descriptive encouraging, focus on desired behaviours).
- Tokens (e.g. Gotcha Cards from staff to acknowledge the great efforts of students who do the right thing and do things right. Gotchas are announced on the weekly Parades. Tokens also include Stickers and Certificates. Commendations are made on our School Sign (with parent/carer and student permission).
- Tangible Rewards such as Games, Prizes, Lucky Dips, Treasure Chest etc.
- Activity Rewards such as bonus activities on completion of set work (Activity Centres/computer software/popular music/ monitor duties).
- Extra-Curricula Activities such as Days of Excellence and Eisteddfods.
- Leadership Program where students are encouraged to promote positive behaviours and role models for peers.
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Student Responsibilities

Students are encouraged and expected to make the best possible choice for their behaviour and actions.

Students have the responsibility to:	Students have the right to:
<ul style="list-style-type: none"> • Treat others with respect (treat others the way you like to be treated; not the way that you have been treated). • Use appropriate language (friendly talk) at all times. • Speak politely and use good manners. • Respect the property of others. 	<ul style="list-style-type: none"> • Be treated with Courtesy, Care, and Respect. (Wilson McCaskill) • Privacy.

<ul style="list-style-type: none"> • Always do their best. • Participate fully in their educational program. • Ensure there is no disruption or interruption to the learning environment. • Be punctual and prepared for learning. • Be well presented and wear their uniform with pride. 	<ul style="list-style-type: none"> • Learn without interference from others.
<ul style="list-style-type: none"> • Care for self and for others by following the class and playground rules. • Follow safety rules and be responsible for own behaviour. • Care for the school environment (e.g. no litter, vandalism, or graffiti). 	<ul style="list-style-type: none"> • A Safe and Clean Environment.

School Responsibilities

- • **Positive relationships with all stakeholders are purposefully developed and maintained.**
- • **Negotiated class rules generated through class discussion and collaboration.**
- **Protective Behaviours and Strategies developed with all students.**
- **Counselling and support available to every child as required.**
- **Support is also made available to parents/carers through the Administration Team, the Support Teacher – Learning Difficulties, and our Guidance Officer.**
- **Teaching of social skills and values within real-life situations, such as working in the vegetable gardening, Poultry Pen, citrus grove, and cooking activities.**
- **Individual learner’s self-management needs are identified, and if required, a written Individual Behaviour Plan is developed.**
- **Contact with parents/carers when problems persist, while using a positive approach with the aim of building a productive partnership with the school.**

Maintaining Positive Behaviour through Proactive Prevention (Level 1)

Teachers implement appropriate instructional strategies in the classroom/playground which are relevant, engaging, address the needs of students and cater for individual differences. Classroom activities will include learning activities to teach effective work habits, to develop social skills, and to build a good rapport with students. The classroom teacher addresses incidental inappropriate behaviour at this level.

Level	Behaviour	Possible Strategies / Consequences
<p>Level 1</p> <p>Class Teachers</p>	<p>Student behaviour is usually self-managed.</p> <p>At this level, all students behave in an appropriate manner and no disciplinary action is required.</p>	<ul style="list-style-type: none"> • Positive reinforcement and acknowledgement of appropriate behaviours and positive achievements include: • Non-verbal (body language), verbal acknowledgements. • Tokens (stars, stickers, certificates). • Formal acknowledgement through certificates, Gotcha Cards, articles in the local newspaper. • Telephone calls/letters to parents for good behaviours/achievements.

Staff Responsibilities

- Deliver a quality, inclusive curriculum to address individual needs.
- To use successful holistic approaches such as Christine Richmond's Microskills and John Joseph's Brain Research-Based strategies. These approaches acknowledge positive behaviours and redirect the child towards more appropriate choices/behaviours.
- On-going learning and development by constantly upgrading staff skills in approaches to behaviour management (e.g. Christine Richmond, Bill Rogers, Wilson McCaskill).
- Support Teacher/Guidance Officer available to work intensively with high needs learners, providing counselling, individual co-management plans, and teacher/ parent support.
- Encouragement to use self-evaluation to develop self-improvement.

Parents Responsibilities

- A three-way partnership between learner, parents and the school staff is encouraged.
- Positive parent involvement in the classroom is encouraged.
- Willingness to accept teacher's judgment following an investigation of the facts.

Targeted behaviour support

Targeted behaviour support occurs where students consistently breach the school's Responsible Behaviour Plan for Students and the classroom rules. Teachers keep a record of both the student's behaviour and the targeted support in order to gauge when more intensive support is warranted.

Level 2

Level	Behaviour	Possible Support Strategies
<p>Level 2 involves:</p> <p>Class Teachers</p> <p>Parents</p>	<p>Student behaviour at this level requires co management involving the class teacher and parent/carer (optional)</p> <p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> § minor incidents § ignoring instructions § lateness to class § persistent littering § verbal abuse § inappropriate use of mobile phone § dress/hair/hat/jewellery transgressions § eating/drinking in classrooms § eating and play area transgressions 	<p>Teacher initiated actions could include:</p> <ul style="list-style-type: none"> § relationship building with student through one on one support with curriculum work § proximity in the classroom § acknowledging feelings § verbal clear instructions / negotiation § reminder of classroom expectations § firm directions / positive rule restatement § in-class separation or isolation § removal from classroom for one-on-one resolution § offering choices § contact with parents <p>If repeated applications of the above actions produce no improvement in the student's behaviour, and then the student should be referred to Administration for action at Level 3.</p>

Level 3

When a student's minor infringements continue to disrupt the class, or when minor infringements move to more serious breaches of the school's plan, additional targeted support is put into place.

<p>Level 3 involves:</p>	<p>Inappropriate student behaviours to be dealt with at this level include:</p>	<p>Administration will initiate actions which could include:</p>
<p>Class Teacher</p>	<p>§ continued level two behaviours</p>	<p>§ monitoring program</p>
<p>Parents</p>	<p>§ repeated defiance</p> <p>§ all forms of bullying / harassment</p>	<p>§ resolution meeting as required between coordinator, aggrieved party and student</p> <p>§ peer mediation or restorative conference</p>
<p>Administration</p>	<p>§ minor vandalism</p> <p>§ abusive swearing and / or aggressive behaviour towards school community members</p> <p>§ persistent disruption to class</p> <p>§ persistent task refusal</p> <p>§ minor acts of aggression</p> <p>§ persistent insolence</p> <p>§ theft</p>	<p>§ referral for assessment and specialist support – Student Needs Committee, Support Teacher - Learning Difficulties, Guidance Officer,</p> <p>§ Individual Behaviour Support Plan</p> <p>§ Use of a buddy teacher or mentor to encourage positive behaviours or use as a 'time-out' area from the classroom</p> <p>§ Structured break time play through organised activities (e.g. in the library)</p> <p>§ Modification of timetable</p> <p>§ parent contact</p> <p>§ Interagency referral</p> <p>NB: Staff to record all incidents and actions into Behaviour Management Database.</p>

When a student needs more extensive support, teachers refer them to the Student Needs Committee. If more extensive support is warranted, the teacher refers the student, with the supporting documentation, proposed strategies to the Principal.

The Student Needs Committee, along with the teacher and the parents, develop and implement an Individual Behaviour Support Plan. This plan documents the type and level of support; the time frame for the intervention; the personnel involved; the time to review; and how goals can be assessed.

Parent/carer involvement must continue through all the management stages. Parent interviews with the class teacher, student, Guidance Officer and Principal/Deputy are focused on a coordinated approach to setting a more positive pattern of behaviour.

Intensive behaviour support

Intensive behaviour support is required to support students who demonstrate complex and /or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a high 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 behaviour support needs.

Level 4 involves:	Inappropriate student behaviours to be dealt with at this level include:	Administration will initiate actions in response to inappropriate student behaviour:
Student	§ continued level three behaviours	§ Individual Behaviour Support Plan
Parent/carer	§ stealing	§ parent/carer interview
Teachers	§ truancy	§ referral to outside agency
Administration	§ major acts of aggression	§ referral to/consultation with the principal
	§ smoking	§ Referral to the school's Adopt A Cop
	§ pornography	§ suspension in line with Education Queensland Policy SM -16 Student Disciplinary Absences
	§ intimidation of staff	§ Re-Entry to school meeting
	§ major vandalism	
	§ sexual harassment /misconduct.	
	§ possession of drugs	
	§ possession of a weapon	
	§ supply of drugs	
	§ use of an object as a weapon	

Level 5 involves:	Inappropriate student behaviours to be dealt with at this level include:	Administration will initiate actions in response to inappropriate student behaviour:
Student	§ continued level four behaviours	§ Review Individual Behaviour Support Plan
Parent/carer	§ major acts of aggression	§ parent/carer interview
	§ intimidation of staff	§ referral to outside agency
Teachers	§ major vandalism	§ ongoing consultation with the Principal
	§ sexual harassment /misconduct.	§ Referral to the school's Adopt A Cop
Administration	§ possession of drugs	§ Prolonged suspension or recommendation for exclusion in line with Education (General Provisions) Act 2006.
	§ possession of a weapon	
Regional Office	§ supply of drugs	
	§ use of an object as a weapon	

Consequences for unacceptable behaviour

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. Teachers are encouraged and entitled to make judgment calls, and reserve the right to be flexible with consequences if they have relevant knowledge about a specific incident.

Level	Behaviour	Possible Consequences
Level 2 involves:	Inappropriate student behaviours to be dealt with at this level include:	Teacher initiated actions could include:
Class Teachers		§ in-class separation or isolation
	§ minor incidents	§ removal from classroom for one-on-one resolution
Parents	§ ignoring instructions	§ send student to time-out class
	§ lateness to class	§ assign student to accompany you on playground duty
	§ persistent littering	§ assign student a lunchtime detention in Office Area (teacher to monitor)
	§ verbal abuse	§ contact with parents
	§ inappropriate use of mobile phone	
	§ dress/hair/hat/jewellery transgressions	
	§ eating/drinking in classrooms	
	§ eating and play area transgressions	
		If repeated applications of the above actions produce no improvement in the student's behaviour, then the student should be referred to Administration for action at Level 3.

Level	Behaviour	Possible Consequences
Level 3 involves	Inappropriate student behaviours to be dealt with at this level include:	Administration will initiate actions which could include:
Class Teachers	§ continued level two behaviours	§ referral for assessment and specialist support – Student Needs Committee, Support Teacher - Learning Difficulties, Guidance Officer.
Parents	§ repeated defiance	
	§ all forms of bullying / harassment	
Administration	§ minor vandalism	§ Individual Behaviour Support Plan.
	§ abusive swearing and / or aggressive behaviour towards school community members	§ Structured break time play through organised activities (e.g. in the library).
	§ persistent disruption to class	
	§ persistent task refusal	§ parent contact
	§ minor acts of aggression	
	§ persistent insolence	§ interagency referral
	§ theft	
		NB: Staff to record all incidents and actions into Behaviour Management Database.

Level	Behaviour	Possible Consequences
<p>Level 4</p> <p>Administration</p>	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> § continued level three behaviours § stealing § truancy § major acts of violence § smoking § pornography § intimidation of staff § major vandalism § sexual harassment/misconduct. § possession of drug § possession of a weapon § supply of drugs § use of a weapon 	<p>Administration will initiate actions in response to level 4 inappropriate student behaviour which could include:</p> <ul style="list-style-type: none"> · parent / carer interview § lunchtime solutions with teachers § Police notification (if illegal behaviour) § Varying lengths/numbers of suspensions in line with Education Queensland Policy on Student Disciplinary Absences § Recommendation for suspension of longer duration in line with Education Queensland Policy SM-16 Student Disciplinary Absences <p>NB: Case manager (usually Principal) to record all incidents and actions into Student Behaviour Management Database.</p>

Level	Behaviour	Possible Consequences
Level 5		
Administration	§ continued level four behaviours	· parent / carer meetings
Regional Executive Director	§ major acts of aggression	§ Police notification (if illegal behaviour)
	§ intimidation of staff	
	§ major vandalism	
	§ sexual harassment /misconduct.	§ Varying lengths/numbers of suspensions in line with Education Queensland Policy on Student Disciplinary Absences
	§ possession of drugs	
	§ possession of a weapon	
	§ supply of drugs	§ Recommendation for a longer suspension period and/or exclusion in line with Education Queensland Policy on Student Disciplinary Absences
	§ use of an object as a weapon	

The network of student support

These people can help or refer you to others who can specifically meet your needs. They can contact outside agencies to liaise with you.

- Teachers - classroom or playground (especially ones who you feel comfortable with)
- Office Staff
- School Leaders /Captains
- Chaplain / Religious Education Volunteers
- Principal / Deputy Principal (to be appointed in the near future).
- Guidance Officer
- Indigenous Education Liaison Officer (Girudala Community Co-Operative Society)
- Bowen Cluster's Indigenous Liaison Officer (based at Bowen State School).

Consideration of individual circumstances

Consequences are not necessarily sequential or cumulative for each offence, but more likely to be dependent on the situation. The descriptions of behaviours/actions listed in this Responsible Behaviour Plan are indicative only and consequences are not limited by the omissions of an event or behaviour.

Breaches of the Responsible Behaviour Plan will be dealt with on a case-by-case basis and consequences will reflect the severity of the event and the impact on members of the school community.

Consequences for breaking the rules or breaching the school's Responsible Behaviour Plan for students vary according to a number of factors which may include:

- **Age of the child**
- **Previous behaviour record**
- **Severity of the incident**
- **Amount of reliable evidence**
- **Degree of provocation**
- **Intent of the action**
- **Honesty and perceived level of genuine remorse.**
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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 the school community members will be considered at all times.

The final decision lies with the Administration Team.

Related legislation

- **Education (General Provisions) Act October 2006**
- **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**
- **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**
- **HS-17: Student Protection**
- **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, Willful Disturbance and Trespass Issues**
- **SM-05: Physical Restraint and Time Out Procedures - Students with Disabilities**

NB These modules are now in the Education Policy and Procedures Register (EPPR) rather than the Department of Education Manual (DOEM).

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>**

Principal

P&C President

Regional Executive Director