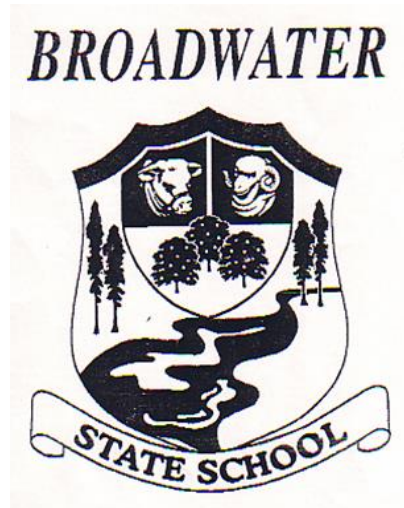




The Code of
**School
Behaviour**

Better Behaviour
Better Learning



Broadwater State School

Responsible Behaviour Plan for Students



**Queensland
Government**
Education Queensland

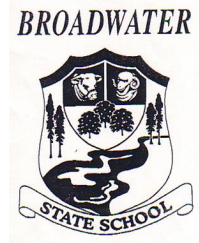


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Broadwater State School

Responsible Behaviour Plan for Students



1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to, and receive, a quality education.

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.

2. Consultation and data review

The Broadwater State School Community accepts it's responsibility in promoting the ideal "Better Behaviour – Better Learning" as outlined in the code. This document is a result of close consultation with the community including the opportunity for input by all stakeholders.

The school will regularly review the procedures outlined in this document and implement them in accordance with the guidelines of Education Queensland – The Code of School Behaviour.

3. Learning and behaviour statement

For any organisation to function in society, structures must be in place that deals with different behaviours that may occur in any given social setting. Managing behaviour in a responsible behaviour plan at Broadwater State School refers to the functioning of the school community through a system of relationships, rules, rewards and sanctions designed to promote and develop self-discipline within students.

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

Integral parts of our Supportive School Environment are the **Broadwater State School Behaviour Management Procedures, in accordance with our Positive Behaviour for Learning (PBL) outline**. These procedures are based on the acceptance by all students and community members of the school's four core values.

- Be an Active Learner
- Be Respectful
- Be Responsible



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- Be Safe

All students are encouraged to take responsibility for their own actions and understand that with rights come responsibilities. Our primary focus is positive rewards for appropriate behaviour.

RECOGNITION OF POSITIVE BEHAVIOURS

In class:

- Classroom reward system – Golden Tickets, Badges, Rewards
- Principal's awards – good work / behaviour

By school: Recognition of outstanding achievement

- On parade
- In school newsletters
- End of year Celebrations
- In newspaper (if warranted)

Outstanding Behaviour Awards

- Outstanding Behaviour Badge

PBL Badges

Each student needs to accumulate 5 golden tickets in one colour area to collect a badge of the same colour. They then collect 5 golden tickets for each area to be given a badge of each colour, and they are then awarded the SUPER STAR badge.



All positive behaviours are recorded in One School. Students receive certificates for each term that they receive zero negative behaviours, and students who successfully complete the school year with zero negative behaviours are rewarded for their efforts with a special end of year prize and an outstanding behaviour certificate. At the end of each term, parents are invited in to share a behaviour reward day with all students, regardless of their behaviour for the term, to celebrate their success as a student at school.



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Our school has implemented an efficient and effective model for targeting student behaviour and encouraging the student to demonstrate positive behaviours that get them to participate in the classroom and playground effectively.

Rewards for Students

IMMEDIATE

- Rubber / Pencil (P-3)
- Bonus Time (4-6)
- Star on class Behaviour Chart

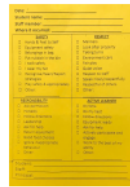
SHORT TERM

- 5 Yellow tickets in one value area = Behaviour Badge for that Value

LONG TERM

- 4 badges (5 Yellow tickets in each of the 4 value areas) = **SUPER STAR BADGE**
- Behaviour certificates each term
- Students receive a reward from the prize box to celebrate their achievement
- Mentioned in newsletter
- End of term rewards

Yellow Slip "Golden Ticket"



Yellow Slips are awarded to students who consistently demonstrate the four school values:

- ⇒ Safety
- ⇒ Responsibility
- ⇒ Respect
- ⇒ Active Learner

All positive behaviours are recorded in One School

White Slip

White Slips are issued when students are non-compliant with school values and procedures.

When a white slip is issued, students are required to attend a behaviour area at lunch time to write in their own words (or pictures) what happened, discuss the incident with a teacher, discuss their choices for behaviour and what restitution should follow. The sheet is then sent home to parents. Parents sign these sheets and return them to school the following day.

BROADWATER



Broadwater State School

Positive Behaviour
for Learning

Behaviour Management
Guide for all students

Students are treated as individuals and their unique circumstances are taken into consideration when making decisions with regards to behaviour management.

2018

IMMEDIATE Redirect / Reteach

Inappropriate Behaviour

- Staff re-direct
- Ask "Are you being Safe? Respectful? Responsible? An Active Learner?"
- What should you be doing?
- Do you know what you should be doing?

POSITIVE REINFORCEMENT STRATEGIES

Appropriate behaviours are explicitly taught to students using PBL matrix (also Focus Forty)

Students demonstrate positive behaviours

Yellow Slip "Golden Ticket"
Recorded on One School Behaviour

MINOR Consequence / Reteach/ Take Responsibility

Inappropriate Behaviour

- White slip
- Behaviour Area
- Parent Involvement

ONGOING MINORS (5 INCIDENCES)

- Parent Meetings
- Behaviour Books / Cards
- Referral to Guidance Office or Support Personnel

POSITIVE REINFORCEMENT STRATEGIES

Students demonstrate positive behaviours

Recorded on One School Behaviour

MAJOR Consequence / Office Referrals

Inappropriate Behaviour

- White slip
- Statements by onlookers/ students involved
- Behaviour Area
- Parent Involvement
- Meeting with Principal
- Consequences (Time Out / Possible Suspension / Exclusion)
- Behaviour Book / Cards / Behaviour Plan / Sticker charts
- Referral to Guidance Officer / Support Personnel or Paediatrician

POSITIVE REINFORCEMENT STRATEGIES

Students demonstrate positive behaviours

Recorded on One School Behaviour

This brochure (with flowchart) is available at any time from the school office.



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• Universal behaviour support

All members of the school community must be aware of the power of positive reinforcement and praise. This can be the most effective form of behaviour management and should be used whenever possible to allow children to see the more positive consequences of acceptable behaviour. Weekly updates for our Focus Forty behaviour strategy are in the newsletter, and students engage in weekly lessons to promote and use appropriate social skills.

• Targeted behaviour support

Strategies and tools for facilitating standards of behaviour will differ depending on age group, students group, activity or experience.

Individuals or small groups may require additional strategies including:

- Additional teacher-aide support / supervision
- Behavioural diaries or charts
- Defined play areas at break times
- Student behaviour plans

• Intensive behaviour support

Children with behavioural issues that may require outside support with external agencies / support workers will:

- Be referred to the Guidance Officer
- Be referred to the District Behaviour Management Committee
- Have their attendance measured
- Have weekly conferences with students / parents

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner



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(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Broadwater State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.



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Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report
- Health and Safety incident record
- debriefing report (for student and staff)

6. Consequences for unacceptable behaviour

Bullying

Bullying has a negative effect on the social environment of a school and creates an atmosphere of fear among students. Bullying also reduces a student's ability to learn. In the school setting it is recognised that bullying can occur in many forms and guises.

Examples include:

- **Physical** – includes hitting, kicking, spitting, pushing, and taking personal belongings.
- **Verbal** – includes taunting, malicious teasing, name calling and threats.
- **Psychological** – spreading rumours, manipulating social relationships and engaging in social exclusion, extortion or intimidation.

In recent years, cyber bullying after school has been an increasing problem in schools.

Bullying in all its forms has no place at Broadwater State School and a no tolerance policy will be strictly enforced.

Students who choose to display inappropriate behaviour at school may have appropriate consequences imposed on them by members of the school staff. In these cases it is important that the student be made aware of why certain behaviour is improper and realise that they should at all times think before they act.

Students who continually choose to ignore their responsibilities are subject to the School's Behaviour Management Procedures. The following procedures provide a broad outline of the school responses to inappropriate behaviour and encompass three levels.

LEVELS OF STUDENT BEHAVIOUR

LEVEL	TYPE	PRODEDURE
0	Reteach/Redirect	- Staff are to get students to identify the inappropriate behaviour, and then have students demonstrate the correct behaviour
1	Minor offences	- warranting staff intervention.
2	Major offences	- warranting Principal's intervention or suspension and exclusion procedures.

- The level of the offence will be determined by the teacher or Principal after all due facts have been ascertained and given due consideration.



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- Suspension and Exclusion Procedures for Level 2 offences will be implemented only when all other approaches have been exhausted or rejected.

* School to follow process set out by Department as per regulations.

It is emphasised that at Broadwater State School formal suspension and exclusion procedures will be implemented only when all other approaches have been exhausted or rejected.

7. Network of student support

At any time during the process of dealings with behaviour management, the school may arrange for assistance from personnel such as guidance officers who have training and can assist teachers in providing a programme designed to help modify their behaviour.

Access to other specialist personnel such as family counsellor, Bush Children Service, Qld Health networks or Aboriginal Elders, may be facilitated. The school will also publish a range of documents (child safety, health articles, etc) to support parents and students. These avenues should be used whenever appropriate to support a child with behavioural needs.

Level	Exemplars	Possible Sanctions
0	<ul style="list-style-type: none"> • Littering • Running on bitumen areas • Playing with dangerous objects • Minor damage to property • Misbehaviour • Failing to heed directions • Petty arguments/disputes • Not following the four school values 	<ul style="list-style-type: none"> • Oral redirection/reteach by teacher. • Assigned task related duty – Time out of classroom. • Suspension of privileges such as involvement in school activities, eg sport. • Detention (lunchtime). • Sent to Principal.
1	<p>REPEATED continuation of inappropriate behaviour</p> <ul style="list-style-type: none"> • Littering • Running on bitumen areas • Playing with dangerous objects • Minor damage to property • Misbehaviour • Failing to heed directions • Petty arguments/disputes • Not following the four school values 	<ul style="list-style-type: none"> • Oral redirection by teacher. • Assigned task related duty – Time out of classroom. • Suspension of privileges such as involvement in school activities, eg sport. • Detention (lunchtime). • Sent to Principal.
2	<ul style="list-style-type: none"> • Bullying • Non-compliance • Verbal abuse • Gross misconduct • Indecent behaviour • Harrassment • Truancy • Graffiti Unlawful Behaviour • Intentional assault • Vandalism • Using and/or distributing Drugs / Prohibited Substances 	<ul style="list-style-type: none"> • Formal Time-out procedures. • Sent to Principal for official reprimand and punishment. • School Police Officer involvement. • Negotiated behaviour plan involving school, student and parents/caregivers. • Suspension Procedures. • Official suspension from school.* • Official exclusion from school.*



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8. Consideration of individual circumstances

Any response to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the student, other students involved and the needs/rights of the school community members. Therefore school personnel must be made aware of such circumstances before appropriate responses can be implemented.

Parents / caregivers will be kept informed of serious or repetitious behaviour so that the communication links between the home and the school are maintained and a unified, collaborative strategy is put in place.

9. 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

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: 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 Searches 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.

11. Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valuededucation.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)
- CyberBullying (www.cyberbullyingstories.org.au)
- Mind Matters (www.curriculum.edu.au/mindmatters)



- School Wide Positive Behaviour Support
(www.learningplace.com.au/deliver/content.asp?pid=24668)

Endorsement

S. Armbruster
Principal

C. Hickson
P&C President or
Chair, School Council

D. Grobe
Regional Executive Director or
Executive Director (Schools)

Date effective:

fromJanuary 2018..... toDecember 2018.....

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