



The Code of School Behaviour

Better Behaviour
Better Learning

Bucasia 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.

- *Our whole school approach to behaviour support is inclusive of all stakeholders: students, teachers, support staff, parents and caregivers. We believe that our children should be a part of a supportive, safe and challenging learning environment, where all stakeholders are responsible for their own behaviour. By effective modelling, by all stakeholders, students learn the skills that lead to responsible behaviour and self management.*
- *Our school values the following:*
 - *Respect*
 - *Cooperation*
 - *Consideration*
 - *Honesty*
 - *Dignity*
 - *Effort*
 - *Safety*
- *Teamwork is central to our beliefs and practices at Bucasia State School. All groups within our community are expected to operate and interact cooperatively, displaying courtesy, consideration, commonsense and respect. All community members are expected to accept responsibility for their own conduct.*
- *All members of our community are expected to demonstrate positive and active and supportive engagement in the school's educational programme.*
- *All community members are expected to be respectful of all other members of our school community. Respect for others is expected in all communication and interaction within our school*



Queensland
Government
Education Queensland



The Code of School Behaviour

Better Behaviour
Better Learning

School beliefs about behaviour and learning

- *Our school will provide an environment that is safe, supportive, caring and challenging for all students. Our school motto is: Living Together Learning Together. We aim to create this environment by:*
 - *Providing a quality curriculum that is challenging, supportive and futures focussed and is responsive to the diversity of student needs within our school.*
 - *Facilitating an “open door” philosophy within the school, where all community members feel safe, comfortable and respected when discussing issues.*
 - *Expecting courtesy and respect by all school members for all school members in all communication.*
 - *Providing praise and celebration at every opportunity for all members of our school community.*
 - *Providing a positive and supportive behaviour management plan which recognises and respects the rights and responsibilities of students and staff members.*

- *Our classrooms operate within our **STAR Code** philosophy, which provide guiding principles for a safe, support and challenging teaching and learning environment.*
 - **S**afety Rule: *Work to Keep the School Safe*
 - **T**eamwork Rule: *Learn and Play Together by Cooperating With and Caring for Others*
 - **A**ttitude: *Do Your Best at all Times*
 - **R**espect: *Treat Others as You Would Like To Be Treated, in a Friendly, Fair, Polite and Honest Way.*



The Code of School Behaviour

Better Behaviour
Better Learning

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

SUPPORTIVE SCHOOL ENVIRONMENT

As a community, we expect all our members to act appropriately and respectfully. Our students are our “core business” at Bucasia State School and we encourage, support and model appropriate behaviours in many different ways including:

- Providing a quality, futures focussed curriculum that is delivered by skilled teachers whose teaching reflects challenge, connectedness and the acknowledgement of student diversity.
- Ensuring all members of the school community are aware of their rights and responsibilities within our school behaviour management plan.
- Providing classroom rewards and incentives e.g.
 - Praise eg written and verbal
 - Merit stamps and stickers
 - Certificates
 - Class rewards and prizes
- Providing school level rewards, incentives and recognition of positive attitudes and behaviours: e.g.
 - Student of the Week
 - STAR cards
 - “SUPER STAR” – (5 Star Cards) and “MEGA STAR” – (10 Star Cards) Certificates
 - Student Discos (Invitation only)
 - Star Days (Invitation only)
- Providing extra curricular offerings e.g.
 - Leadership camp (Invitation only)
 - Yr 7 camp (Invitation only)
 - Days of Excellence
 - Interschool sport
 - Wakakkiri / STRUT
 - Rock, Pop, Mime
 - Eisteddfod
 - Choir
 - Instrumental Music / Band



Queensland
Government
Education Queensland



The Code of
**School
 Behaviour**
 Better Behaviour
 Better Learning

Appendix 1

Whole-school behaviour support

- To align with our **STAR** philosophy the school promotes the following practices:

VALUE	RULES	PRACTICE
SAFETY	Safety Rule: Make the school a safe place in which to learn and work.	<ul style="list-style-type: none"> Personal safety programs Work place Health and safety procedures Child Protection Policy Code of Conduct
COOPERATION AND CONSIDERATION	Teamwork Rule: Learn, play and work together by cooperating with and caring for each other.	<ul style="list-style-type: none"> Cooperative learning Cooperative teaching Conflict resolution Teambuilding
EFFORT	Attitude Rule: Always do the very best that you can do.	<ul style="list-style-type: none"> Quality teaching and learning programs Learning support and special education programs Self evaluation and self assessment Extra curricular programs
RESPECT, DIGNITY, HONESTY AND COURTESY	Respect Rule: Treat others as you would like to be treated: <ul style="list-style-type: none"> friendly fairly politely honestly respectfully 	<ul style="list-style-type: none"> Non discriminatory language Inclusive practices Cultural understanding and awareness Be truthful to yourself and others Listen to all sides Good manners Listening courteously Peer mediation



The Code of School Behaviour

Better Behaviour
Better Learning

Targeted behaviour support

Classroom/playground support

1. Teachers implement planned and incidental behaviour management strategies in the classroom and playground. These strategies are aimed at teaching and developing social skills and appropriate behaviours within the day to day operation of the school. Such behaviours can include but are not restricted to the following:

- Inappropriate language
- Inappropriate physical contact eg bumping
- Disruptive classroom behaviours
- Lateness
- Not engaging satisfactorily in the classroom program
- Lack of courtesy, consideration, commonsense and respect.

Should the behaviours continue and need further intervention, the students may then be referred to the Social Justice committee and begin engaging with the schools' Intensive Support Plan ie the level system.

2. Teachers can remediate these behaviours using a variety of strategies which include, but are not restricted to:

- Contact with parents and caregivers
- One on one support in the classroom with curriculum eg teacher aides, teacher
- Use of the positive reward system outlined above to encourage and celebrate appropriate behaviours.
- In class detentions.

LEVEL	BEHAVIOURS of the TYPE	CONSEQUENCE	MANAGEMENT
LOW	Persistent talking Disobedience Throwing sticks/stones Dishonesty In classrooms without permission Disrupting others learning. Inappropriate play eg out of bounds	May include <ul style="list-style-type: none"> • School Service • Detention i.e in school or with class teacher • Apology • Time Out 	<ul style="list-style-type: none"> • Parents / caregivers to be contacted ie either via a card (to be signed and returned to class teacher) or phone call or note to be sent home. • Record incident in behaviour management log • Involvement of Principal as necessary.



The Code of School Behaviour

Better Behaviour
Better Learning

<p>MEDIUM</p>	<p>Persistent Level 1 behaviours Persistent disobedience Teasing Bullying Insolence Swearing Dangerous play Threatening Behaviours</p>	<p>May include</p> <ul style="list-style-type: none"> • Detention ie in school • Apology • Loss of Privileges • After school detention • School Service • Time out • Suspension 1-5 Days 	<ul style="list-style-type: none"> • Parent/Caregiver interview / contact • Record incident in Behaviour management log. Teacher records. • Referral to GO • Referral to Social Justice Committee • Inform Principal and GO • Behaviour management plan • Suspension 1 – 5 days depending on incident / circumstances
<p>HIGH</p>	<p>Severe Examples of Level 2 Behaviours Severe misbehaviour Fighting/ Aggression Sexual/racial harassment Wilful & persistent misbehaviour Failure of plans at level 2</p>	<ul style="list-style-type: none"> • Immediate time out • Parent Interview <p>Then, may include</p> <ul style="list-style-type: none"> • Detention = 5 days • Behaviour Recovery Plan • Loss of privileges = 2 weeks • GO Referral • Name in aggression monitoring list 	<ul style="list-style-type: none"> • Immediate Time Out • Parent/Caregiver interview • Communication/Interview • Recording in Office log • Suspension Imminent Advice • Suspension 1-5 days depending on incident. • Additional intervention as appropriate eg (police, Department of Communities, Positive Learning Centre)
<p>EXTREME</p>	<p>Failure of plans from Level 3 Drugs Assault Weapons Unlawful behaviour Vandalism Verbal and Non Verbal abuse of staff</p>	<p>In all instances</p> <ul style="list-style-type: none"> • Immediate time out (office) • Parent interview organised • Suspension (in school or home) • Referral to guidance officer • Behaviour Recovery plan • Loss of Privileges = 3 Weeks 	<ul style="list-style-type: none"> • Immediate time out • Parent / Caregiver Interview • Behaviour Plan • Extra Options considered Suspension 6-20 days Exclusion • Additional intervention as appropriate eg (police, Department of Communities, Positive Learning Centre) • 6-20 day suspension – Educational program in place with external support. Possible off site intervention

- **The above examples are not an exhaustive list and by no means cover all scenarios and circumstances.**



The Code of School Behaviour

Better Behaviour
Better Learning

Bucasia State School also has a Social Justice Committee which meets regularly. The purpose of this committee is to review the educational provisions of students at risk; this includes students with behavioural issues.

Intensive behaviour support

- At this level, consideration must be given to involving others in the management of the child's behaviour eg guidance officer, PLC where necessary; other counselling agencies as relevant eg MYCP.

Consequences for unacceptable behaviour

- Students will follow the school's level system. At all levels, parents/caregivers can be contacted re the student's behaviour. However, by level 2, parents/caregivers will have been contacted re positive behaviour support with the child, for the school.

The network of student support

A student support network exists within the school to enhance provision for students who have been identified by the criteria on our Behaviour Management Plan and Social Justice Committee. This network of support includes such personnel and agencies as guidance officer, PLC where necessary: other counselling agencies as relevant eg MYCP.

Consideration of individual circumstances

Our response to individual needs and circumstances eg learning support, special education and behaviour management of children is discussed and formulated within the structures of our Social Justice committee. All referrals will be discussed and appropriately responded to within this forum.

When applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of the school community members will 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*
- Workplace Health and Safety Regulation 1997
- *Freedom of Information Act 1992*
- *Transport Operations (Passenger Transport) Regulation 2005*

Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)



The Code of School Behaviour

Better Behaviour
Better Learning

- [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](#)
- [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](#)

Please add additional policies that you believe are relevant.

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>

Principal

P&C President or
Chair, School Council

Regional Executive Director or
Executive Director (Schools)