



The Code of School Behaviour

Better Behaviour
Better Learning

Ithaca Creek 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 aim at Ithaca Creek State School is to create the conditions for each learner to progress towards responsible self-management, whilst learning about how and why people behave the way they do. Because we focus on catering for individual differences, we realise that all children will move towards this goal at their own pace and they will also have individual needs along the way.

The use of a non-coercive approach that builds relationships, encourages self-evaluation and focuses on quality is evident in all we do.

Ithaca Creek State School's vision is that of a learning environment which engages, enables and empowers students to think, create, communicate, investigate, participate, reflect and understand within the globalised society of the 21st Century.

Our philosophy and practices are underpinned by The Values of Australian Schooling:

- Care and Compassion
- Doing Your Best
- Fair Go
- Freedom
- Honesty and Trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, Tolerance and Inclusion.

Our Code of Responsible Behaviour is simply stated as:

- *At this school we RESPECT people, place and property.*
- *At this school we ensure the SAFETY of people, place and property.*
- *At this school we participate in LEARNING and allow others to learn and to teach.*

School beliefs about behaviour and learning

- We have high expectations about children's behaviour and academic progress.
- We value the right to learn and we believe that all students have the ability to grow socially and academically.
- We believe there is a link between behaviour and learning outcomes.
- We believe that children must be engaged in the learning process by being provided with a differentiated curriculum which caters for differing abilities and skills.



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- We believe that children should be encouraged to take responsibility for their own learning and behaviour.
- We believe in promoting positive relationships between all members of the school community.
- We encourage respect for individual differences and appreciation of different opinions and beliefs.
- We strive to create a supportive and safe environment for students, staff and volunteers.
- We encourage respect for resources and facilities.
- We believe that conflicts should be resolved through negotiation with all parties involved.

Processes for facilitating standards of positive behaviour and responding to 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.

Whole-school behaviour support

A whole school approach means everybody committing to the provision of a safe and supportive learning environment. We use The Values for Australian Schooling Framework to assess and develop a comprehensive approach to behaviour support.

At the whole school level we expect and promote the following behaviours in our community:

SAFETY	<ul style="list-style-type: none"> Safe use of equipment Acknowledgment and respect of the personal space of self and others Following of school rules and routines Moving safely through the school environment Resolution of conflict without violence
LEARNING	<ul style="list-style-type: none"> Attempting set work to best of ability Effective management of time Contribution to life and activities of the school Following instructions of supervisors Making appropriate choices without supervision Accepting responsibility for own behaviour Having appropriate equipment for tasks
RESPECT	<ul style="list-style-type: none"> Respecting self Respecting belongings of self and others Demonstration of an awareness of the rights and feelings of others Attentive listening Appropriate communication Following of school expectations

Through the following whole school strategies:

- Relationships actively built and maintained – quality relationships underpin all operations
- Consistency of approach and alignment to our beliefs within a system approach
- Self-management, understanding self and human behaviour and social skills are an integral part of the curriculum
- On-going learning and development by constantly upgrading staff skills
- Monitoring outcomes and using data to inform practice.
- Quality, inclusive curriculum provided to address individual needs



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- Negotiated class rules generated through class discussion/meetings
- Psychologically nurturing class environment
- Minimum to maximum co-management of behaviour when necessary.
- Individual learner's self-management needs identified and addressed
- Continuous focus on learning the skills of self-management
- One-to-one problem-solving support available to every child by staff in class, playground and at our office
- Encouragement to constantly use self-evaluation to develop self-improvement
- A three way partnership between learner, parents and the school staff is encouraged.
- Positive parent involvement in the classroom is encouraged.
- Parent education courses regularly available
- Counselling support is available as needed

Targeted behaviour support

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 Special Needs Committee 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 Principal, the Guidance Officer, the student, behaviour support specialists and relevant external agencies. This



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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.

Consequences for unacceptable behaviour

Behaviours causing serious concern:

Although it is rare to encounter behaviours of serious concern, it is important for us to have plans in place should they arise. This table summarises such plans:



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Behaviour:	Truancy	Harassment (including bullying)	Violence	Suspected Abuse and Neglect	Drug related matters
Immediate Action	Principal contacts parents. If no valid reason is given Principal has option of contacting police.	Oral and written reflection by harasser of his or her actions. Counselling of victim and harasser.	Incident referred to principal to determine actions depending on nature of violence	Any suspicions- Principal contacts relevant agencies according to Regional guidelines in line with HS:17	Principal contacts parents and police. Suspension as determined by Principal.
Additional Support	School referral to Department of Child Safety and Guidance.	Repeated incidents will be referred to <ul style="list-style-type: none"> • Principal • Guidance Officer • Behaviour Management Team 	Counselling as appropriate of victim and harasser. Case meetings as appropriate with <ul style="list-style-type: none"> • Principal • Parents • Student • Teacher • GO • BM team 	Counselling. Other agency involvement- Dept. of Child Safety, Guidance Officer.	Meeting with Guidance Officer, Dept. of Child Safety as appropriate. Case by case basis.
Parental Involvement	Parents contacted for case conference where appropriate.	School/parent/ student meeting to develop individual management plan, as appropriate.	Meetings as arranged and required to develop individual management plans.	Case by case basis. Guidance from Police and Dept. of Child Safety.	Case by case basis as determined by Principal.
Planning/ Review Documentation	Database of evidence of student absenteeism. Minutes of all school/parent/ student meetings.	Account of incidents. Individual management plan and minutes of meetings with all parties.	Account of incidents. Individual management plan and minutes with all parties.		
Preventative Actions	Analysis of appropriate and responsible curriculum.	Focus on assertiveness skills and conflict resolution/problem-solving in class HRE program. Mediation.	Focus on assertiveness skills and conflict resolution/problem-solving in class HRE program.	Focus on assertiveness skills and conflict resolution/problem-solving in class HRE program.	In-class programs.
Desired Outcomes	Regular attendance by student.	Successful counselling of victim and harasser. Changed behaviour of harasser.	Changed behaviour of aggressor. Resolution of conflict within departmental guidelines to the satisfaction of aggrieved parties. Refer to Grievance procedure (Principal).	Protection of children.	Cessation of activities.



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Behaviours of Serious Concerns-Suspensions and Exclusions:

Engaging in behaviour that is of a serious nature may result in the student being suspended or excluded from the school.

The suspension or exclusion of a child from the school is at the discretion of the Principal.

At the conclusion of a suspension a re-entry plan will be developed to assist the child's return to school. Such a plan would be developed where possible, with the child's parents and key school community members.

A re-entry plan might include:

- The nature of the behaviour of concern and how this will be dealt with
- Goals of entry
- Organisational changes
- Personnel involved

When first re-entering the school grounds the child and their parents should first meet with the school principal unless stated otherwise in the re-entry plan.

The network of student support

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. At Ithaca Creek, students requiring support may include a network including:

- Parents/Carers
- Class teachers
- School administration
- Support Teacher Learning Difficulties
- Program Manager-behaviour management
- Guidance Officer
- Teacher-Aides
- Special Needs Committee
- Advisory Visiting Teachers
- Behaviour Support Personnel-Region
- GP/Paediatrician
- Child Development Unit (CDU)
- Child and Youth Mental Health Service (CYMHS)
- Management of Young Children Program (MYCP)
- Triple P-Positive Parenting Program

Consideration of individual circumstances

At Ithaca Creek State School we believe that responses must consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of the community members.

Related legislation

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



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- *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
- 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>)

Principal

P&C President or
Chair, School Council

Regional Executive Director or
Executive Director (Schools)