



The Code of School Behaviour

Better Behaviour
Better Learning

Proserpine 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.

Proserpine State School is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all, through a quality curriculum, interpersonal relationships and school organisation; where school practices are predominantly proactive rather than reactive and where appropriate; and non discriminatory language and behaviours are defined, modelled and reinforced.

We have implemented a Schoolwide Positive Behaviour approach to behaviour management based on a broad range of systemic and individualised strategies that are designed to respond to current social and educational challenges in order to meet the needs of all students.

School beliefs about behaviour and learning

In order to promote and maintain a safe and orderly learning environment for learning and teaching, we at Proserpine State School have four clearly defined expected behaviours – BE SAFE, BE FRIENDLY, BE RESPECTFUL and BE A LEARNER. We believe that to support these expectations we must:

- *foster a school and greater community ethos that has a high value on education*
- *cater for the learning needs of all children regardless of gender, race, ability or ethnicity as well as different learning styles*
- *nurture positive relationships between staff, students, parents and the general community*
- *teach explicitly and practise the social skills necessary for life's journey*
- *provide positive adult and peer models*
- *deliver a rich curriculum in regular, predictable, positive learning and teaching environments*
- *encourage and recognise students' efforts to uphold our expectations*

Our overarching belief is that all students should be given the opportunity to learn to their potential.

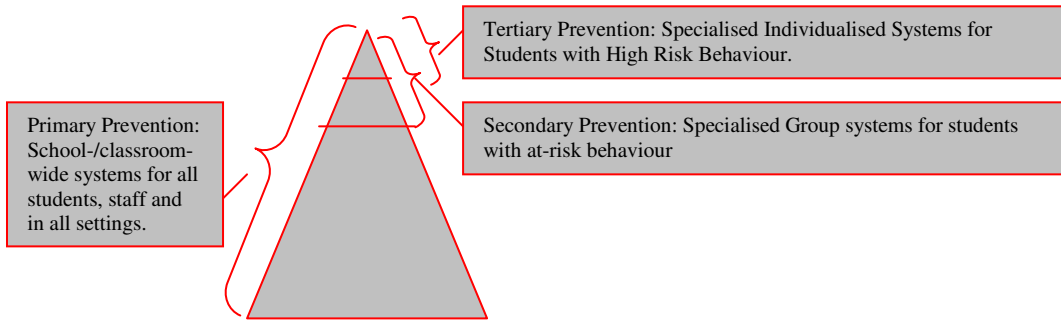


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Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Whole-school behaviour support

Proserpine State School has embraced the Schoolwide Positive Behaviour Support approach and as part of this strategy we have established a team from within the school and the broader community, to develop and sustain effective systems for the management of student behaviour. Our team has developed a continuum that is characterised by (a) an emphasis on prevention (b) an increasing intensity of intervention for increasing intensities of problem behaviour, and (c) provision of basic proactive programming (primary prevention) for all students by all staffing in all settings.



Our four school expectations – BE SAFE, BE FRIENDLY, BE RESPECTFUL AND BE A LEARNER - are intensively promoted by all staff members and are posted visually in each classroom and in walkways. Through data collection, problem behaviours have been identified and replacement behaviours have been set out in our Matrix by settings. The matrix is displayed in all classrooms.

SEE ATTACHED MATRIX

The social skills described on the matrix are expected to be taught explicitly in classrooms on a weekly basis.

A continuum of behaviour has been devised to give a visual representation of where students sit in relation to the school's expectations. The continuum is multi faceted so that it shows the behaviours, the consequences, staffs' responsibilities and the actions that they should take in the event of a behavioural error. Staff members have had input into the development of this continuum and the team has continually updated all staff with the Schoolwide Positive Behaviour Approach. Ongoing professional development in strategies in dealing with behaviours will be provided at Proserpine State School to cater for new staff and to upskill existing staff. Each classroom is provided with a package which includes a guide to unpacking the continuum, social skills lessons, classroom strategies (specifically **Christine Richmond's Microskills**), templates for letters home to parents, positive referral forms and certificates. Supply teachers are provided with a package to inform them of the processes at our school.

At the beginning of the school year, and each term all teachers will conduct an orientation program so that all children have a clear understanding of what the expectations look like. They will model the appropriate behaviours and



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then constantly revisit the expectations. This process of TELL, SHOW, PRACTISE will be the basis of all social skilling.

Teachers and teacher aides are equipped with playground duty bags which contain playground referral forms for recording negative behaviours and “gotchas” for positive referrals. A whistle is part of this equipment so that children’s attention can be gained with ease so that correction can take place immediately. Teachers/teacher aides are encouraged to apply **relevant** consequences as soon as a behaviour error is observed eg a child running on the concrete will practise walking on the concrete in lieu of playing.

Students are rewarded for upholding the expectations of Proserpine State School through “gotchas”, class awards, Letters of Commendation and Principal’s awards.

Parents are advised that if they have any concerns about their child’s behaviour or that of another student, they must contact an administration member. Under no circumstances should a parent approach another student without the consent of that child’s parent/guardian.

Bus Behaviour – Almost 50 percent of the student population of Proserpine State School travel to and from school by bus. All families using the bus are issued with a brochure **The Code of Conduct for School Bus Travel** and parents are responsible for sharing this information with their students, to ensure that the expectations of this code are upheld. In the event of behaviour infractions occurring on the bus, parents are advised to contact the bus company to report the incident.

Targeted behaviour support

Targeted behaviour support at Proserpine State School commences as soon as a student is observed breaching the expectations of the school. Systems, based on collected data, have been put in place to support staff when students choose to demonstrate negative behaviours. Staff members are provided with comprehensive Professional Development from within and outside the school so that a consistent process is in place to manage and monitor behaviour. Parents are informed of our behaviour expectations through P & C Meetings, school web site, newsletters and topic specific fliers. When a child does not demonstrate the expected behaviours with normal classroom or playground correction, he/she is given a profile on a point on the continuum (see attached) where loss of privileges (classroom detentions, loss of playtime etc) are inevitable if correction is not made. At this point, these actions are taken:

1. The teacher/teacher aide reflects on their own practice to ensure that they are delivering the expectations in a clear and concise manner, that they are presenting the curriculum/learning program with an engaging approach and that they are catering for all learning styles. Christine Richmond states that “before intervention can take place, it is vitally important that teachers and parents reflect on their own behaviour and ensure that they are consistently respectful whatever the provocation and are providing accessible learning experiences.”
2. The teacher sends a pro forma letter home informing the parents or caregivers of the details of the transgression and asking for their support in correcting this behaviour. If correction is not made, the child



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will lose his star student rating and will move to the next sector of the continuum.

3. The teacher will use a checklist from the Behaviour Management kit to record behaviour errors in the classroom and will also collect any playground referrals. The teacher must be alert to acknowledging positive behaviours in order to reduce the negative ones. Repeat infractions will have the child's behaviour profile moving into the "emerging behaviours" sector of the continuum and a Discipline Report will be completed for entering on our database.
4. In this sector, the classroom teacher will manage the behaviours by issuing consequences that are relevant to the behaviour exhibited. A new Discipline Report is completed for each infraction. Teachers will cooperate to share students for detention across the cohort. During the detention, the correct behaviour will be practised and a plan of action to replace the negative behaviour with a positive response, will be put in place. A communication book between the teacher and parent will be commenced providing the opportunity for teachers to encourage positive efforts.

All disciplinary behaviours will be recorded on the database and failure to self-correct will require intensive behaviour support for the student. Data gathered will not only record individual infractions but where they occurred, when they occurred and what the motivation was, so that changes can be made to the systems or the physical environment to negate reoccurring events. The teacher will provide administration with a reflection sheet to show what has been done for the student to this point in time.

Intensive behaviour support

Students at Proserpine State School who have not responded to the corrective measures described in targeted behaviour support or those who have a major behavioural error will be referred to Administration for counselling and consequences. A meeting of all stakeholders (including parents/carers) will be convened to develop a Whole School Management Plan to support the student and, unless the student already has a Case Manager through the ascertainment process, the Guidance Officer/Behaviour Management teacher will be the Case Manager. Outside agencies, such as the Indigenous Community Liaison Officer, Behavioural Psychologist, Paediatrician etc may be deployed as a result of this Plan. The focus of the Plan will be to rehabilitate and re-engage the student and stem the downward spiral of behaviour. Follow up meetings will be conducted regularly to monitor the student's progress and to make any necessary changes to the plan. Failure of the student to honour the plan will lead to Suspension or ultimately, Exclusion.

Consequences for unacceptable behaviour

The Continuum of Behaviour devised by our School Wide Positive Behaviour Team (attached) is a visual representation of where student's behaviour sits and the processes to be put in place. There are four main sectors: Star Student, Emerging Behaviours, At Risk Behaviours and Critical Behaviours – all of which have clearly defined consequences. Where practicable the consequences for behavioural infractions at Proserpine State School will be immediate and relevant. At all times they will be fair and consistent (ie consistent in consideration of individual circumstances). The emphasis on consistency and certainty (that it will be followed through) rather than severity (Bill Rogers 1990) is the maxim that we aim for.



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Star Student – Student is upholding the expectations of the school and will be awarded privileges and tangible rewards.

Emerging Behaviours – Classroom teachers/teacher aides will deal with these minor behaviours. Consequences will include short periods of time-out, detention during playtimes (during which correction of the behaviour will occur), removal of privileges, or the performance of a service for the staff member involved.

At Risk Behaviours – Administration staff will deal with these major behaviours. Consequences will include Planning Room sessions during which Counselling, Social Skilling and Compensation Tasks will be completed in accordance with the nature of the behaviour. In the event a Student exhibits unsafe behaviours, the procedures set down in SMS-PR-026: Physical Restraint and Time Out Procedures will be followed.

Critical Behaviours – Students who have demonstrated chronic major behaviours will be placed on **In-school Suspension** whereby they will attend school in the administration block and have no contact with other students. The length of time for these suspensions can vary from 1-5 days and the student will participate in curriculum tasks provided by the class teacher. Another incident of a serious nature will have the student suspended for a period of **1-5 days or 6-20 days** (with an Educational Program provided by the school), dependent on the nature of the incident.

Zero Tolerance – A zero tolerance stance will taken against any student who commits physical assault without provocation, has possession of a weapon with intent to harm, or has in their possession, drugs of any description (including alcohol or nicotine). Note that a Zero Tolerance stance will also be taken should serious harm (of any description) with intent, to any student, group of students or any adult occurs. Zero Tolerance means that regardless of the student's previous record they will be immediately placed on a **6-20 day suspension or recommended for Exclusion (which may include a Behaviour Improvement Condition) depending on the severity of the infraction.**

The network of student support

The network for support at Proserpine State School includes the involvement of a team of personnel and agencies. The Schoolwide Positive Behaviour Team and the Student Needs Committee (of which a core membership-Administration, Guidance Officer and Head of Special Education Services - is the same) are the basis of a network of people within the school to support students whose behaviours are challenging. From these two groups, various arms radiate to support students in a best-fit way. These include:

- School teaching and support staff
- School administration
- Parents
- Indigenous Community Liaison Officer
- Advisory Visiting Teachers
- School Guidance Officer

The Guidance Officer has a compendium of support services that can be accessed as the need arises

- Regional Senior Guidance Officer
- Police Liaison Officer
- Juvenile Aid Bureau
- Department of Child Safety



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- Youth Mental Health
- Community Resources (Health Nurse, Neighbourhood Centre)

Consideration of individual circumstances

Proserpine State School is proud of its record of inclusivity and continues to promote the notion that consequences for breaching the school's expectations may have to be adjusted when taking the following into consideration:

- Emotional wellbeing
- Culture
- Gender
- Ethnicity
- Socio-economic Circumstances
- Disabilities

Other individual circumstances that must be considered are:

- 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 remorse

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 school community members will be considered at all times.

Related legislation

- *Education (General Provisions) Act 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*
- *Transport Operations (Passenger Transport) Regulation 2005*

EPPR

- SMS-PR-021: Management of Behaviour in a Supportive School Environment - Schools and Discipline
- SMS-PR-025: School Disciplinary Absences
- SMS-PR-012: Student Protection
- WFR-PR-005: Code of Conduct
- SMS-PR-016: Educational Provision for Students with Disabilities
- CRP-PR-005: Drug Education and Intervention in Schools
- CRP-PR-009: Inclusive Education
- CRP-PR-010: Homework in State Schools



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- SCM-PR-002: Guidelines for Appropriate Use of Mobile Telephones by Students
- SMS-PR-024: Internet – Student Usage
- SMS-PR-022: Student Dress Code
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass Issues
- SMS-PR-026: 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>
- Richmond, C (1996) Behaviour Management Skills Training Package Department of Education, Queensland
- Rogers, W (1990) You Know the Fair Rule ACER, Hawthorne, Victoria.

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