



## The Code of School Behaviour

Better Behaviour  
Better Learning

# **BANKSIA BEACH STATE SCHOOL**

## ***Responsible Behaviour Plan for Students*** based on *The Code of School Behaviour*

### ***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 in order to build prosperity and a better life.

At Banksia Beach State School our students are given a high quality education which allows them to achieve personal excellence. We establish positive and supportive relationships with our students while recognising that their goals and aspirations are diverse and individual. We encourage them to strive towards responsible self-management, honest self-evaluation and a commitment to high quality expectations and outcomes.

Our school community supports the nurturing of each student as they progress through their personal learning journeys. While some journeys are multi-faceted and wide-ranging and others are more modest, every student should have the opportunity to mature and become happy, confident, self-managed individuals who are capable of taking their places in the wider community as socially responsible citizens.

#### **2. Consultation and data review**

The consultative process undertaken in the development of this Plan is continually evolving as our school community expands and grows. With the introduction of our school values of Pride, Unity, Respect and Excellence the behavioural expectations for our school were reviewed and revised.

- Behaviour Data was collected and then analysed by teaching staff.
- Positive reward systems used throughout the school were shared, evaluated, adapted and adopted.
- Gold, Silver and Bronze Awards with Gold Cake and Behaviour BBQs were reviewed and altered to reflect ALL students who behave perfectly.
- New School Rules (Behavioural Expectations) were drafted by key teaching staff
  - These were presented and discussed with students before a final draft was introduced throughout the campus.
  - Students had opportunities to give feedback on goals and suggest changes.
  - Proposed rules were presented at P&C Meetings and supported by parent representatives.
- New playground measures were suggested and adopted to ensure safety of the student body.
- School wide rules were developed and displayed in each classroom.
  - Visual keys were added for younger year levels to ensure understanding of all rules.
- School rules are reviewed weekly and discussed in each classroom and on assemblies.
- Behavioural Expectations and our Code of Conduct documents have been added to the enrolment packages given to all new parents.
- Consequences for inappropriate behaviour are discussed during class discussions and are applied consistently and fairly.
- Data relating to attendance and absenteeism was reviewed
  - Positive rewards were introduced for perfect attendance (excluding illnesses) and on-time arrivals.
  - Certificates will be awarded for perfect attendance all year.

Behavioural Expectations were endorsed by the Principal and the P&C President.



**Queensland  
Government**  
Education Queensland



## The Code of School Behaviour

Better Behaviour  
Better Learning

### 3. Learning and behaviour statement

We at Banksia Beach State School operate by the following beliefs about behaviour and learning:

- education is a life-long process
- the pursuit of excellence is to be encouraged
- every child has the right to reach their full potential
- gender is not a determinant of capacity to learn
- children with vulnerabilities are supported so that they may access all educational opportunities
- diversity is respected and accommodated
- children learn at different rates
- children learn by a variety of activities
- students, parents and teachers are part of a team
- the school is a focal point of the community
- every child is responsible for their own behaviour
- good manners and respect are expected
- our school community provides appropriate social role models
- an attractive environment enhances learning
- the child's self-esteem is developed
- personal safety is encouraged

#### Our Philosophy

Staff and students at Banksia Beach State School have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. To enable this productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed. To facilitate this, a set of rules has been developed for students at our school. (See attachment).

Ultimately, each individual must be responsible for his/her own actions. The behaviours we foster and promote include good citizenship, are fair and non-violent and encompass the qualities of high expectations, equity, inclusiveness and the building of a feeling of "Team".

#### Our Values-based philosophy dictates we

- take pride in our work, behaviour and school
- show unity through our Team work and co-operation
- demonstrate respect in all educational and social interactions with our teachers, peers and the wider community
- strive for excellence in every aspect of our lives.

We understand that the exercise of individual rights and responsibilities must contribute to a positive community spirit.

Parental consultation, support and involvement are essential to the Supportive School Environment at this school.

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

#### • Universal behaviour support

At Banksia Beach State School, our whole school approach provides a supportive learning environment through:

- Open communication with the school community on The Code of School Behaviour and the school's Positive Behaviour Plan for Students.
- Shared school values and a positive, inclusive culture.
- Establishment of agreed programs and procedures that are known and understood by all members of the school community.



## The Code of School Behaviour

Better Behaviour  
Better Learning

- Staff, student and parent access to professional development, education and training which supports positive behaviour and behavioural expectations.
- Management of inappropriate behaviour through clear and well-understood processes.
- Behaviour that is lawful, ethical, safe and responsible and recognises the rights of others.
- Building strong community relations through positive support programs.

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

- Be safe and responsible
  - We follow directions from staff and leaders
  - We look after ourselves, others, our equipment and the environment
- Be respectful
  - We use good manners and are courteous
  - We encourage others and celebrate our differences
- Be active and positive
  - We make the most of all learning opportunities for ourselves and others
  - We demonstrate our values of Pride, Tunity, Respect and excellence in all areas
  - We represent our school and wear our uniform with pride

These will be evidenced by:

- Accepting yourself and valuing yourself
- Being confident enough to try something new and to take risks
- Being organised and maintaining equipment properly
- Being persistent and always doing your best
- Being positive and confident
- Being tolerant and inclusive of others
- Having some emotional resilience when things do not go your way
- Keeping things in perspective and displaying tolerance
- Listening to instructions and ensuring you understand what you need to do
- Making good choices and maintaining your own independence
- Planning your time and using it wisely
- Respecting others and listening when they speak
- Setting goals and striving to achieve them
- Sharing new ideas with your teacher and peers
- Staying calm when things go wrong
- Talking to a variety of people to extend your circle of friends
- Thinking before you act and then reacting reasonably
- Treating others as you would like to be treated yourself
- Working well with others to achieve a common goal

### • Targeted behaviour support

School Level:

- Positive, supportive relationships actively built and maintained
- Consistency of approach
- Consistency of consequences
- Skilled staff who actively monitor behaviour and implement skill development programs to promote positive behaviour (ESCM – 10 Essential Skills for Classroom Management)
- Guidance Officer is readily available for staff, students and parents and offers support programs for families in need
- Use data to inform decisions and measure effectiveness of programs

Teacher and Classroom Level:

- Positive rewards schemes in every classroom to teach effective work habits and social skills



## The Code of School Behaviour

Better Behaviour  
Better Learning

- Positive and supportive relationships are actively built and maintained to enhance learning and social interactions
- Quality, inclusive curriculum which addresses individual needs
- Protective behaviours program actively taught, including cyber-related issues
- Development of self-monitoring and self-management skills for students
- Negotiated class rules generated through class discussions
- Psychologically nurturing class environments are developed and sustained
- Minor breaches of behaviour are dealt with by the teacher as needed
- Targeted interventions are used to maintain positive behaviour
  - One-on-one support with curriculum work
  - Proximity in the classroom
  - Reward programs to target, support and encourage on-task and appropriate behaviour
  - Parental contact for on-going problems; use of a professional, polite and positive approach designed to build productive partnerships
  - Behavioural support is diarised to determine if more intensive supported is warranted
- Students requiring more intense support may be referred to the Inclusive Services Committee and Admin
  - Individual Behaviour Support Plans may be implemented to assist particular students
    - Behaviour support from Admin
    - Guidance Officer support
    - "Time Out" arrangements (may include a "buddy" teacher)
    - Structured break times throughout organised activities
    - Modification of Timetable and academic expectations
  - Parental involvement and knowledge of all management stages is maintained by Admin, Guidance Officer, teacher and student

### Learners

- Students understand the Behavioural Expectations based on our core values of Pride, Unity, Respect and Excellence
  - A skill from these values is presented at each weekly assembly (all levels) to help the children understand and adopt the underlying social skills
- Understanding of goal setting and goal attainment through conscious effort and heading of feedback
- Development of self-monitoring and management skills for all students
- Support and counselling for students with particular needs under an individual learner's behaviour scheme
- Chaplain is available for staff, students and parents for support and targeted guidance
- Anti-bullying program has been introduced across the entire campus
- Gold Assemblies and Behaviour BBQs at the end of each term celebrate good behaviour

### Parents

- A 3-way partnership between parents, learner and staff is encouraged and actively maintained
- Support and counselling is available to parents through our Guidance Officer
- Support programs are made available to parents in need
- Positive parental involvement in the classroom is encouraged

### • Intensive behaviour support

Targeted behaviour support occurs where students consistently breach the school's Positive Behaviour Plan for Students and our Behavioural Expectations. These behaviours may include:

- Inappropriate verbal language
- Inappropriate physical movement or positioning
- Physical contact (bumping, pushing, fighting)





## The Code of School Behaviour

Better Behaviour  
Better Learning

- Disruption
- Littering

When a student's minor infringements continue to disrupt the class, or when minor infringements move to more serious breaches of the school's expectations, more extensive targeted support is put into place. More serious breaches may include:

- constant inappropriate language
- vandalism
- physical aggression
- continued defiance
- theft

Behaviour which is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others will require a higher level of support. This level of support generally occurs when less intensive support strategies have been used but have not fully met the student's learning support needs.

Levels of Student Behaviour Support	
Level 1	Self-managed (student alone) Teacher response – no further action required
Level 2	Self-managed + Teacher Support Teacher response – if further action required, it is completed and issue is finalised Informal approaches to such personnel, including the Guidance Officer, may be instigated at this level.
Level 3	Self-managed + Teacher Support + Parent Support Teacher response with contact with parent – if further action required, it is completed and issue is finalised
Level 4	Self-managed + Teacher Support + Parent Support + Deputy Principal /+ Guidance Officer Behaviour Plan is put in place – including Crisis Plan Options
Level 5	Self-managed + Teacher Support + Parent Support + Deputy Principal /+ Guidance Officer + Principal Behaviour Plan is put in place – including Individual Behaviour Management Plan
Note:	At Level 5, formal referral to other agencies and support personnel may also take place

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.

Implementation of Consequences:

- When implementing consequences, remember to keep the following in mind:
  - Be consistent and calm
  - Be firm
  - Allow lag time
  - Set a follow-up schedule

Consequences - Consider the following:

- What is the behaviour achieving?
- Does the student understand that the behaviour is inappropriate?
- Does the student understand what is appropriate?
- Is the student involved in determining the consequence?
- Is the consequence appropriate?
- Does the student understand the consequence?
- Does the student have a choice?
- Does the student understand why the consequence is being imposed?
- Is the consequence enforceable?
- Is the consequence immediate?



Queensland  
Government  
Education Queensland



## The Code of School Behaviour

Better Behaviour  
Better Learning

### Behaviour Levels and Consequences

Level Behaviour Consequences:	
Level 1	All students on Positive Behaviour Plan – no disciplinary action is required and positive behaviour is rewarded (verbally, written – certificates, acknowledgement – prizes, praise, Admin visit, communication with parents)
Level 2	Minor incidents that are negotiated verbally (eg. Ignoring instructions, littering, minor negative interactions with peers, inappropriate behaviour in classes, uniform infringements). Consequences appropriate to action (eg. Removal from other children, accompanying teacher on playground duty, yellow slip, may contact parents).
Level 3	Repeated applications of above actions with no improvement, then referred to Deputy Principal (eg repeated defiance, all bullying) Consequences may include Individual Support Plan, Red Slip detention, Referral for assessment to specialist, parent contact and involvement, monitoring program – all actions to be diarised.
Level 4	Continued Level 3 behaviours (eg stealing, truancy, physical aggression, smoking, intimidation of staff, vandalism, sexual harassment or misconduct) Consequences may include intervention of Principal, detention at office, referral to outside agency, suspension with re-entry interview on return to school, police notification.
Level 5	Extreme or repeated incidence of Level 4 behaviours (eg possession of a weapon or drugs, violent assault) Consequences may include and Individual Behaviour Agreement, parent/carer interview, police notification (if appropriate), suspension or exclusion in line with DETE Policy for a Safe, Supportive and Disciplined School Environment.

## 5. Emergency responses or critical incidents

All staff should have an understanding of how to respond to emergency situations or critical incidents involving severe problem behaviours. Appropriate actions should be undertaken to ensure both students and staff are safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent (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, invading the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger or frustration through body language.
- Maintain calmness, respect and detachment - model the behaviour you want students to adopt - stay calm and controlled, use a serious and 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 - 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 co-operation, withdraw if the situation escalates.

Follow through:

- If the student starts displaying 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, remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.



## The Code of School Behaviour

Better Behaviour  
Better Learning

### 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
- 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 that physical intervention cannot be used:

- as a form of punishment
- when a less severe response can effectively resolve the situation
- when property is being destroyed
- when school is disrupted
- when a student is refusing to comply
- when a student is giving verbal threats
- when a student leaves a classroom or school, unless his/her 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
- take into account the age, stature, disability, understanding and gender of the student

Record keeping:

- Each instance involving the use of physical intervention must be formally documented:
  - Incident Report
  - Debriefing Report (for student and staff)

## 6. Consequences for unacceptable behaviour

Consequences for continuing serious behaviours will be discussed and presented to both the student and his/her parents/carers.

## 7. Network of student support

The network for support at Banksia Beach State School includes the involvement of a team of personnel and agencies. This network may include:

- School teaching and support staff (Inclusive Services Committee)
- School Administration
- Parents
- School Guidance Officer
- District Senior Guidance Officer
- Police Liaison Officer (Adopt a Cop)

## 8. Consideration of individual circumstances

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



# The Code of School Behaviour

Better Behaviour  
Better Learning

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.

## 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 2011
- Workplace Health and Safety Regulation 2011
- 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](#) – Now see Policy and Procedure Register (new website)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

## 11. Some related resources

- 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

## Endorsement

\_\_\_\_\_  
Principal

\_\_\_\_\_  
P&C President or  
Chair, School Council

\_\_\_\_\_  
Regional Executive Director or  
Executive Director (Schools)

Date effective:

from ..... to .....