The Gums 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.

School beliefs about behaviour and learning

For any organisation to function in society, structures must be in place that deal with different behaviours that may occur in any given societal setting. Managing behaviour through a responsible behaviour plan at The Gums 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 among students.

The correct mix of professionalism, respect, innovation, inclusiveness and high expectations will result in a better learning environment for all school community members.

There are 9 Values that The Gums State School has adopted from the National Framework- Values for Australian Schooling. They reflect our commitment to a multi-cultural and environmentally sustainable society where all are entitled to justice.

THE 9 VALUES:

- **Care and compassion** – care for self and others
- **Doing your best** – seek to accomplish something worthy and admirable, try hard, pursue excellence
- **Fair go** – pursue and protect the common good where all people are treated fairly for a just society
- **Freedom** – enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- **Honesty and trustworthiness** – be honest, sincere and seek the truth
- **Integrity** – act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- **Respect** – treat others with consideration and regard, respect another person's point of view
- **Responsibility** – be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- **Understanding, Tolerance and Inclusion** – be aware of others and their cultures, accept diversity within a democratic society, being included and including others.
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Typically a school tends to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However about 10 to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

Whole-school behaviour support

Our school has certain measures in place to focus on positive behaviour. A broad outline of examples is listed below.

<table>
<thead>
<tr>
<th>Positive Behaviour</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement in classwork</td>
<td>Merit points, stickers, certificates/awards,</td>
</tr>
<tr>
<td>Improved attitude on sports field</td>
<td>Showcase student work through school communication channels (newsletter, website) Praise in front of peers/community</td>
</tr>
<tr>
<td>Assistance given to staff</td>
<td>Praise in front of peers/community</td>
</tr>
<tr>
<td>Overall improvement over period of time</td>
<td>Extra time on games or computer</td>
</tr>
<tr>
<td>School representative-academic/sports</td>
<td></td>
</tr>
</tbody>
</table>

All students must be made aware that they are responsible for their actions. Inappropriate behaviour may have certain consequences imposed by members of the school community. It is vital that the student be made aware of why certain behaviour is improper. Exact measures taken will depend on a range of factors including:

a) Nature of the offence
b) Age of the child involved
c) Anticipated effect of the punishment upon the individual child.
d) Whether or not the offence has been of a repetitious nature.

The following provides a guideline for school responses to inappropriate behaviour. It is not possible to list all forms of sanctions or possible inappropriate behaviour within this document. The steps outlined below are only to provide a broad outline of procedures.

1. Oral reprimand by teacher.
2. Task related duty assigned to child.
3. Detention (lunchtime).
4. Suspension of privileges such as involvement in activities, sport, use of transport etc.
5. Time out of class
6. Sent to Principal for official reprimand and punishment.
7. Negotiated behaviour plan involving school, student and parents/caregivers.
8. Official suspension from school [school to follow process set out by Department as per regulations]
9. Official exclusion from school [school to follow process set out by Department as per regulations]

**Targeted behaviour support**

Strategies and tools for facilitating standards of behaviour will differ depending on age group, students groups, activity or experience. Individuals or small groups may require additional strategies including:

- Additional teacher aide support/supervision
- Behaviour diaries
- Defined play areas / activities / breaks

**Intensive behaviour support**

- Monitoring by Guidance Officer
- Measured attendance
- Weekly conferences with student/parents

**Consequences for unacceptable behaviour**

It is not possible to list all forms of sanctions or possible inappropriate behaviour within this document. The following table provides an example of the type of behaviours and related consequences that may be incurred.

<table>
<thead>
<tr>
<th>Unacceptable Behaviour</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distracting other students</td>
<td>Oral reprimand by teacher</td>
</tr>
<tr>
<td>Littering</td>
<td>Task related duty eg: clean up play area</td>
</tr>
<tr>
<td>Disturbing a group of students</td>
<td>Time out of classroom / lunchtime</td>
</tr>
<tr>
<td>Bullying on sports field</td>
<td>Suspension from sports team</td>
</tr>
<tr>
<td>Non-completion of assignments</td>
<td>Detention / extra tasks assigned</td>
</tr>
<tr>
<td>Disobedience</td>
<td>Sent to Principal / contact caregiver</td>
</tr>
<tr>
<td>Malicious damage to school property</td>
<td>Suspension/Exclusion from School</td>
</tr>
</tbody>
</table>

**The 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 program designed to help modify their behaviour.

Access to other specialist personnel such as family counsellors, Bush Children Service, Qld Health networks 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.
Consideration of individual circumstances

Any response to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the student 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 communication links between the home and school are maintained and unified, collaborative strategy is put in place.

Related legislation

- *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*
- *Freedom of Information Act 1992*

Related policies

- *SMS-PR-021: Safe, Supportive and Disciplined School Environment*
- *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*
The Gums State School

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
- Code of Conduct for School Students Travelling on Buses
Students’ Code of Behaviour and Rules

The following list outlines the core school rules of student population.

**Code of Behaviour**

Always behave in a way that prevents harm to self, others or property.

**School Rules**

Students are expected to:

**Respect**
- Respect the rights of others to learn
- Respect school, self and others property
- Respect self, peers, Teachers / Staff and school visitors.
- Respect others values / beliefs / culture
- Respect school grounds

**Responsibility**
- Responsibility to play sensibly in the playground and alert others about dangers.
- Responsibility to work hard and try your best in all school and extra-curricula activities
- Responsibility to learn
- Responsibility to be a good sportsperson and play fairly at all times.
- Responsibility to be inclusive at all times
- Responsibility to use appropriate language at all times
- Responsibility to display high levels of hygiene
- Responsibility to show pride in the school
- Responsibility to remain in the school grounds unless otherwise permitted
- Responsibility to complete all tasks on time
- Responsibility to wear appropriate clothing and accessories
- Responsibility to bring only appropriate items to school.
- Responsibility to behave appropriately when travelling on school bus.