



The Code of School Behaviour

Better Behaviour
Better Learning

Coomera Springs State School

Responsible Behaviour Plan for Students

Rationale

Queensland state schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. Education Queensland is committed to provisions that ensure all young Queenslanders have a right to receive a quality education.

Our school community is strongly committed to providing a quality, futures orientated education that enables students to achieve their full potential. We commit to preparing all our students for an active role in our democratic society. High expectations, equity, inclusiveness and the building of social capital are key features of our school.

Our *Responsible Behaviour Plan* is based on Education Queensland's *The Code of School Behaviour (Better Behaviour Better Learning)* available on the school website and on request from the front office.

Our *Responsible Behaviour Plan* is also based on our school:

Mission Statement

Learning with *respect* and *integrity*, to achieve *excellence* for our future

Motto

Respect, Integrity, Excellence

Values

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

Vision

- **a local school with a global perspective;** meeting the educational needs of all primary students in Coomera Springs by preparing global citizens;
- **a safe and attractive campus;** where everyone is and feels safe within a sustainable green environment;
- **excellence in curriculum;** focussing on Literacy, Numeracy and Integrated Studies, supported by Information and Communication Technologies (ICT's), planned in Professional Learning Teams ;
- **excellence in teaching;** through a consistent use of a large repertoire of strategies to challenge and support all students;
- **excellence in Assessment and Reporting;** with open and accountable communication about individual student progress, including recognising and valuing distance travelled;
- **productive partnerships and alliances;** building positive relationships, with high standards of behaviour and ethics, between all members within our school community; and with others.
- **proudly belonging to our local community and multicultural Australia**



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Our school beliefs about behaviour and learning

We believe that the foundation of positive school behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships.

To establish and maintain an excellent reputation we expect every member of our school community to fulfil their rights and responsibilities.

We recognise the following **rights**:

- The rights of all students to learn
- The rights of teachers to teach
- The rights of everyone to feel and be safe.

We recognise the following **responsibilities**:

All members of our school community are responsible for:

- conducting themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Our students are responsible for:

- participating actively in the school's education program
- taking responsibility for their own behaviour and learning
- demonstrating respect for themselves, other members of the school community and the school environment
- behaving in a manner that respects the rights of others, including the right to learn
- cooperating with staff and others in authority.

Our parents are responsible for:

- showing an active interest in their child's schooling and progress
- cooperating with the school to achieve the best outcomes for their child
- supporting school staff in maintaining a safe and respectful learning environment for all students; but avoiding direct disciplinary contact with other parents children
- initiating and maintaining constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- contributing positively to behaviour plans that support their child.

Our School is responsible for:

- providing safe and supportive learning environments
- providing inclusive and engaging curriculum and teaching
- initiating and maintaining constructive communication and relationships with students and parents
- promoting the skills of responsible self management.
- maintaining high standards of staff ethical behaviour as established in the Department of Education's Code of Conduct.

Our Principal is responsible for:

- playing a strong leadership role in implementing and communicating *The Code* in the school community
- ensuring consistency and fairness in implementing our school's *Responsible Behaviour Plan for Students*
- communicating high expectations for individual achievement and behaviour



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- reviewing and monitoring the effectiveness of our school practices and their impact on our student learning
- supporting staff in ensuring compliance with *The Code* and facilitate professional development to improve the skills of all staff to promote responsible behaviour

Our Executive Director (Schools) is responsible for:

- endorsing the school's *Responsible Behaviour Plan for Students* that aligns with *The Code* and complies with legislation
- ensuring that our school plans are implemented consistently, fairly and reasonably
- exercising leadership in support of our principals' responsibilities under *The Code*
- * promoting the continuous improvement of the professional skills of all our staff.

Coomera Springs has a whole-school approach towards behaviour and discipline, and embraces a full range of preventative and corrective strategies.

Our school aims to maximise student learning by creating a total school culture that expects and develops responsible behaviour for all members.

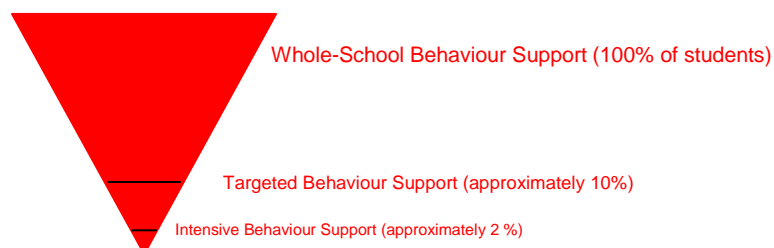
Programmes at Coomera Springs will be developed by staff, with school-community consultation and support, to emphasise positive behaviour and set clear consequences for inappropriate behaviour.

Coomera Springs school recognises that the responsibility for children's behaviour is a shared responsibility between home and school, and therefore values and encourages the close ties which exist between staff and parents.

We expect that the majority of routine student discipline issues in our school will be handled by the classroom teacher.

Our processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

We expect approximately 90% of our students will have little or no behavioural difficulties at school. However about 10 % of our students may need additional support and timely intervention on some occasions. For a variety of reasons, about 2% of our 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 for all of our students



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Our school's proactive and preventative whole-school processes and strategies for all students include:

- creation of a positive whole school culture including a detailed Student Dress Code and Sun Safe Policy
- a signed "Enrolment Agreement" for all students based on our *Responsible Behaviour Plan*
- quality learning and teaching programmes offering a balanced, relevant and engaging curriculum
- active teaching of social skills embedded in the curriculum
- supportive and collaboratively developed programmes and procedures
- student leadership programmes (Leaders/ Sports/ Mentors/ Buddies)
- establishing and maintaining productive relationships (staff, students, parents, community)
- recognition of students with positive behavioural records recorded in OneSchool (Certificate/ letter)
- GOTCHA tickets/ Tidy class/ Cleaners Award and weekly parade lucky draw
- parade and Newsletter recognition of achievement
- classroom reward programmes and structured "meetings" where appropriate
- staff Induction to school and educational cluster, plus ongoing professional development (including specific training programmes facilitated by BAT)
- break time programmes (Playground sports equipment borrowing/ Library/ Computer Lab/ Sport coaching)
- a clear set of collaboratively developed "School Rules" which are consistently reinforced
- a commitment to respond positively and decisively to behavioural incidents as they arise and/ or are reported.

Targeted behaviour support for our identified students (approx 10%)

Our school positively supports identified students with all of the above, plus a range of additional support programmes including:

- referral to "in school" support staff (eg: Learning Support, Sexual Harassment Referral Officer)
- referral to visiting Education Queensland and other government support staff (eg: Guidance Officer, Behaviour Advisory Teacher(s), Adopt a Cop, School Nurse).
- deploy additional staffing (eg: teacher aide)
- specific skilling programmes (eg: Boys Programme, Rock and Water, ELAPSE [Experiential Learning Approach to Personal Skill Development], Parenting Programmes)
- collaboratively develop an Individual Behaviour Management Plan
- identification of a school based "case manager" for coordination of access to programmes and liaison between support personnel
- use OneSchool to monitor behaviour and provide positive formal and informal feedback
- early and regular parent contact
- participate in cluster, District and Regional support programmes (eg: truancy/ transition)
- Behavioural Contracts



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These additional support strategies are managed by the identified students case manager.

Intensive behaviour support for our identified students (approx 2%)

Students who require high levels of behavioural support may receive all of the above; plus

- referral to other facilities (eg: Positive Behaviour Centre; RAPT [Reconnect, Assess, Pro-social Behaviour, Teach for 6- 20 day suspended students]; Tennyson Special School) and/ or
- referral to outside agencies (eg: Child and Youth Mental Health, Youth Family Services, Child Safety, Police, paediatrician) and/ or
- prior to the formal exclusion process, the Principal may impose a Behaviour Improvement Condition where a student's behaviour warrants grounds for exclusion. The Principal may decide that the student's continued attendance at our school is subject to the student complying with a behaviour improvement condition for the challenging behaviour and require the student to undertake a behaviour management program. The program must be:
 - * Reasonably appropriate to the challenging behaviour
 - * Conducted by an appropriately qualified person
 - * Designed to help the student not to re-engage in the challenging behaviour (Refer to section 324 of the E (GP) Act 2006 and SMS-PR-21: Safe, Supportive and Disciplined School Environment for the steps to be undertaken if a Behaviour Improvement Condition is imposed).

Access to alternative programs and collaboration with other agencies may be necessary for students who repeatedly do not comply with our expected standards of behaviour.

These additional support strategies are managed by the identified students case manager.

Our school consequences for unacceptable behaviour

Each teacher, together with their students, will establish a class set of rules and consequences that aligns with this policy.

Student behaviour that does not comply with the expected standards is not acceptable. We support the following consequences for unacceptable behaviour:

- **Playground Tickets (Minor Misbehaviour- Playground Only)**

A staff member may issue one ticket to a child per minor playground offence recording Name, Grade, Date, Incident, and Signature. The staff member will alert the student to the ticket. A student with two or more tickets in a week is required to attend detention on a Wednesday at first break, during which time they will sit quietly. Students will receive additional detentions in the Library during lunchtime for each multiple of 2 tickets in any one week. If a student receives 5 or more tickets in a week their parent will also be contacted.

The detention supervising teacher will mark the detention roll and has discretion on each student's release time (not to exceed 20 minutes a day).

Any student non attendance is referred to Administration and if insufficient reason, the penalty is doubled.

All "detentions" are recorded on the students file for monitoring of frequency and types of incident. Each term, details are entered in OneSchool.



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- **One School Behaviour Support (Major Class or Playground Misbehaviour)**

A student who demonstrates major class or playground misbehaviours will have the incident recorded on the One School database. Consequences may include warning, mediation, restitution (for deliberately damaged property), referral to further support, monitoring, removal of privilege(s), detention (up to 20 minutes of lunchtime or 30 minutes after school), parent contact, in school suspension, out of school suspension (short term 1- 5 days/ long term 6- 20 days), and/ or exclusion (our school/ all schools). The “action(s)” will be recorded on One School database and are available for staff to peruse. This information will remain on the student’s record until they have completed school.

Student suspensions are only used by our Principal after consideration has been given to all other responses.

Students involved in selling or supplying drugs, violent assaults or use of weapons could expect to be recommended for exclusion.

All One School incidents are recorded on the students file for monitoring of frequency, intensity and incident(s) type.

- **Sexual Harassment Record Sheet**

Incidents of sexual harassment are referred to the Sexual Harassment Referral Officer (SHRO) who will use the school record sheet and a range of educative strategies to assist students. Consequences may include mediation, 4 week good behaviour bond, monitoring, parent contact, referral to Guidance Officer and/ or Adopt a Cop, and suspension.

Sexual Harassment Record Sheets are kept securely in the Principals office and recorded in OneSchool but tagged “confidential”.

- **Incomplete Homework**

A student who does not complete any set homework by the required time will be directed to attend detention to complete it (not to exceed 20 minutes a day at lunchtime, or 30 minutes a day after school).

Where students are held after school for detention, we support 24 hours notice to parents.

We support each staff members judgement about when to issue a ticket, record an incident the on One School Database, Sexual Harassment Referral and Homework consequence. We support Administrations judgement about appropriate responses. Where issues of difference arise we support professional, open, transparent, and accountable resolution processes.

Our network of student support

We support a team approach to behaviour support. This includes the involvement of school administrators, staff, students, parents and members of the wider community, plus personnel from other government and community agencies.

Where a student requires minimal or short term additional support, the class teacher will be the case manager. The case managers role is to coordinate Education Queensland based support to the student in our school.

Where a student requires significant additional support over an extended time and/ or settings, an Administrator will be the case manager. The case managers role is to coordinate the school based delivery of support services to the student and liaise with other government and community based service providers.



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Consideration of individual circumstances

We acknowledge that responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the student. These aspects must be wisely balanced against the needs and rights of all our school community members. We recognise that this is a complex and demanding task.

Our Principal has final responsibility for all decisions made.

Related legislation

- *Education (General Provisions) Act 2006*
- Section 21 of the *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

- 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
- 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)
- The Code of School Behaviour: Better Behaviour Better Learning (Education Queensland)



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Principal

P&C President

**Executive Director (Schools)
Gold Coast**



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