



The Code of School Behaviour

Better Behaviour
Better Learning

Springwood Road 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.

A supportive school environment is one in which:

- All members feel safe, supported and valued
- All members are treated with fairness and dignity
- Social and academic learning outcomes are maximized
- Acceptable behaviour is defined, modelled and reinforced by all members of the school community
- Values diversity – in an environment free from bullying and discrimination

Behaviour management within a supportive school environment should foster a positive attitude that encourages and allows all participants to benefit from effective teaching and learning and allows them to choose to behave appropriately in accordance with the values of the wider school community. Relationships should be based on sound values and mutual respect for the rights and responsibilities of self and others

Springwood Road State School community has developed an effective program for managing behaviour that comprises preventive, supportive and corrective elements and is co-ordinated with the school structure so that together parents, students and staff understand, accept and implement the principle stated. This leads students towards the ownership of and **responsibility for their own behaviour** and builds a safe, supportive environment for every member of the school community.

School beliefs about behaviour and learning

Springwood Road State School Community believes that effective teaching caters for individual's needs and abilities.

We strive to achieve this by:

- Ensuring teachers have the skills to recognise the students' stages of development and provide and match learning experiences to these.
- Aligning curriculum with student needs.
- Developing and implementing specific school programs in all key-learning areas.
- Ensuring accountability for learning outcomes through focus on planning, assessment, evaluation and reporting

Springwood Road State School Community believes in a well-resourced learning environment that is safe, enjoyable and supportive.

We strive to achieve this by:

- Ensuring that every day, every student will experience success in something
- Providing explicit teaching in co-operative learning skills
- Eliminating potential risks in the physical environment
- Ensuring supportive structures exist for staff and students
- Providing a futures perspective through access to technology

Springwood Road State School Community believes all children have the capacity to learn.

We strive to achieve this by:

- Encouraging active participation
- Emphasising how to learn
- Assisting students to see the connection between 'school' learning and 'life' learning
- Providing relevant and meaningful learning activities



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Springwood Road State School Community believes everyone is responsible for their own behaviour.

We strive to achieve this by:

- Providing instruction regarding making choices
- Ensuring structures exist to promote responsibility for personal actions
- Choosing a positive focus

Springwood Road State School Community believes in the significance of positive partnerships.

We strive to achieve this by:

- Recognising that the partnerships consist of student, teachers, parents and community
- Promoting effective communication
- Ensuring that all interaction consider dignity and respect
- Respecting all points of view
- Celebrating diversity (valuing differences)
- Encouraging activity that celebrates collegiality and promotes professionalism.

Our school is committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. All members of school communities are to abide by The Code of School Behaviour in accordance with the following standards.

All members of school communities are expected to

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

Students are expected to:

- Participate actively in the school's education program
- Take responsibility for their own learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including their right to learn.
- Cooperate with staff and others in authority.

Parents /Carers are expected to:

- Show an active interest in their child's schooling and progress.
- Cooperate with the school to achieve the best outcomes for their child.
- Support school staff in maintaining a safe and respectful learning environment for all students.
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour.
- Contribute positively to behaviour support plans that concern their child.

Schools are expected to:

- Provide safe and supportive learning environments.
- Provide inclusive and engaging curriculum and teaching.
- Initiate and maintain constructive communication and relationships with students and parents/carers.
- Promote the skills of responsible self management.

Principals are expected to:

- Play a strong leadership role in implementing and communicating The Code in the school community.
- Ensure consistency and fairness in implementing the school's Responsible Behaviour Plan for Students.
- Communicate high expectations of individual achievement and behaviour
- Review and monitor the effectiveness of school practices and their impact on student learning.
- Support staff in ensuring compliance with The Code and facilitate professional development to improve the skills of staff to promote responsible behaviour.



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

Whole-school behaviour support

Springwood Road State School Community believes that the underpinning of the Responsible Behaviour Plan for Students is with a whole school focus on the implementation of proactive strategies of instruction in making choices, responsible thinking, self esteem, anger management, conflict resolution and specific teaching of social skills.

It is an expectation that each class teacher will support a focus on a behaviour skill each week with the implementation process at the discretion of the class teacher. The skill for the week will be reinforced by:

- Focus skill addressed on Junior and Senior Assembly
- P – 7 to address skill in classroom.
- Article for families through the school's weekly newsletter
- Schoolwork and Co-operation Awards presented at weekly assembly – Students are acknowledged for class and/or playground efforts in these areas
- Playground Awards – Students are nominated by playground duty staff who observe students demonstrating the focus skill specifically in the playground.

Proactive and Positive Strategies

The school employs a range of strategies to foster a positive and productive environment. These include:

- Behaviour level reports each term.
- Classroom behaviour management plans.
- Thumbs Up awards for positive playground behaviour.
- Postcards Home celebrating student effort and attitude.
- Administrator's awards.
- School anti-bullying program – High Five approach
- Student of the Week awards.
- Peer Mediation training for year 6 students, Mediators work in the year 1,2 and 3 playgrounds.
- Leadership Opportunities – School Captains, School Council, Sports Captains.

Targeted behaviour support

Students are expected to abide by the Code of School Behaviour (Queensland Education) and school rules. Individual teachers will be primarily responsible for dealing with minor behaviours. Students that move to the medium, persistent or extreme levels of behaviour will be referred to the Special Needs Committee or the administration team where consequences, support plans or referral to other agencies may be put in place.

Parents of students at this level will be contacted by the teacher or administrator to discuss and assist with a behaviour strategy.

Student infringements are monitored through a data base.

Intensive behaviour support

Continued infringements

If a student continues to infringe the Code of School Behaviour and school rules they will move to the next level of behaviour support. Intensive behaviour support .

This could include

- Restricted access to the playground or classroom.
- Restriction of privileges including attendance at camp, excursions etc.
- Special Social Skill or behaviour Program.
- Special behaviour modification program.
- Behaviour monitored daily by Administration Staff.
- Continued contact with family through communication book, interviews, phone conversations etc.
- Supervised play areas.
- Referral to other agencies.



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Further continuation of poor choices of behaviours

Any continuation of poor choices of behaviours may result in formal Administration Procedures being implemented ie. a formal warning of an imminent suspension, if the situation warrants, immediate suspension / and or exclusion.

Consequences for unacceptable behaviour

Infringement of class, school and playground expectations

Frequency and Intensity of Infringement	Response (Strategies implemented to support student in achieving appropriate behaviour)
Infrequent (1 or 2 times in a session or play time) OR Low Level inappropriate behaviour	Teacher Responses may include: <ul style="list-style-type: none"> • Acknowledging student's positive behaviour • Ignoring inappropriate behaviour • Giving clear directions to student • Prompts (verbal and non-verbal) • Cueing • Reminder of class / playground expectations.
Frequent (several times in a session or lunch time) And Low Level inappropriate behaviour	Teacher Responses may include: <ul style="list-style-type: none"> • Any or all of the above strategies • Removal to alternate position in room or playground to reduce distraction or behaviour • Restitution (make up missed work) • Modification of task set
Persistent (ongoing) And Low Level inappropriate behaviour	Teacher Responses may include: <ul style="list-style-type: none"> • Strategies listed above. • Removal to Buddy Class • Playtime detention • Restitution (make up missed work, verbal or written apology)
Persistent (ongoing) And / Or Medium Level inappropriate behaviour	Teacher Responses may include: <ul style="list-style-type: none"> • Strategies listed above • Parent interview/ notification • Loss of privileges and responsibilities • After school detention • Administration advised • Lunch time behaviour card
Infrequent (isolated) And /Or persistent High Level inappropriate behaviour	Teacher Responses may include <ul style="list-style-type: none"> • Strategies listed above • Implementation of recommendations of individual behaviour support plans. Administration Responses may include <ul style="list-style-type: none"> • In-school withdrawal • After school detention • Parent interview • Liaison with Special Needs committee, AVT Behaviour or Guidance Officer. • Individual behaviour support plan • Referral to and liaison with appropriate community agency • Suspension in line with EQ Policy SM- 16 (Student Disciplinary Absences)
Infrequent (isolated) And /Or Extreme Level inappropriate behaviour	Teacher Responses may include: <ul style="list-style-type: none"> • Strategies listed above Administration Responses may include <ul style="list-style-type: none"> • Strategies listed above • B.I.C option (Behaviour Improvement Conditions) • Recommendation for exclusion in line with EQ Policy SMS-PR -021



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The following are examples of unacceptable behaviours, this is not an exhaustive list.

Inside	Outside
Low	
<ul style="list-style-type: none"> • Accidental swearing • Not listening • Talking at inappropriate times • Out of seats • Silly noises / distracting others • Sulkiness • Off task behaviours • Fidgeting • Dress Standard • Breach of uniform policy • Homework incomplete • Rocking on chairs • Untidy work • Failing to line up appropriately 	<ul style="list-style-type: none"> • Accidental swearing • Water fights • Tuckshop misbehaviour • Answering back • Running on cement • Littering • Out of bounds • Lateness • Not hats / shoes • Inappropriate toys • Playing with sticks.
Medium	
<ul style="list-style-type: none"> • Persistent low levels inappropriate behaviour • Petty Thieving • Answering back / arguing • Impertinence • Annoying others • Tantrums • Lying • Rude gestures • Throwing things • Teasing • Excessive noise • Entering classroom without permission • Swearing at/ with peers • Minor bullying • Breach of the ICT agreement 	<ul style="list-style-type: none"> • Persistent low level behaviours • Verbal fighting • Impertinence • Rude gestures • Running away from teacher • Playing in toilets • Riding bikes in school grounds • Throwing
High	
<ul style="list-style-type: none"> • Persistent medium levels of inappropriate behaviours • Persistent answering back and arguing • Violence • Truancy • Running away from school • Major thieving • Continued refusal/ defiance / insolence • Serious graffiti • Smoking • Teacher harassment • Abusive swearing • Deliberate destructive behaviour • Constant bullying • Serious Breach of ICT agreement 	<ul style="list-style-type: none"> • Persistent medium level behaviours • Abusive swearing toward other students • Physical fighting • Consistent bullying • Deliberate destructive behaviour • Running away from school • Truancy • Gross toilet behaviour • Weapons • Serious graffiti • Smoking • Teacher harassment
Extreme	
<ul style="list-style-type: none"> • Persistent high level inappropriate behaviours • Abusive swearing towards an adult and other community members. • Possession of alcohol or illegal substances • Severe intimidating/ threatening behaviour • Possession of pornographic material • Violence resulting in injury 	



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The network of student support

Should the need arise, a broad range of supplementary support services exist as options that may assist in the management of a student's behaviour. These agencies and/or personnel operate in a consultative and/or interventionist basis to provide support and skills to both the student and the student's family and teachers where necessary. Usually a strict referral process exists to ensure that services are directed to students most in need

Agencies or Personnel able to be accessed include:

AGENCY/PERSONNEL	ROLE
Guidance Officer	<ul style="list-style-type: none"> Assists students with behavioural needs, social skills instruction, assessment, diagnosis, counselling
Advisory Visiting Teacher for Behaviour Adjustment (A.V.T.)	<ul style="list-style-type: none"> Provides consultative services and support for school personnel in order to provide services for children and families with behaviour and adjustment difficulties Trains parent/student in Behaviour Management Strategies
Alternative Education Setting	<ul style="list-style-type: none"> Alternate education centre for students with high behaviour support needs.
Family Services	<ul style="list-style-type: none"> Provide intervention and support services for families
Juvenile Aid Bureau (J.A.B.)	<ul style="list-style-type: none"> Provide intervention and/or support services in extreme cases and/or emergencies that go beyond the school's jurisdiction
Various Support Groups eg Logan Learners for Life	<ul style="list-style-type: none"> Run proactive workshops for whole classes of student eg drama workshops re bullying, conflict resolution, anger management etc

Consideration of individual circumstances

This responsible behaviour plan acknowledges that individual circumstances and actions of a student must be looked at in context. The plan aims to maximise the educational outcomes and recognize the diverse needs of all students, while protecting the safety and rights of all in our community.

Some factors that may influence a decision include

- Age of 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 concern.
- Students with disabilities
- Cultural background
- Family circumstances

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*
- *Transport Operations (Passenger Transport) Regulation 2005.*



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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](#)
- [WFR-PR-005: Code of Conduct](#)
- [SDV-PR-001: Employee Professional Development](#)

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)
- National Safe Schools Week www.safeschoolsweek.dest.gov.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>

This Responsible Behaviour Plan for Students has been written in consultation with the school community.



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Principal

P&C President or
Chair, School Council

Regional Executive Director or
Executive Director (Schools)



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Appendices

SPRINGWOOD ROAD STATE SCHOOL CODE OF ACCEPTABLE BEHAVIOURS

RULES OF CONDUCT (COMMUNITY AND FRIENDSHIP RULES, CO-OPERATING RULES / SAFETY RULES, RULES OF RESPECT, DRESS RULES)

These Rules of Conduct will be reinforced continuously on school assembly and discussed regularly in the classroom. Non-compliance of these rules will NOT be tolerated and will result in consequences. Acceptance of rules depends not only on one's knowledge of them but an understanding of, and empathy for, the need for that rule.

COMMUNITY AND FRIENDSHIP RULES

We will ensure we will

- Never bully, frighten or hurt other people
- Use conflict resolution to solve problems
- Be kind and polite to others

CO-OPERATING RULES

We will ensure we will

- Follow our classroom rules
- Stand/sit quietly on Assembly and when in line
- Walk between classrooms quietly and without delay
- Follow eating and play rules
- Be on time

SAFETY RULES

We will ensure we will

- Be on school premises only during the hours of 8:00am to 3:00pm unless permission has been granted to the contrary
- Be in the correct area at the correct time
- Walk on concrete paths and in the undercover areas
- Leave sticks, stones, sand, gum nuts etc on the ground
- Stay away from fences and designated out of bounds areas
- Climb only on designated apparatus
- Never talk to strangers **and always** report strangers to staff
- Use only tennis balls in covered areas
- Only ride a bicycle to and from school with a knowledge of bicycle road rules and wearing an appropriate helmet
- Not ride any wheeled recreational device in the school grounds
- Maintain personal hygiene
- Wear the broad brimmed school hat (NO hat=NO play - even in under-covered areas) during all outdoor activities (eg play time, outside eating areas)
- Wear soft soled jogging shoes to play
- Comply with our school's dress rules
- Not tackle or play other games that involve pulling to the ground or deliberate hitting with a ball eg Red Rover, Brandy, Rugby League or other tackle football (unless supervised by qualified instructors),

RULES OF RESPECT

We will ensure we will

- Use polite, non-offensive language, body language and gestures
- Use good manners and display courteous behaviour at all times
- Follow staff instructions
- Leave other people's property alone as any damage will be unacceptable
- Always ask permission to use property of others, return it promptly and in the same condition in which it was loaned
- Take care of school physical and natural environment as any damage will be unacceptable
- Not annoy or touch property of neighbours of our school
- Put rubbish in the bin and show we care about others and the environment by not littering the school



SPRINGWOOD ROAD STATE SCHOOL CODE OF ACCEPTABLE BEHAVIOURS

RULES OF CONDUCT continued

UNIFORM RULES

BOYS

Gold Polo style shirt with SRSS logo
Blue Year 7 Polo style shirt is optional in Year 7 only
Royal blue shorts

PREP

Royal Blue polo style shirt with yellow collar.
Blue shorts.

GIRLS

Gold Polo style shirt with SRSS logo
Royal blue Year 7 Polo style shirt is optional in Year 7 only
Royal blue shorts, culottes, or skort.
Blue-check dress until phasing out is completed

PREP

Royal blue polo style shirt with yellow collar
Blue shorts or culottes

ALL STUDENTS

Royal blue broad brimmed hat
Soft soled laced or Velcro closed in shoes with white socks.
Royal blue and gold zippered Taslon top with SRSS logo or
Royal blue rugby style jersey with SRSS logo or
Royal blue track top (as required)
Royal blue track pants (as required)

For health and safety purposes

- Jewellery WILL ONLY BE wrist watch, sleepers or studs worn in the ear lobe
- Medical bracelet or appropriate religious items when requested in writing by parents
- Long hair will be tied back away from the face and secured
- Make-up and nail polish are not acceptable

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POINTS TO BE CONSIDERED WHEN FORMULATING AND IMPLEMENTING A CLASSROOM MANAGEMENT PLAN

Proactive and Preventive Behaviour Management Strategies

- **Preparation and thought can pre-empt difficulties.** When preparing activities, materials, resources, etc consider areas where disruption could occur and be prepared. This can be achieved through small group co-operative learning where the product, rules, resources and space to work in, are all planned to maximize group cohesion and on task behaviours.
- **Establish a Thinking Area** that is relatively withdrawn from the group and as free from stimulation as possible.
- **Flexibility.** If a lesson is not working to plan, be prepared to change. Continuing may lead to behaviour problems.
- **Sense of humour.** Be aware of how students feel about what is happening in the classroom. Early intervention may prevent problems occurring.
- **Be fair.** Don't make an issue out of minor incidents. Reprimand and move on. **Consider factors that may have triggered the incident.** Is the incident worth making into a major issue?
- **Build on strengths and recognise weaknesses.** Ensure all students experience success in their work. Adjust activities, curriculum and expectations to the needs of the child.
- **Use encouragement rather than criticism.** Be quick to praise good behaviour and make comments about positive social interactions. Keep feedback constructive.
- **Keep lessons interesting and of an appropriate time span.** Keep students' attention focused. Change the activity if it appears to be dragging on too long.
- **Model appropriate behaviour.** Always model the behaviour you expect from your students.
- **Keep sarcasm, threats and intimidation out of the school**
- **Vary teaching strategies.** This helps cater for various learning styles.
- **Check for students' learning and motivational styles** and cater for these.
- **Look for causes not just symptoms.** Sometimes misbehaviour is a result of outside influences. These DO NOT EXCUSE misbehaviour. (This may be an explanation – it is not an excuse but it does help to develop positive rapport with behaviourally difficult students) Remember to focus on the behaviour being unacceptable rather than the student being "bad". It is important for these students to know that when they are being co-operative you value their efforts.
- **Use a variety of behaviour management techniques.** Giving choices can help students take responsibility for a situation e.g. *You can put your game in your bag or on my table.* Make students aware of their behaviour by asking questions eg *What are you doing? Is that okay? What should you be doing?*
- **Reflective Thinking Questions.** Encourage student self-evaluation of behaviours.

