Kennedy State School

Responsible Behaviour Plan for Students
Kennedy State School

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

1. Purpose

Kennedy State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Kennedy SS developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through meetings, newsletter articles, invitations to comment on draft policy held during Term 1 2014. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 20012-13 also informed the development process. The plan was endorsed by the Principal and P&C of Kennedy State School on the Tuesday the 28th of November, 2014.

The school has also undertaken a commitment to Implement School Wide Positive behaviours. Staff are undergoing professional development and working with the Tully Cluster to enhance our approach to managing behaviour.

3. Learning and behaviour statement

Kennedy State School is strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. The school aims to prepare students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of state schooling in Queensland. Kennedy State School's Responsible Behaviour Plan is informed by the values, principles and standards expressed in Educations Queensland's Code of School Behaviour (see appendix 3).

Effective learning is our priority at Kennedy State School and essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

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

Core to our beliefs at Kennedy School is the need to provide positive supports within the school and school community to enable school community members and students to understand what is expected of them in terms of learning and behaviour and to empower them to act on these expectations through clear communication of the expectations, explicit teaching of appropriate social behaviours, building positive relationships and provision or rewards and incentives for adhering to the expectations. The three rules used to ensure the rights of others are being met at Kennedy State School are:

- Be Safe
- Be Respectful
- Be a Learner

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

Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, schools are able to outline whole school provision of universal, targeted, and intensive supports.
Universal
In a supportive and well-disciplined school, approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

Targeted
In a supportive and well-disciplined school, approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

Intensive
In a supportive and well-disciplined school approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours. Functional Behaviour Assessments are generally undertaken to assist with the development of intensive support options.

Universal Behaviour Support at Kennedy State School
The first step in facilitating standards of positive behaviour is communicating our behaviour standards to all students: Be Safe, Be Respectful and Be a Learner. At Kennedy SS we emphasise the importance of directly teaching students the behaviours we want them to demonstrate. These behaviours are outlined in the matrix on the following page. We use parade and class lessons to explicitly teach about the expected behaviours and to model what these behaviours look like. We use newsletters and P&C meetings to review and discuss expected behaviours and we use visual reminders around the school. We also collect and review behaviour data throughout the year to inform our teaching and communication approach.

A focus on positive behaviours is also a critical focus of our universal behaviour supports. The school utilizes a range of incentives for positive behaviours. Students exhibiting appropriate behaviours are acknowledged and rewarded through ‘Student of the Week’ awards, ‘I Caught You’ awards, class ‘Golden Time’, acknowledgement on parade, public recognition in our fortnightly newsletter, incentive rewards such as stickers and / or special privileges.
Matrix of acceptable behaviour
The following matrix identifies the behaviours we expect our students to demonstrate in each environment across the school. These behaviours are explicitly taught on a fortnightly basis and are informed by data collected by staff. Additional expectations may be taught address specific classroom and non-classroom area procedures and routines

<table>
<thead>
<tr>
<th>ALL AREAS</th>
<th>LEARNING AREAS</th>
<th>PLAYGROUND</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Wear the uniform with pride</td>
<td>• Whole Body listening</td>
<td>• Include others</td>
</tr>
<tr>
<td>• Use equipment appropriately</td>
<td>• Enter and exit rooms in an orderly manner</td>
<td>• Keep hands, feet and objects to yourself</td>
</tr>
<tr>
<td>• Keep hands, feet and objects to yourself</td>
<td>• Work quietly so others can concentrate</td>
<td>• Use appropriate language</td>
</tr>
<tr>
<td>• Respect others’ personal space and property</td>
<td>• Follow instructions straight away</td>
<td>• Play inclusively</td>
</tr>
<tr>
<td>• Follow instructions straight away</td>
<td>• Respond appropriately</td>
<td>• Play by the rules of the game</td>
</tr>
<tr>
<td>• Use appropriate and polite language</td>
<td>• Leave others’ property alone</td>
<td>• Take care of school property</td>
</tr>
<tr>
<td>• Be honest</td>
<td>• Make positive comments or comment in a positive way</td>
<td>• Return sports equipment</td>
</tr>
<tr>
<td>• Clean up after yourself</td>
<td>• Be tidy with your work</td>
<td>• Speak positively and encouragingly to others</td>
</tr>
</tbody>
</table>

| **BE A LEARNER** | | |
| | | |
| • Be in the right place at the right time | • Be organised | • Be a problem solver |
| • Use problem solving strategies when situations arise | • Be honest | • Prepare for class on the bell |
| • Do your homework | • Be an active learner | • Listen to each other when playing a game |
| • Use toilets at break time | • Strive to be your best | • Review game rules before you start |

| **BE SAFE** | | |
| | | |
| • Walk on concrete | • Walk | • Care for the environment |
| • Clean up after yourself | • Use equipment appropriately | • Be sun safe – wear a hat |
| • Wait your turn | • Push your chair in | • Shoes on |
| • Ask permission to leave the classroom | • Keep your desks in tidy rows leaving enough room for people to walk between. | • Choose safe behaviours |
| • seek adult help if required | | • Be thoughtful about how you use equipment |
| • Remain in view of an adult | | |
| • Practice safety drills carefully | | |
Targeted behaviour support
At times, some students may require additional help to meet our behavioural expectations.

Strategies for facilitating this additional support will differ depending on age group, students groups, activity or experience. Individuals or small groups may require additional strategies including, but not limited to, the following:
- Making adjustments to the programme
- Mentoring
- Additional teacher aide support / supervision
- Behaviour diaries and/or defined play areas at breaks
- Further instruction in expected behaviours
- Visual reminders

It is expected that students will remain on a targeted support programme for a pre-determined time with an aim of enabling them to function appropriately in the universal support mode. The use of data-based criteria for evaluation and exit from targeted support program will be used. Parents will be informed when a student is receiving targeted behaviour support.

Intensive behaviour support
Kennedy State School is committed to educating all of our students, including those with more challenging behavioural support needs. Following identification of such students, the Principal and appropriate staff members (including individuals from other agencies as necessary) will contact the student’s parents/carers to design and implement an appropriate behaviour support plan. This may include, but is not limited to, the following:
- Monitoring and support from the school’s Guidance Officer
- Team based approach to behaviour support (possibly utilising resources from other agencies)
- Weekly conferences with students/ parents
- Modified Program
- Specific Behaviour Plan
- Flexible Learning options

5. Consequences for unacceptable behaviour

Kennedy SS makes systematic efforts (via school assemblies, teacher PD, Principal visits to classrooms, and individual coaching of staff) to prevent problem behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. In every instance of unacceptable behaviour, Kennedy state School utilises this as an opportunity to support students to learn more appropriate behaviour.

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 behaviours are inappropriate. 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 consequence upon the individual child.
d) whether or not the offence has been of a repeated nature.

The following chart outlines responses to the use of inappropriate behaviour used at Kennedy State School. This chart applies to minor behaviours. Where a behaviour is deemed as ‘serious’, the flow chart steps are skipped and the matter is referred straight to the principal. Serious behaviours are those that are repeated, those that jeopardise the physical and/or emotional safety of the student or others and/or behaviours that are of a criminal nature such as theft, drug activity and assault.
Behaviour Consequences Flowchart for Minor Incidents

Verbal Redirection or warning
Staff member provides a verbal description of the desired behaviour and reminds student that time out will follow if they do not use appropriate behaviour.

Time Out
Student will be asked to sit move to a designated time out area for a short amount of time and explain that, to return, the appropriate behaviour must be used.

Time Out in Buddy Class (during class time)
Time Out in Office (at Playtime)
Student is sent to a designated buddy class with their work for the remainder of the session. At the end of that session the teacher or support staff will conference with the student to determine the required supports for the student to return to regular class or play in the subsequent session. The teacher or support staff will ensure that targeted support is provided.

Principal
Student is taken to the principal for follow up. A student referred to the principal will be provided with targeted or intensive behaviour support.

Time out is used as an avenue for students to recollect their thoughts, think about why they are choosing to use inappropriate behaviour and to prepare themselves mentally for what they need to do to enact appropriate behaviour. It enables student to have thinking time outside of the scrutiny of peers and in a quiet space.

Buddy room is used to prevent the inappropriate behaviour of the student impacting on others in the class or playground and to let the student know that repeated or disruptive behaviour is not acceptable in the classroom or playground. It is also used to provide an avenue for staff and student to work together to problem solve the issues and to determine and provide support for the student to re-enter their class or the playground.
Some circumstances may require that a student needs to correct issues that have arisen because of their behaviour. This is called restorative justice. Staff may give an appropriate consequence to a student in order to enact restorative justice. There may also be a natural consequence for an inappropriate behaviour that helps the student to remember to choose a different behaviour in the future. The following table provides a broad outline of possible staff responses to inappropriate behaviour. It is not an exhaustive list.

<table>
<thead>
<tr>
<th>Inappropriate Behaviour</th>
<th>Possible Sanction / Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Running on veranda or pathways</td>
<td>Go back and walk</td>
</tr>
<tr>
<td>• Littering</td>
<td>Pick up litter</td>
</tr>
<tr>
<td>• Misbehaviour on bus or as participant in representative activity</td>
<td>Suspension of privileges such as involvement in activities, sport, use of transport etc.</td>
</tr>
<tr>
<td>• Incompletion of appropriate set work</td>
<td>Complete work at play time or at home</td>
</tr>
<tr>
<td>• Offensive language</td>
<td>Apology / Restitution / Behaviour Plan / School Disciplinary Procedures (based on findings of fact) / cleaning, fixing or replacing vandalised property</td>
</tr>
<tr>
<td>• Vandalism</td>
<td>Negotiated behaviour plan involving school, student and parents/ caregivers. School Disciplinary Procedures (based on findings of fact and severity of incident)</td>
</tr>
<tr>
<td>• Physical aggression</td>
<td>Negotiated behaviour plan involving school, student and parents/ caregivers. School Disciplinary Procedures (based on findings of fact and severity of incident)</td>
</tr>
<tr>
<td>• Bullying / cyber harassment</td>
<td></td>
</tr>
<tr>
<td>• Use of or possession of illicit substances / unsafe objects such as knives and weapons</td>
<td></td>
</tr>
</tbody>
</table>

Kennedy State School collects information (data) about student behaviour (positive as well as inappropriate) through records kept in Oneschool, behaviour record sheets in the playground duty folders, class charts and teacher records. The data collected is discussed and analysed at fortnightly staff meetings and used to determine the effectiveness of the approaches being utilised and to ensure that individual student needs are being met. If the consequences being utilised for behaviour are not proving effective, they are changed or adapted according to need.

Suspension and recommendation for exclusion are strategies which are utilised as last resort strategies when other accurately implemented school-based interventions have been ineffective. These strategies may also be utilised in the event of behaviours which seriously threaten the welfare and safety of the student and that of others. It is also important to note that objects such as knives, weapons and also illicit substances are not permitted at school and student property may be confiscated and removed in line with departmental policy (see Section 10: Related Policies).

6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and 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
  • eg: avoid shouting, sarcasm, becoming defensive
• Maintain calmness, respect and detachment
  • eg: stay calm and controlled, use serious measured tone
• Approach the student in a non-threatening manner
  • eg: speak privately to students, establish eye level position, acknowledge co-operation
• Follow through
  • eg: if the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity.
• **Debrief**
  
  eg: 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.

Appropriate physical intervention may be used to ensure that Kennedy's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

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, and
- 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. Such records may include; incident report, health & safety incident, debriefing report. Staff should see the Principal to obtain the appropriate template.

**7. Network of student support**

Students at Kennedy SS are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Support Staff
- Teachers
- Guidance Officer
- Principal

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police

**8. Consideration of individual circumstances**

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 are considered at all times. Therefore school personnel must be made aware of such circumstances (students' age, gender, disability, cultural background, socioeconomic situation and their emotional state) 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 a unified, collaborative strategy is put into place.

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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of Departments Information Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources
- Bullying...No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses.

Endorsement

Principal  P&C President  Assistant Regional Director

Effective Date: 28th November 2014
Appendix 1

The Use of Personal Technology Devices at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they use must adhere to this policy.

Definition of Personal Technology Devices
Personal Technology Devices includes, but is not limited to, games devices such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

Use of PTDs
The following table provides an example of the appropriate use of devices.

<table>
<thead>
<tr>
<th>Device</th>
<th>Appropriate Use</th>
</tr>
</thead>
</table>
| Mobile phones     | • Stored in bag during travel to and from school  
                    • Handed to office or class teacher during school hours |
| Digital cameras   | • Limited use (as permitted by staff) during certain excursions / activities |
| Laptops (personal)| • Limited use (as permitted by staff) during certain activities                |
| Game devices      | • Switched off and stored in bag  
                    • Limited use on bus transport- as permitted by transport operator |
| Sound devices     | • On school grounds- switched off and stored in bag  
                    • Limited use on bus transport- as permitted by transport operator |

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Kennedy SS. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of
bullying\(^1\) or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc.); and/or,
- knowingly being a subject of a recording
Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent is against the law and if detected by the school will result in a referral to QPS.

**Text communication**
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS.

**Assumption of cheating**
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff.

**Recording Private Conversations and the Invasion of Privacy Act 1971**
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

**Special Circumstances Arrangement**
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal.

**Confiscation**
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

1. Kennedy SS strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. Bullying behaviours that will not be tolerated at Kennedy SS include name-calling, taunting, mocking, making offensive comments and gestures, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

3. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

4. At Kennedy SS, students will be given guidance and assistance by staff on what constitutes bullying and what types of effective, safe responses are appropriate in a variety of circumstances.

5. Our responsible behaviour practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing bullying behaviours.
   - All students know the expected behaviours attached in all areas of the school
   - All students have been or are being taught the specific routines in non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours.
   - A high level of quality active supervision is a permanent staff routine in non-classroom areas.
Appendix 3

The Code of School Behaviour

Better Behaviour Better Learning

Queensland state schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. State schools are strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. They prepare students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of state schooling in Queensland.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

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

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

It outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents. The Code has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

School communities will use The Code as a basis for providing:

- positive support to promote high standards of achievement and behaviour
- clearly articulated responses and consequences for inappropriate behaviour.

Each school will detail particular strategies to promote appropriate behaviour as well as consequences for unacceptable behaviour within its Responsible Behaviour Plan for Students.

The Education (General Provisions) Act 2006 provides that - principals must give an enrolment agreement to the student’s parents or adult or independent student, before enrolling a student. Parents or students will be asked to sign the agreement. This agreement sets out the rights and obligations of students, parents and staff at the school and will require all parties to abide by The Code of School Behaviour and other endorsed conditions stipulated by the school.

Standards

State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. Staff are to maintain high standards of ethical behaviour as established in the Department of Education’s Code of Conduct. 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 respects the rights of others.
Students are expected to:
  • participate actively in the school’s education program
  • take responsibility for their own behaviour and 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 the right to learn
  • cooperate with staff and others in authority.

Parents 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
  • 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 for 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.

Regional Directors or delegate are expected to:
  • endorse the school’s Responsible Behaviour Plan for Students that aligns with The Code and complies with legislation
  • ensure that school plans are implemented consistently, fairly and reasonably
  • exercise leadership in support of school principals’ responsibilities under The Code and promote improvement of the professional skills of principals accordingly.

Senior Officers of Education Queensland are expected to:
  • determine policy directions and monitor the efficiency and effectiveness of resource allocations and services to support responsible behaviour throughout Queensland schools.

Consequences for Unacceptable Student Behaviour

Student behaviour that does not comply with the expected standards is not acceptable. The Responsible Behaviour Plan for Students will set out the range and level of responses and consequences for student behaviour that is not consistent with these standards.
Consequences are to be applied to:
• provide the opportunity for all students to learn
• ensure the safety of staff and students
• assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Schools use a range of consequences that are authorised by Education Queensland which include:
• suspensions
• exclusions
• cancellations of enrolment.

These consequences are to be used as the last resort for serious behaviour after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

Values and principles

The Code of School Behaviour is based on the following values and principles.

Values
The Department’s Strategic Plan defines the following values.
• Professionalism: committing to the highest standards of accountability and performance
• Respect: treating all people with respect and dignity
• Innovation and Creativity: fostering safe environments that support innovative and creative practice
• Diversity and Inclusiveness: encouraging all Queenslanders to participate in education and cultural activities
• Excellence: supporting the pursuit of excellence.

Principles
The Code is underpinned by the following principles.
• State schools expect high standards of personal achievement and behaviour.
• The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
• Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership.
• Partnerships with parents, the wider school community and other support agencies contribute to positive behaviour in schools.
• Staff expertise is valued and developed.
• Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
• Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.