



The Code of
**School
Behaviour**
Better Behaviour
Better Learning

ALOOMBA 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.

The community of Aloomba State School is committed to learning, respect and optimism through a secure, supportive and cooperative environment, which recognises and accepts individual differences.

Our school fosters a warm, supportive environment where students can be happy and where optimal learning can take place.

A major part of the teacher's role is to ensure that children will learn and develop within their school environment without disruptive behaviours hindering his/her success and enjoyment of teaching.

We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions by both teaching explicitly and practising problem solving skills.

The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school.

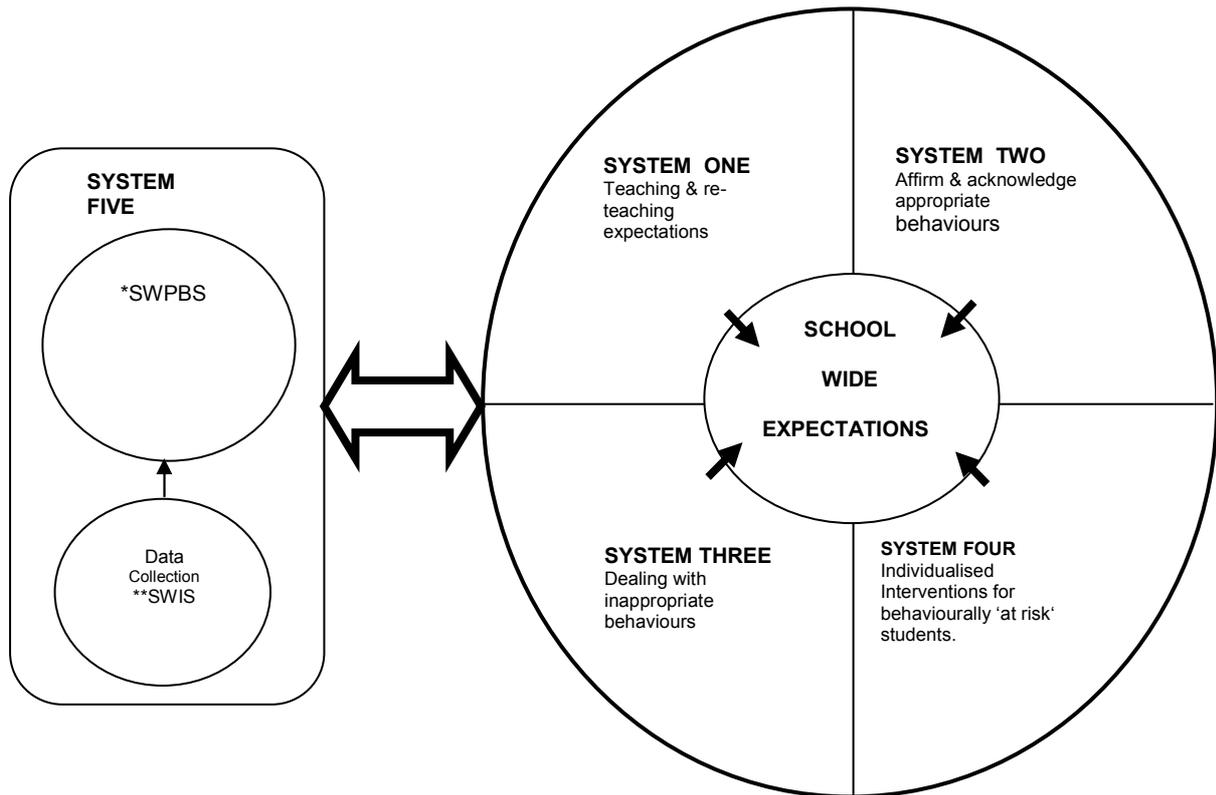
School beliefs about behaviour and learning

Our strategy is grounded in the belief that the practices and behaviours of teachers and other adult staff at the school can, and do, influence student behaviours. The systems that constitute our strategy aim towards ensuring that staff practices include a range of approaches and are deliberately chosen in response to data based interpretations about the actual behaviours of students in the school.



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There are five systems, as illustrated on the diagram below.



*SWPBS – School-Wide Positive Behaviour Support.

**SWIS – School-Wide Information System (SWPBS Data Collection)

Whole-school behaviour support

Our whole school approach provides a supportive learning environment through:

- *open communication with the school community on the **Code of School Behaviour** and the school's Responsible Behaviour Plan for Students.*
- *shared school values and a positive, inclusive culture*
- *establishment of agreed programs and procedures that are known and understood by all members of the school community*
- *staff, student and parent access to professional development, education or training*
- *managing of incidents through clear and well-understood processes*
- *supporting students and building strong community relationships.*

*A component of Aloomba State School's whole school approach to positive behaviour support is the **Human Values in Education** program. (The Human Values in Education program was a direct response to very poor levels of student behaviour, attendance and academic*



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performance in some schools, and was developed through the **National Framework for Values Education**). It is specifically designed to:

- *develop a supportive and more productive school environment for all students and staff*
- *assist students to develop improved self-esteem through getting to know and understand themselves better*
- *assist students and the community to develop a more productive means to determine appropriate human responses to real-life situations.*

The program is drawn from a framework anchored in the five core human values of love, peace, right conduct, non-violence and truth.

Procedures For Upholding The Code Of School Behaviour and Responsible Behaviour Plan for Students

Encouraging and maintaining positive behaviours

Classroom rules and expectations:

- *reflect the values of the wider school community*
- *embody the key messages and a common language*
- *recognise and focus on positive practices and behaviours*
- *are fair, clear and framed in a positive way*
- *are developed collaboratively with the class and continually revisited*
- *are modelled by staff*
- *are implemented in a consistent, fair and just manner.*

Teaching Expected Behaviours

Understanding Expectations Process

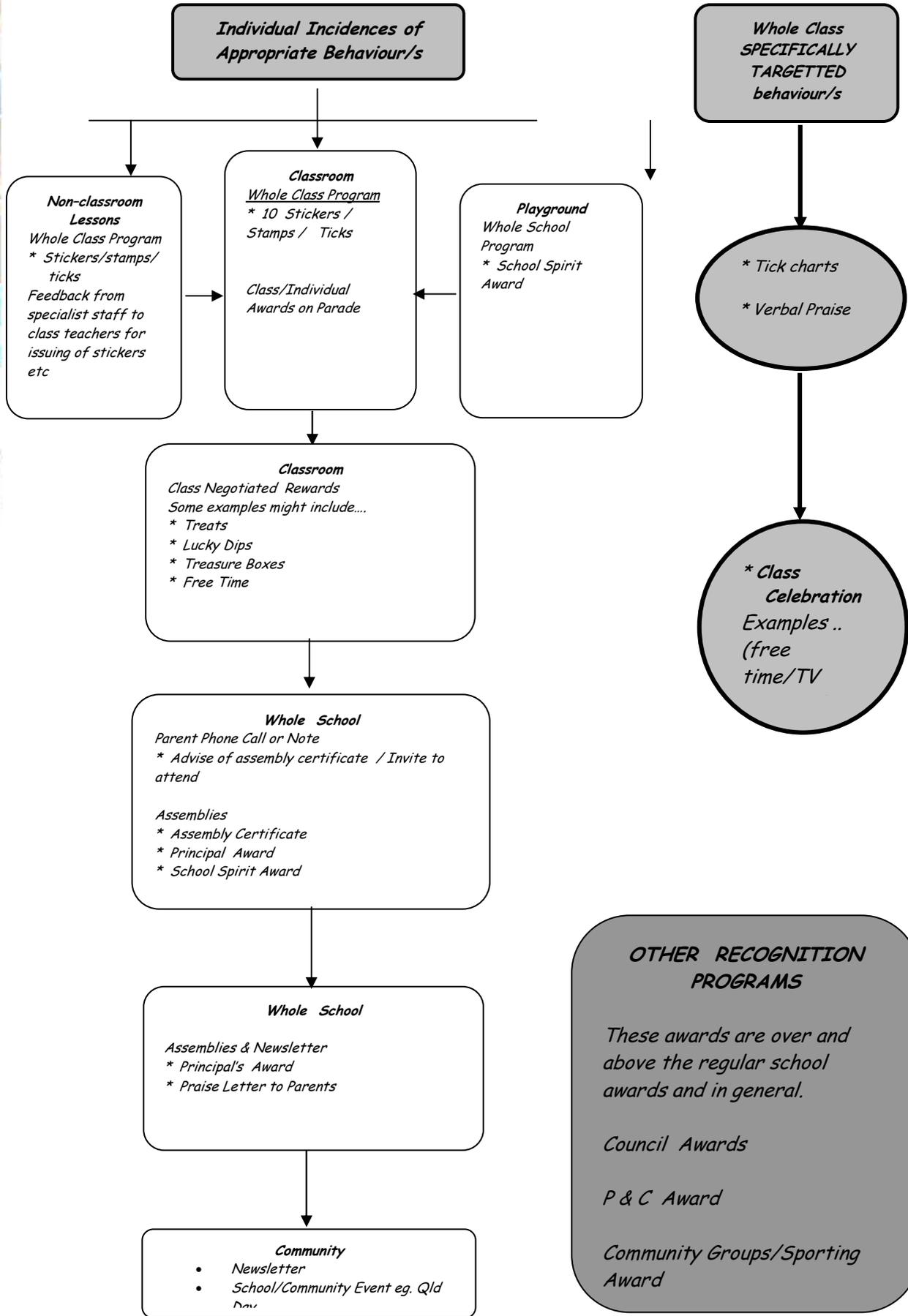
The process for developing an understanding of the expected behaviours involves:

- *working collaboratively with the whole school community*
- *modelling of expected behaviours by all staff at all times*
- *systematically teaching and reinforcing the expectations at the whole school level (assemblies, newsletters, special events etc) and at the classroom level (focussed lessons on relevant topics and using a common teaching framework along with incidental but focussed learning situations)*
- *all staff repeatedly re-teaching the expectations and correcting students as part of their everyday practice.*



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SPECIFIC PROCEDURES FOR ENCOURAGING EXPECTED BEHAVIOURS



OTHER RECOGNITION PROGRAMS

These awards are over and above the regular school awards and in general.

Council Awards

P & C Award

Community Groups/Sporting Award



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Targeted behaviour support

Due to the size of Aloomba State School, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher.

Strategies used for targeted behaviour support include:

- curriculum adjustment
- verbal and non-verbal
- increased attention
- communication with the school community
- added responsibilities.

Curriculum Adjustment	Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve: <ul style="list-style-type: none"> • working with a teacher aide or learning support teacher • adjusted class work • working with a peer or older student.
Verbal	Verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none"> • specific reinforcement e.g. Thank you for sitting down. • Targeted direction giving.
Non-Verbal	Non-verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none"> • body language - smile, thumbs up • behaviour charts • privately understood signals • proximity to the child in terms of desk placement or where staff members are standing • awards.
Increased attention	Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through: <ul style="list-style-type: none"> • One on one curriculum support with the teacher • Teacher aide support • Work with another member of school staff • Curriculum support through an older classmate.
Communication within the school community	Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.
Added responsibilities - meaningful roles	A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include: <ul style="list-style-type: none"> • Peer tutoring • Working with a younger or older classmate • Classroom jobs • School jobs.



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Intensive behaviour support

At Aloomba State School, all students who are considered to be "seriously at risk" of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach.

A functional analysis approach to assessing behavioural problems is adopted involving a systems approach which looks at the 'whole' child. It covers such areas as:

Case Management:

The case manager for each student who is identified as "seriously at risk" should be the class teacher. However a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

- *collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc*
- *referral for discussion at the staff meeting (held weekly)*
- *referral to Guidance Officer for assessment and preliminary behavioural support*
- *referral to Advisory Visiting Teacher for Behaviour Support for consultation or support*
- *full team collaboration to undertake a functional behavioral assessment and develop an Individual Behaviour Support Plan.*

Strategies used will be preventative, supportive and/or corrective.

Preventative - *the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.*

Supportive - *the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.*



Corrective - the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

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Consequences for Unacceptable Behaviour

In alignment with The Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Strategies to implement supportive, fair, logical and consistent consequences include:

1: Classroom Management

The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non verbal messages to alert or cue the student.

2: Restatement, Rule Reminders

The teacher adds a combination of the following strategies to address the student's behaviour: restatement of the rule, giving a specific direction, giving the student a choice eg to work/play appropriately or move to a different area/activity.

3: Time Away/Time Out

The student is sent to a different part of the current classroom, another classroom or a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, non-punitive manner. Continual or serious disturbances may result in the student being referred to the Administration and parents/carers being notified.

4: Teacher and Student Plan of Action

If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted. If additional support is required to implement the plan the teacher will make a referral to the school's Guidance Officer.



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5: School Intervention and Recording of Student's Inappropriate Behaviour

The student is referred to the Guidance Officer and a Case Manager (usually the class teacher) will be appointed. The school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded in the school's Student Management System.

6: External Assistance

A functional behaviour assessment is completed in consultation with the relevant people such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.

7: Monitoring and Review

Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.

In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.

Step 8: Suspension Procedures

This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.

Step 9: Recommendation for Exclusion

This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.



The Network of Student Support

The network of student support

The school is able to access support both within the Department of Education and the Arts and through the community. An outline of some of these include:

<i>SCHOOL BASED SERVICES</i>	<i>DISTRICT & OTHER E.Q. SERVICES</i>	<i>COMMUNITY SERVICES</i>
<ul style="list-style-type: none"> ▪ <i>Guidance Officer</i> 	<ul style="list-style-type: none"> ▪ <i>District Advisory Visiting Teacher for Behaviour Support</i> ▪ <i>Senior Guidance Officers</i> ▪ <i>Access to Behaviour Management Funding</i> ▪ <i>Management of Young Children Program</i> 	<ul style="list-style-type: none"> ▪ <i>Department of Child Safety</i> ▪ <i>Juvenile Aid Bureau</i> ▪ <i>Police Liaison Officer</i> ▪ <i>Qld Health Services (Nurse)</i>

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Consideration of Individual Circumstances

Consideration of individual circumstances

Aloomba State School uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.



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Related legislation

- *Education (General Provisions) Act 1989*
- *Section 21 of the Education (General Provisions) Regulation 2000*
- *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*

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*
- *CM-15: Guidelines for Appropriate Use of Mobile Telephones by Students*
- *SC-09: Student Dress Code*
- *LL-14: Hostile People on School Premises, Wilful Disturbance and Trespass Issues*
- *SM-05: Physical Restraint and Time Out Procedures - Students with Disabilities*



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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)
- *Code of Conduct for School Students Travelling on Buses*
<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>

Principal

P&C President

*Regional Executive Director or
Executive Director (Schools)*