



SELF-RESPONSIBILITY—All members of the school community are responsible and accountable for their actions and will demonstrate socially appropriate behaviour choices and acceptance of consequences.

RESPECT—A partnership of respect between students, staff and community is fostered through appropriate communications and actions.

EFFORT—The primary aim of schooling is student learning. All members of the school community will apply themselves to the best of their ability.

SAFETY -The physical and emotional safety of self and others is a prime consideration in all practices undertaken in the school and its programs.

At Clarke Creek State School we believe that all of the school community should adhere to the following behaviour principles or codes in promoting a positive teaching, learning or working environment:

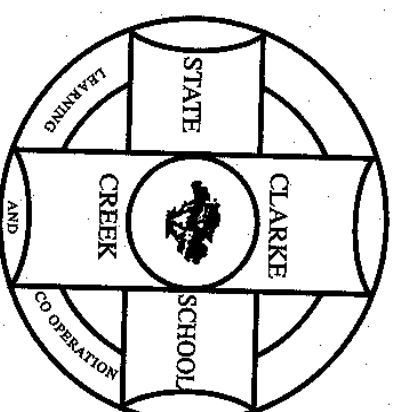
School communities will use *The Code* as a basis for providing positive support to promote high standards of achievement and behaviour and to clearly articulate responses and consequences for inappropriate behaviour.

School Beliefs about Behaviour and Learning

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.

The Code has been developed to deliver the best possible outcomes for all students, recognising the close relationship between learning, achievement and behaviour.

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.



Responsible Behaviour Plan for Students

based on the "Code of School Behaviour"

2006

Rationale

Targeted Behaviour Support

PRO-ACTIVE PLAN

- ◆ Verbal—positive reinforcement, constructive feedback
- ◆ Non-Verbal—body language, behaviour charts, proximity, incentive rewards, PUS
- ◆ Communication within School Community— student of the week, letter home, phone call, newsletter comment
- ◆ Added Responsibilities
- ◆ Meaningful Roles—peer tutoring
- ◆ Whole Group Celebrations



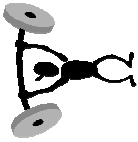
CORRECTIVE PLAN

- ◆ **STAFF RESPONSE**
—Give warnings, state choices and consequences, enforce consequences
- ◆ Non-Verbal Cues
- ◆ Redirection to on-task behaviour
- ◆ In-class timeout for reflection
- ◆ Personal reflection with class teacher
- ◆ Loss of personal time to complete work
- ◆ Repair damage done or Letter of Apology
- ◆ Begin a 'Corrective Behaviour Contract' (CBC)
- ◆ Parent contact by Principal



CRISIS PLAN

- ◆ Maintain personal safety
- ◆ Remove other students if necessary
- ◆ Reassure student that he/she is safe
- ◆ Ensure all staff are aware
- ◆ Parent contact by Principal for immediate interview
- ◆ Case conference—discussion and investigation
- ◆ Suspension—1-5 days, 6-20 days
- ◆ Reduced School hours (AEP—Alternative Education Program)
- ◆ Exclusion



Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

Effective behaviour support includes:

- ◆ creation of a positive whole school culture
- ◆ quality learning and teaching practices
- ◆ a balanced, relevant and engaging curriculum
- ◆ supportive and collaboratively developed programs and procedures managed professionally
- ◆ managed professional development, education or training for all members of the school community



Inappropriate Behaviour and Associated Consequences

INAPPROPRIATE BEHAVIOUR		CONSEQUENCES	
<p>Most severe ←</p>	<p>← Less severe</p> <ul style="list-style-type: none"> ◆ Irresponsible playground behaviour ◆ Running in the buildings and on the cement ◆ Disrespectful comments ◆ Refusing to follow directions ◆ Damaging property ◆ Dangerous play ◆ Bullying ◆ Verbal Abuse (name calling/teasing) ◆ Physical abuse – (intentional and severe violence) ◆ Harassment ◆ Intentional use of offensive and inappropriate language (swearing) ◆ Sexual harassment ◆ Other 	<p>Most severe ←</p>	<p>← Less severe</p> <ul style="list-style-type: none"> ◆ Rule Reminder ◆ In class reflection ◆ Withdrawal from classroom ◆ Withdrawn from play ◆ Teacher-student conference ◆ Letter of Apology ◆ Repair of damage done ◆ Behaviour recorded in student's file ◆ Complete a Corrective Behaviour Contract (CBC) ◆ Parents telephoned ◆ Parents telephoned, request for an interview. ◆ Options of internal or external suspension depending of severity of action ◆ Suspension or exclusion (as per Education Queensland's guidelines) ◆ Contact with appropriate agencies where required (eg police)

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*

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

Related Policies

- ◆ 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)

Mrs Vicki Rogers
Principal

Mrs Melisa Hill
P&C President

Mr Ken Collier
Executive Director (Schools)

Consequences for Unacceptable Behaviour

Student behaviour that does not comply with the expected standards is not acceptable. The *Responsible Behaviour Plan for Students* sets out the range and level of responses and consequences for student behaviour that is not compliant 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:

- consequences as per behaviour management plan.
- Suspensions
- Exclusions
- Cancellations of enrolment.



The Network of Student Support

A team approach to behaviour support includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies. For example, Guidance Officers

Consideration of Individual Circumstances

Principals are expected to ensure consistency and fairness in implementing the school's *Responsible Behaviour Plan for Students*.

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.