



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

Ironside State School

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

Rationale

Education Queensland is committed to ensuring that all young Queenslanders have a right to and receive a quality education. Ironside State School (ISS) strives to provide children with a balanced education, which aims to help develop self-disciplined children. We believe that the acquisition of self-discipline is developmental and needs recognition, encouragement, modelling and teaching.

We believe that the key to effective learning is a safe, supportive and disciplined environment that respects:

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

School Beliefs about Behaviour and Learning

The school's mission is 'we are a quality learning community committed to academic and personal growth'. Students, staff and parents are partners in the learning process. The joy of learning flourishes in an atmosphere of trust, sharing and caring. We believe that education develops the whole child emotionally, socially, intellectually, physically, artistically, morally and spiritually, and is a lifelong activity.

To provide a learning environment that supports the learning needs of students:

- All members of our school community have the right to work and play at school within a safe, caring and supportive environment.
- Students' acceptable behaviour should be encouraged and acknowledged.
- All members of our school community take responsibility for their behaviour.
- All members of our school community treat each other with respect, compassion and dignity.
- Consequences for behaviour encourage individuals to be responsible.
- Every child has the right to learn in an environment that supports focussed activity.
- All members of our school community support each other to achieve strong learning outcomes for each student.

The code of school behaviour is underpinned by five school rules. These are:

1. Show respect for self and others.
2. Behave, work and play in a safe and responsible manner.
3. Follow the directions of any adult in charge the first time.
4. Follow all school procedures.
5. Show respect for all property.

See Appendix 1

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

ISS facilitates learning experiences based on an inquiry model of learning and teaching. This is a feature of our learning programs and is aimed at supporting teachers to develop a relevant and challenging curriculum for students by:

- Providing appropriate modelling and support for the learning process
- Accessing students' prior knowledge and experiences
- Catering to different learning styles within the classroom
- Engaging students in self directed learning and
- Incorporating reflective practices as part of the learning process.



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The Code of School Behaviour outlines the:

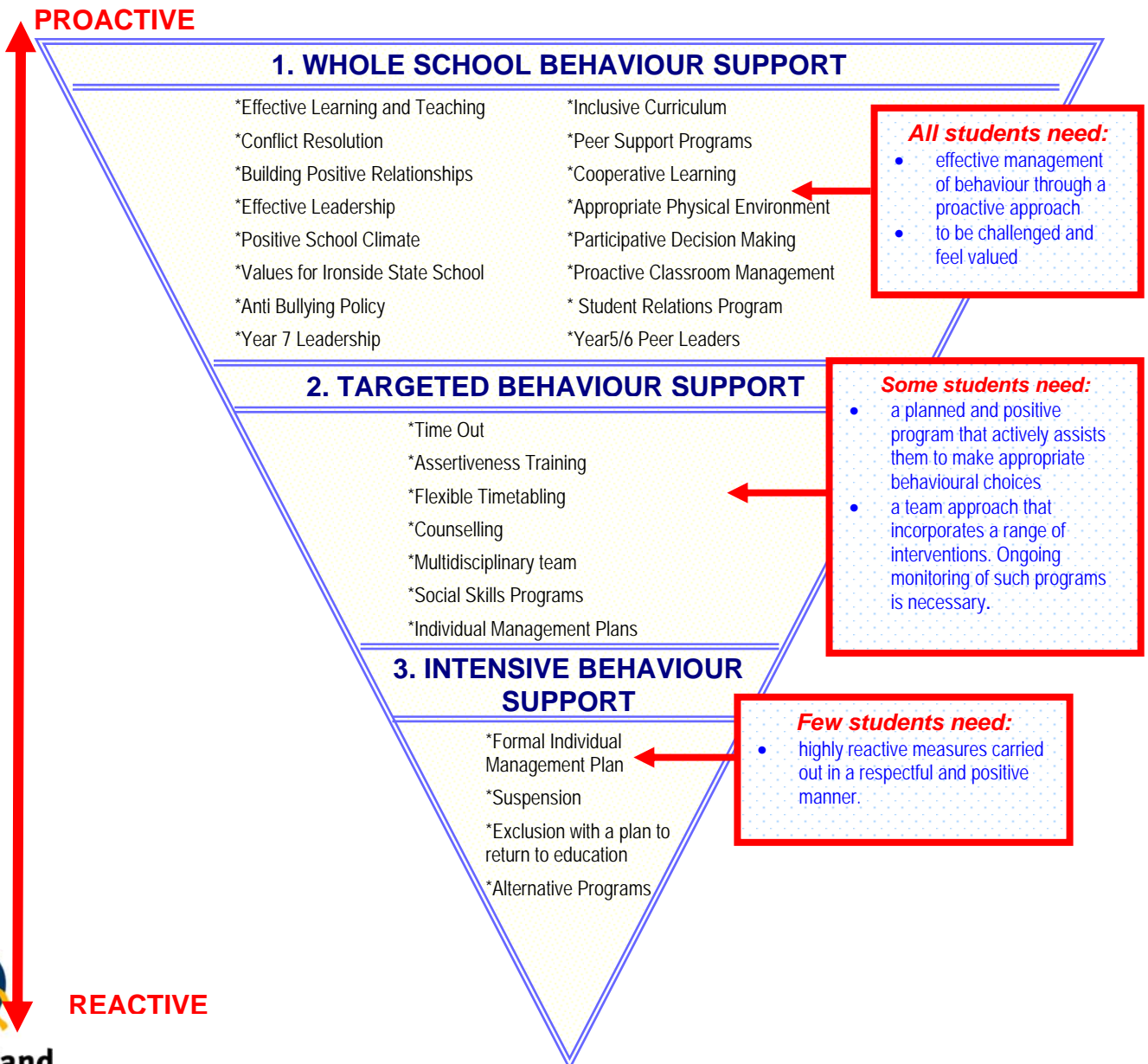
- Roles
- Rights
- Responsibilities and Expectations

for all students, staff, parents and community members as outlined in Appendix 2. This is based on Education Queensland's "The Code of School Behaviour, Better Behaviour, Better Learning."

Three Tier Model of Supportive School Environment

To provide a positive, socially just learning environment, ISS adopts a three tier model for a supportive school environment. The three tiers are represented by a triangular model. The management of behaviour focuses on the development of whole school behaviour support, moving progressively to the other tiers when necessary.

Whole School Behaviour Support





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Consequences for Acceptable and Unacceptable Behaviour

Positive

- Meaningful feedback
- Positive encouragement
- Rewards e.g. stickers, stamps
- Positive notes home
- Positive reinforcement from class teacher or other members of staff
- Privileges
- School recognition
- Contact parents for exceptional behaviour
- Recognition by members of administration team
- "Aussie of the Month"

Negative

- Reminder of rule and logical consequence
- Warning
- Practise acceptable behaviour
- 'Time-away' implemented
- Apology- written and/or oral
- Community service
- Withdrawal of privileges
- Involvement of administration
- Parents notified.
- Pre-suspension stage.
- Suspension
- Outside agencies involved.
- Exclusion
- Internal suspension

The sequence and starting point of consequences are at the discretion of staff or administration depending on the nature and severity of the incident.

See Appendix 3

The Network of Student Support

ISS has structures that provide access to specialist skills, information and support for the welfare of students. These are managed through internal and external support services that respond to the school community's identified needs and priorities.

Internal Support Services

- Special Needs Committee
- ISS Gifted and Talented Program
- Support Teacher Learning Difficulties (STLD)
- English as a Second Language (ESL)
- Speech Language Pathologist
- Guidance Office (GO)
- Student Relations Program

External Support Services

- Advisory Visiting Teacher (AVT)
- Managing Young Children Program (MYCP)
- Centre for Alternative Programs (CAPS)
- Triple P Parenting Program
- Child Youth Mental Health Service (CYMHS)
- Department of Child Safety (DOCS)
- Queensland Health Services Juvenile Aid Bureau (JAB)

Consideration of Individual Circumstances

ISS uses strategies that take into account the different abilities, life skills and life experiences of our students. A range of significant factors are considered when choosing responses to student behaviour. These include:

- context
- emotional well being
- gender
- cultural difference
- disability and
- special circumstances.



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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

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>)

Mr Bill Carey
Principal

Mr Michael Van Baarle
President, P&C

Mr Pat Heenan
Executive Director
(Schools)

Rule 1 – Show respect for self and others

<i>Playground</i>		<i>Classroom</i>	
Acceptable behaviour	Unacceptable behaviour	Acceptable behaviour	Unacceptable behaviour
<ul style="list-style-type: none"> • being courteous and considerate • accepting people's differences-religion, age, gender, culture, background, physical ability • appreciating the right of other people to have opinions • using non-threatening & non-abusive language and gestures • responding respectfully • talking in a respectful manner 	<ul style="list-style-type: none"> • teasing/name calling • harassing others – verbally, physically, emotionally, racially, sexually • "put-downs" • swearing • being discourteous • purposeful exclusion • answering back, ignoring adult instruction or school rules • self harm • illegal or life threatening behaviour 	<ul style="list-style-type: none"> • being courteous and considerate • accepting people's differences-religion, age, gender, culture, background, physical ability • appreciating the right of other people to have opinions • using non-threatening & non-abusive language and gestures • waiting for your turn to speak 	<ul style="list-style-type: none"> • teasing/name calling • invading personal space of other students • harassing others – verbally, physically, emotionally, racially, sexually • "put-downs" • swearing • being discourteous • calling out and interrupting • behaviours that interfere with the learning process • self harm

Rule 2 – Behave, work and play in a safe and responsible manner.

<i>Playground</i>		<i>Classroom</i>	
Acceptable behaviour	Unacceptable behaviour	Acceptable behaviour	Unacceptable behaviour
<ul style="list-style-type: none"> • using all playground equipment correctly and safely • walking on all hard surfaces • playing in allocated areas • keeping away from workers, their equipment and vehicles • walking bikes within the school grounds • wearing correct school hat whilst outdoors • playing co-operatively • being alert near driveways 	<ul style="list-style-type: none"> • playing unsafely • fighting or play fighting • hitting, kicking, pushing, tripping, biting, spitting, grabbing clothes/hats. • playing uncooperatively • throwing sticks, stones or any object dangerously • encouraging fighting, unsafe play or rule breaking • tackling or playing heavy contact games • running on hard surfaces or around buildings • being on verandahs before/after school or during breaks unless under supervision • climbing except on playground equipment • swinging on any rails • touching/moving any drain grates • kicking lunch boxes / baskets etc. • leaving the school grounds without permission • playing on playground equipment outside designated hours • having any potentially dangerous object or substance at school • using school equipment without care 	<ul style="list-style-type: none"> • working safely • staying out of the classroom unless a teacher is supervising • working cooperatively • using all classroom equipment correctly and safely • keeping desk areas and tidy boxes tidy • walking quietly around the classroom • respecting others right to learn and be heard. • moving between classes in a quiet and controlled manner 	<ul style="list-style-type: none"> • working unsafely • working uncooperatively • being in the classroom without permission • fighting or play fighting • hitting, kicking, pushing, tripping, biting, spitting, grabbing clothes/hats. • playing uncooperatively • throwing any object • encouraging fighting, unsafe playing or rule breaking • swinging/rocking on chairs • wearing a hat indoors • eating lollies/gum without teacher's permission. • having any potentially dangerous object or substance at school • walking around the classroom without permission. • touching another student's belongings without permission.

Rule 3 – Obey directions of any adult in charge the first time.

<i>PLAYGROUND</i>		<i>CLASSROOM</i>	
Acceptable behaviour	Unacceptable behaviour	Acceptable behaviour	Unacceptable behaviour
<ul style="list-style-type: none"> following directions quickly following directions as intended answering respectfully 	<ul style="list-style-type: none"> refusing/ignoring directions answering back disrespectfully 	<ul style="list-style-type: none"> following directions quickly following directions as intended asking politely if direction is not understood. using initiative when completing tasks 	<ul style="list-style-type: none"> refusing/ignoring directions. disrespectfully challenging authority.

Rule 4 – Obey all school procedures.

<i>PLAYGROUND</i>		<i>CLASSROOM</i>	
Acceptable behaviour	Unacceptable behaviour	Acceptable behaviour	Unacceptable behaviour
<ul style="list-style-type: none"> being prompt and punctual reporting any accident immediately to a staff member on duty eating/playing in allocated areas remaining seated during set eating times until dismissed by duty adult purchasing from the tuckshop only after 1:10pm prep to year 2 students using tuckshop only at lunch time wearing correct school uniform including hat. wearing appropriate watches, sleepers/studs bringing only reasonable amounts of money for personal school spending reporting all balls that are in 'out of bounds' areas to staff on duty not to Janitor Groundsman lining up quietly in designated areas until directed to move to classroom. 	<ul style="list-style-type: none"> arriving at school prior to 8:15am without being involved in a school approved program staying in the school grounds after 3:20pm unless at after-school care or involved in a school approved program arriving at school late without a note of explanation leaving the school ground without permission eating/ playing in incorrect areas walking while eating being at the tuckshop at the wrong times retrieving balls from "out of bounds" without permission 	<ul style="list-style-type: none"> arriving at school by 8:40am staying in the classroom during class time asking permission to leave returning promptly to class strictly following the school Emergency Evacuation procedures only bringing to school items appropriate for classroom use 	<ul style="list-style-type: none"> arriving at school late without a note of explanation entering a classroom without supervision leaving room without permission wasting time whilst out of the classroom not following the Emergency Evacuation procedures (sensibly) bringing inappropriate items to school eg latest gimmicks chewing gum

Rule 5 – Show respect for all property.

<i>PLAYGROUND</i>		<i>CLASSROOM</i>	
Acceptable behaviour	Unacceptable behaviour	Acceptable behaviour	Unacceptable behaviour
<ul style="list-style-type: none"> staying off all gardens/trees respecting own, other people's and school property naming all personal property clearly using toilets for their intended purpose storing bicycles in bicycle cage. using playground equipment appropriately and at correct times placing litter in designated bins 	<ul style="list-style-type: none"> stepping, running, climbing on/through gardens/trees misusing or abusing own, other peoples' or school property standing, walking, running or jumping on seats stealing playing in/around toilets misusing toilets using playground equipment inappropriately or at incorrect times littering the school grounds illegal or life threatening behaviour 	<ul style="list-style-type: none"> naming all personal property clearly using all classroom equipment correctly sitting on chairs correctly respecting own, other peoples' and school property leaving items on teacher's desk alone unless permission is given returning library loans by the due date being prepared by having all equipment required for learning activities. electronic items eg mobile phones and mp3 to be signed in at the office daily 	<ul style="list-style-type: none"> misusing classroom equipment swinging/rocking on chairs misusing or abusing own, other peoples' or school property standing, walking, running or jumping on furniture climbing under/on/through furniture touching, moving, handling items on teacher's desk without permission graffiti stealing using electronic items at school

	Roles	Rights	Responsibilities and Expectations
All School Community Members	<ul style="list-style-type: none"> to support the learning of students at ironside state school. 	<ul style="list-style-type: none"> to have opportunities to play an active role in the education of students at ironside state school. 	<ul style="list-style-type: none"> to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.
Students	<ul style="list-style-type: none"> to be involved in quality learning experiences 	<ul style="list-style-type: none"> to work and interact limiting disruption, in a safe, supportive environment, which promotes co-operation and learning. to be treated with respect. 	<ul style="list-style-type: none"> to follow the school rules. to take responsibility for their own work, actions and commitments. to respect the diversity of cultures, talents and achievements of all members of the school community. to participate actively in the school's education program. to take responsibility for their own behaviour and learning. to demonstrate respect for themselves, other members of the school community and the school environment. to co-operate with staff and others in authority to develop resilience and empathy.
Staff	<ul style="list-style-type: none"> to support and provide engaging, challenging learning experiences to communicate effectively with members of the community 	<ul style="list-style-type: none"> to work and interact with minimal disruption, in a safe, supportive environment, which promotes co-operation and learning. to be treated with respect. 	<ul style="list-style-type: none"> to provide safe and supportive learning environments. to provide inclusive and engaging curriculum and teaching. to initiate and maintain constructive communication and relationships with students and parents/caregivers. to promote the skills of responsible self-management. to meet standards consistent with the Code of Conduct and the Child Protection Policy.
Parents/ Care Providers	<ul style="list-style-type: none"> to support children with their learning. to support school staff and in the provision of quality learning experiences. 	<ul style="list-style-type: none"> to participate in school improvement and decision-making processes through prescribed avenues. to have access to school personnel and Education Queensland services. to be treated with respect. 	<ul style="list-style-type: none"> to encourage students to have a positive attitude towards school, teachers and learning. to show an active interest in their student's schooling and progress. to co-operate with the school to achieve the best outcomes for their student. to support school staff in maintaining a safe, supportive and respectful environment. to initiate and maintain constructive communication and relationships with school staff regarding their student's learning, wellbeing and behaviour. to contribute positively to behaviour support plans that concern their students.



