



The Code of School Behaviour

Better Behaviour
Better Learning

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



Responsible Behaviour Plan for Students

At Kimberley Park State School we recognise the need for a whole school community focus that goes beyond just the management of behaviour and into developing positive relationships with the wider community. We are committed to providing a tolerant, disciplined and safe environment that allows all students the opportunity to maximise their learning. This plan has been developed to deliver the best possible learning outcomes for students, recognising the close relationship between learning, achievement and behaviour.

Overview -

Kimberley Park State School Responsible Behaviour Plan values:

- Being proactive and preventative
- A curriculum that caters for individual needs
- The whole school community working together to ensure the children develop responsibility, self-control, respect and courtesy.
- That all members have the right to work and play in a safe and supportive environment.
- A consistent approach to behaviour management.
- Communication and repairing the harm.
- Plans/procedures/policies that are up to date and reflect and address the rapidly evolving nature of modern education.

2. Rationale

At Kimberley Park State School, we believe for effective learning to occur that it is essential we have a safe, supportive and disciplined environment that respects:

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

With this in mind our school rules are –

- **Be Respectful**
- **Be a Learner**
- **Be Safe**



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At Kimberley Park State School we believe that students are responsible for their own behaviour and the strategies we employ are designed to promote this concept, while empowering students to make responsible choices. Our beliefs reflect the guiding principles of the National Safe Schools Framework and Education Queensland's Code of Behaviour.

Schools Beliefs about Behaviour and Learning

- It is essential to 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 organisation and leadership
- Partnerships with parents/carers, the wider school community and other support agencies contribute to positive behaviour in schools
- Staff expertise must be valued and developed
- Standards of expected student behaviour must be 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 community members.

In addition to academic goals, Kimberley Park believes that social-emotional learning is equally important to ensuring future success and values the student outcomes taught in our YCDI (You Can Do It) programme. These values are entrenched in our school philosophy through explicit teaching, everyday classroom practice, visual aides, assessment & reporting practices, classroom awards, parent information evenings, newsletters etc.

These values are -

- **Persistence**
- **Organisation**
- **Getting Along**
- **Resilience**
- **Confidence**

Kimberley Park State School implements the following proactive and preventative processes and strategies to support student behaviour:

- All parents provided with a copy of our schools' responsible behaviour plan upon enrolment.
- Updates in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices for e.g. Essential skills and rule of the week communicated through Dovetales,





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- Comprehensive induction programmes in behaviour expectations/processes and the Responsible Behaviour Plan delivered to new staff and students.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Rights and responsibilities

It is the right of every member of our school community to feel safe, feel valued and be respected. All members of our school community are expected to conduct themselves in a responsible manner that recognises and respects the rights and viewpoints of others.

Students	<p>are expected to:</p> <ul style="list-style-type: none"> • actively participate in the school’s educational program • comply with rules and guidelines and cooperate with staff and others in authority • accept 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
Parents	<p>are expected to:</p> <ul style="list-style-type: none"> • support school staff in maintaining a safe and respectful learning environment for all students; • show an active interest in their child’s schooling and progress • cooperate with the school to achieve the best outcomes for their child • 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.
Staff	<p>are expected to :</p> <ul style="list-style-type: none"> • provide inclusive and engaging curriculum and teaching • foster mutual respect among all individuals • model appropriate problem solving and conflict



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	<p>management strategies;</p> <ul style="list-style-type: none"> • foster constructive communication and positive relationships with students and caregivers; • maintain a safe and supportive environment • Teach social/emotional skills that align with the key values of the YCDI program
Administration Team	<p>Are expected to:</p> <ul style="list-style-type: none"> • communicate high expectations for individual achievement and behaviour • take reasonable steps to support staff to ensure the school's code of behaviour is implemented consistently, reasonably and fairly • provide opportunities for staff training and professional development in maintaining a supportive school environment • review and monitor the effectiveness of school practices. • play a strong leadership role in implementing and communicating <i>The Code</i> in the school community • ensure consistency and fairness in implementing the school's <i>Responsible Behaviour Plan for Students</i>

Reinforcing expected school behaviour

At Kimberley Park State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. All classes have a positive behaviour support system and teachers are trained to 'catch' students doing the right thing and reinforce this behaviour through appropriate acknowledgement and incentives. All staff at Kimberley Park State School also receive training in the Essential Skills and where an identified higher level of support is needed staff are upskilled and receive additional training such as NVCI (non-violent crisis intervention) training.

Targeted Behaviour Support

Each year a small number at Kimberley Park State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. Identified students may receive extra support in the form of in- class support, the creation of a behaviour diary and/or a behaviour plan, increased contact with parents, the creation of a playtime passport etc. Support may include having increased daily opportunities to receive positive contact with adults, opportunities for



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participation in preferred activities, opportunities for peer mentoring, additional support from administration and increased opportunities to receive other opportunities for confidence building and positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

Students whose behaviour does not improve after intervention or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive Behaviour Support

At Kimberley Park State School we also have in place an intensive behaviour support team. Team members include our behavioural advisory teacher, guidance officer and members of administration. The team meets on a regular basis to discuss behaviour support at both a whole school and classroom level and to discuss how best to support those students with high needs.

The purpose of intensive behaviour support is to provide support to students who demonstrate severe and or challenging behaviour, which impacts on the safety and/or learning of themselves and/or others. These students are identified through our behaviour management data base analysis, Admin, class teachers, our BAT officer, GO or other outside agency.

Intervention Strategies

- **Supervised breaks before school, eating and/or play** - An individualised break plan is developed for a student which may involve a change of time, and/or restricted access to areas.
- **Specific play time activities set up in designated area.**
- **G.O. /B.A.T. intervention or action/social groups.**
- **Individual Behaviour Management Plan or Goals** - An action plan which deals with the management of specific behaviour concerns over a set time. Collaboratively developed by GO, BAT, teacher, parent, administration.
- **Communication link and support made with families** – Parents are contacted and are part of the intervention process. Home to school based goals established and monitored.
- **Referral to in school behaviour team** – Students will work on individualised areas of need with a member of our in school behaviour team – BAT officer, guidance officer, chaplain etc.
- **Referral to outside agencies** - Assistance may be enlisted when deemed necessary and/or advantageous. Agencies include BAT Behavioural Advisory Team Logan, DOCS Department Of Child Safety, Lifeline, MYCP programme (managing young children with challenging behaviour), and CYMHS (child youth and mental health services).
- **Modified program or times** – After negotiation with parents, teachers, admin and other concerned agencies students may have varied start, finish or break times to support them with successful integration into school.



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- **Alternative Schooling Provisions** – Students requiring intensive behaviour support may be referred to an alternative schooling centre such as S.T.E.P.S, Bardon Rd, R.A.P.T. or Tennyson
- **In-School Withdrawal** – A student is withdrawn from class for a specific period of time ranging from 1 lesson to 3 days. The student spends time in Administration with the GO and/or a member of our school behaviour team and has limited contact with other students. A re-entry meeting and plan is established with principal. Appropriate work is provided by the class teacher.

Suspension – A student is refused permission to attend school for 1 – 5 days (school based decision) A student is refused permission to attend school for 6 – 20 days (Executive Director must approve) Re-entry meeting and plan established with principal. Appropriate work is provided by the class teacher for the duration.

Grounds for School Disciplinary Absence

Grounds for suspension are:

- Disobedience
- Misconduct
- Other conduct of the student that is prejudicial to the good order and management of the school or state schools.

There are two types of suspension - 1-5 day and 6-20 day.

Grounds for Exclusion

The Principal can suspend a student with a proposal to exclude as per the grounds outlined from suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour.

Additionally, the principal can suspend with a proposal to exclude for the student's contravention of a behaviour improvement condition.

The Principal will only recommend the exclusion to their supervisor if they determine it is inappropriate for them to make the exclusion decision.

Grounds for Cancellation of Enrolment

The principal can cancel the enrolment of a post compulsory age student if the student displays persistent refusal to participate in the program of instruction.

Behaviour Improvement Condition

A Behaviour Improvement Condition is an option to be used only when the student's behaviour warrants grounds for exclusion ie: if



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the student's disobedience, misconduct or other conduct is so serious that suspension of the student from the school or schools is inadequate to deal with the behaviour.

- put others / self at risk of harm
- require the involvement of school Administration.

Network of student support

Students at Kimberley Park State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Behaviour Advisory Teacher
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer

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

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.

Kimberley Park State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:



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- express opinions in an appropriate manner and at the appropriate time
- work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
- receive adjustments appropriate to their learning and/or impairment needs,

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 Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)



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