Theebine State School

Responsible Behaviour Plan for Students

1. Purpose
Theebine State School, as a part of Education Queensland, is committed to provisions that ensure all young Queenslanders have a right to, and receive, a quality education.

The Gympie State Schools Alliance, of which Theebine is a member, consists of 24 State High, Primary, Special and P-10 schools across the Gympie / Cooloola Region. The GSSA has a high expectation of quality behaviour that aligns with Education Queensland’s Code of Behaviour. The Alliance is committed to a Code of School Behaviour that outlines a consistent approach to achieving high standards of behaviour expected of students, staff and parents.

2. Consultation and data review
Staff members, students, parents and members of the wider community were all invited to comment on what they perceived as being important components of an effective Responsible Behaviour Plan for Students. Their responses were collated and cross referenced with data from both School Opinion Surveys as well as school based behaviour records to develop a policy that effectively caters for all members of our student population and reflects the ideals established by students, staff, parents and the wider local community.

3. Learning and behaviour statement
Theebine State School promotes learning, creativity and innovation. We prepare students for an active role in democratic life and society. The beliefs of the school are based on the Virtues Project which is closely aligned with the National Framework for Values Education.

Theebine State School is a community where character virtues are fostered with the aim of developing positive learning relationships and the achievement of one’s personal best in all aspects of school life.

The school believes that:

- All members of the school community have specific rights and responsibilities;
- All members of the school community have a right to choose how they behave while understanding that each and every behaviour may have a resultant consequence.
- The role of the school is to provide an environment where students develop character virtues, positive relationships and achieve their personal best with the support of their parents/guardians.

Theebine State School has three key requirements that students need to consider in all things that they do:

- Be Safe;
- Be Respectful;
- Be a Learner.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

The philosophy of a supportive school environment is embedded within our school culture. It is reflected in a code of behaviour based on a set of principles that are understood, accepted and practiced by all members of our school community. These principles are built around 4 key words:

- **CARE**
- **CONSIDERATION**
- **CO-OPERATION**
- **COMMONSENSE**

**CARE ABOUT YOURSELF AND YOUR SCHOOL BY**
- Valuing and respecting yourself as an individual and having pride in your school and your achievements
- Being neat, tidy and well groomed when wearing your school uniform
- Keeping the school clean and tidy by placing rubbish in the bin
- Not vandalising or putting graffiti on any school property including gardens

**CONSIDER THE RIGHTS AND FEELING OF OTHERS BY**
- Being polite and showing respect to all school and community members
- Acknowledging and valuing individual differences
- Acknowledging the achievements and talents of others in a positive manner
- Not stealing or damaging other people’s property or harming other people
- Not engaging in any for of physical, sexual, verbal or racial harassment or violent behaviour
- Resolving conflict in a fair and non violent

**CO-OPERATE WITH OTHER PEOPLE**
- Willingly follow the instructions of teachers and other school staff
- Actively involving yourself in learning and participating in school activities
- Meeting all school responsibilities and assessment deadlines
- Accepting responsibility for your own actions and decisions
- Using the appropriate language, tone and gesture when communication with others
- Working effectively with others

**COMMONSENSE AT ALL TIMES BY**
- Remembering to STOP and Think before DOING
- Moving around the school in a quiet orderly manner respecting the safety of others
- Playing contact sports only under teacher supervised conditions
- Abstaining from throwing objects, climbing on buildings and the wasting of water
- Using equipment and facilities safely and for the purpose for which they were your best by working consistently and conscientiously.
• **Universal behaviour support**
  • Personal, social and professional development for staff promoting school ownership
  • Positive aspirations, relationships and values
  • Inclusive teaching practices
  • Foster mutual respect and good relationships
  • Emphasis on self-responsibility for own behaviour and consequences
  • Collaborative planning and participation
  • Effective teaching and learning principles
  • Acknowledgement of success
  • Appropriate physical environment
  • Positive interpersonal relationships (teacher self reflection)
  • Social skilling programs (ELAPSE, Virtues etc)
  • Community participation

• **Targeted behaviour support**
  – Classroom rules / layout / reviews
  – Review curriculum and environment
  – Support services involvement (early intervention)
  – Conflict resolution
  – Responding to harassment
  – Negotiation
  – Social skilling review
  – Special tasks / one on one counselling
  – Individual Behaviour agreements

• **Intensive behaviour support**
  • Monitoring and daily reporting
  • Withdrawal
  • Restitution
  • Voluntary Parent contact
  • Support Services involvement
  • Teacher Aide support
  • Conferencing
  • Alternate Education Programs
  • Suspension
  • Re-entry / Part time attendance
  • Suspension pending exclusion
  • Behaviour Improvement Condition (BIC)
  • Exclusion

5. **Emergency responses or critical incidents**

All emergency responses and critical incidents are dealt with as outlined in the Theebine State School Critical Incident policy.
6. Consequences for unacceptable behaviour

**Student Choices and Behaviour Consequences**

To assist our students to take responsibility for the choices they make, it is essential that they are aware of the likely consequences that are associated with their choices. The following table sets out the usual consequences.

<table>
<thead>
<tr>
<th>CHOICE</th>
<th>CONSEQUENCE</th>
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</thead>
<tbody>
<tr>
<td>Regularly late to class</td>
<td>Make up time and work with the class teacher (while other students complete homework or work on assignments, etc)</td>
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<tr>
<td>Disruptive Bus Behaviour</td>
<td>Lunch time detentions until improved bus behaviour (Managed by Principal)</td>
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<td></td>
<td>Driver to advise staff if ongoing</td>
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<tr>
<td>Obscene Language</td>
<td>Immediate withdrawal from class or playground to Office</td>
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<tr>
<td>Chewing Gum</td>
<td>Gum to be put in the bin</td>
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<tr>
<td></td>
<td>Teacher applies Level 1 Behaviour Management Strategies</td>
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<tr>
<td></td>
<td>Withdrawal to Office if student refuses</td>
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<tr>
<td>Dropping Litter</td>
<td>Litter to be placed in the bin</td>
</tr>
<tr>
<td></td>
<td>Teacher applies Level 1 Behaviour Management Strategies</td>
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<tr>
<td></td>
<td>Withdrawal to Office if student refuses</td>
</tr>
<tr>
<td>Excess Jewellery or Make-up</td>
<td>Excess jewellery to be placed in school bag /Make-up and nail polish to be removed</td>
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<tr>
<td></td>
<td>Teacher applies Level 1 Behaviour Management Strategies</td>
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<tr>
<td></td>
<td>Withdrawal to Office if student refuses</td>
</tr>
<tr>
<td>Disruptive Classroom Behaviour/Unsafe Playground Behaviour</td>
<td>Teacher applies Level 1 Behaviour Management Strategies</td>
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<td></td>
<td>Withdrawal to Office if student refuses</td>
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<td></td>
<td>Referral to PBS Team if ongoing</td>
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<tr>
<td>Disrespectful Behaviour to Staff &amp; Volunteers</td>
<td>Teacher applies Level 1 Behaviour Management Strategies</td>
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<td></td>
<td>Withdrawal to Office if behaviour continues</td>
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<tr>
<td>Bullying/Harassment/Sexual Harassment</td>
<td>Interview with Principal</td>
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<td></td>
<td>Conciliation meeting with victim if requested/Written apology</td>
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<td></td>
<td>Behaviour Tracking</td>
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<td></td>
<td>Contact made with parents to advise of behaviour and intervention strategies implemented</td>
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<td></td>
<td>Suspension implemented if behaviour is ongoing</td>
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<tr>
<td>Physical assault of another student</td>
<td>Principal to phone parents of all parties to advise</td>
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<tr>
<td></td>
<td>Suspension (Yrs 7)</td>
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<td></td>
<td>Suspension if injury caused or repeated behaviour (Yrs 4-6)</td>
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<tr>
<td></td>
<td>Withdrawal from classroom/playground to Office/Suspension if ongoing (Yrs 1-3)</td>
</tr>
<tr>
<td></td>
<td>Referral to Behaviour Management Officer/Guidance Officer</td>
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</tbody>
</table>
Physical assault of staff member
- Principal phone parents to advise
- Advise Executive Director
- Suspension (6-20) or suspension pending exclusion if repeated behaviour

Obscene language directed at staff member
- Interview with Principal
- Phone parents to advise
- Internal or external suspension
- Conciliation meeting conducted, Behaviour Tracking, Referral to BMO

Possession or use of illicit drugs or alcohol or possession of a weapon at school
- Principal phone parents to advise
- Advice to Police
- Suspension (6-20) or suspension pending exclusion if repeated behaviour

7. 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.

At Theebine SS students have access to a range of support services in addition to school based staff. These include the following services:
- Guidance
- Behaviour Management Officer
- Advisory Visiting teachers
- Special Needs teacher
- Support Teacher Learning Difficulties
- SCAN team

Where necessary, outside agencies such as the Juvenile Aide Bureau (Police) and Department of Child Safety may assist with issues at school.

8. Consideration of individual circumstances

Responses to inappropriate student behaviour must consider the individual circumstances, contextual factors and actions of the student and the needs and rights of school community members.

The principal in consultation with other support group team members, makes the judgement about the severity of the behaviour where necessary.

The principal has the final and sole responsibility to make a decision in any behaviour management case in his/her role as the accountable officer on site.
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

- 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
- Theebine State School Critical Incident Policy
- Theebine SS Individual Behaviour Management Policy
- Theebine SS Student Suspension/Re-entry Policy
- Theebine SS Risk Management Policy

11. Some related resources

- National Safe Schools Framework
  [ncab.nssfbestpractice.org.au/resources/resources.shtml](ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools
  [www.valueseducation.edu.au](www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland
- School Wide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
Endorsement

Principal   P&C President or Chair, School Council   Regional Executive Director or Executive Director (Schools)

Date effective:

from …………………………………………. to ………………………………………..