



## The Code of School Behaviour

Better Behaviour  
Better Learning

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

## 1. Purpose

Broadbeach Independent Public School aims to:

- provide leadership and guidance to support the development of effective self-management skills, through choice of safe, responsible and responsible ways of meeting personal needs
- provide an environment in which learning, co-operation, self-esteem and success are valued and encouraged, and thereby enabling all students to become active citizens in a learning society.

Our school's responsible behaviour plan centres around 3 rules:

- Be Safe
- Be Respectful
- Be Responsible

## 2. Consultation and data review

The Responsible Behaviour Plan for Students was reviewed in Term 1, 2018 by a representative team including teachers from the:

- P-6 Heads of Sub School
- Specialist staff
- Administration

Extensive surveys of both teaching and non-teaching staff providing valued feedback to guide changes that were implemented from the start of Term 2, 2013.

The plan was endorsed by the P&C Association in April 2013. It was re-endorsed in April, 2014, 2015, January 2016 and September 2017.

In January 2014, the staff and parents agreed to maintain the current RBP and begin training in KidsMatter. This whole school approach to supporting children was endorsed by the P&C in February 2014. Kids Matter has continued to be implemented since 2015.

In 2015, Values Education was introduced to align and support the school's behaviour focus. Central to Values Education was the adoption of the Six Pillars of Character which are reviewed regularly at whole school assemblies, integrated into the classroom climate and displayed at the entrance to school. Student behaviour and positive action links with the three school rules and the character pillars:

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

## 3. Learning and Behaviour Statement

Broadbeach Independent Public School's over-arching philosophy is inspired by the work and teaching of notable contemporary authorities in the areas of human behaviour and the business of schools – most notably Rudolf Dreikurs and Bill Rogers.

We accept Dreikurs' Social Discipline model which is based on the four basic premises:

1. Humans are social beings and their basic motivation is to belong (Drop-In Centre)
2. All behaviour has a purpose (observe children closely)
3. Humans are decision-making organisms (behavioural steps/ reflection sheets)
4. Humans only perceive reality and this perception may be mistaken or biased (take time to discuss/ mediate & contact parents)

Dreikurs believed it was possible to understand children's misbehaviours by recognizing the four main purposes or goals of the child. The four goals of misbehaviour are *attention getting, the contest for power, seeking revenge, and displaying inadequacy*.



## The Code of School Behaviour

Better Behaviour  
Better Learning

The Six Pillars of Character are the core ethical values of CHARACTER COUNTS! Articulated in the Aspen Declaration, these values were identified by a nonpartisan, nonsectarian (secular) group of youth development experts in 1992 as “core ethical values that transcend cultural, religious and socioeconomic differences.

The six pillars are; Trustworthiness; Respect; Responsibility; Fairness; Caring; and Citizenship.. Each Pillar is consistently identified with a color: Trustworthiness – Blue, Respect – Gold/Yellow, Responsibility – Green, Fairness – Orange, Caring – Red, Citizenship – Purple.

Each of the six character traits are used to help instill a positive school climate for students and a “culture of kindness” making schools a safe environment for students to learn.

We are also committed to both promoting and teaching children to take ownership of their own behaviour and provide a school environment where children....

- Develop a more positive self-concept
- Assume greater self-responsibility
- Become more self-directing
- Become more self-accepting
- Become more self-reliant
- Engage in self-determined decision making
- Experience a feeling of control
- Become sensitive to the process of coping
- Develop an internal source of evaluation
- Become more trusting of self

### Uniform Policy

The Broadbeach Independent Public School uniform policy reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. Our uniform policy is consistent with health and safety and anti-discrimination legislation. Broadbeach State School dress code offers gender neutral uniform options for all students.

The school colours are purple, white and black. The wearing of the school uniform is compulsory and is a collective responsibility (parents, students and staff).

Students are required to wear correct school uniform every day unless there is a specific uniform free day. The uniform policy includes black closed –in shoes, school hat and black under shirts, leg tights or track pants in cooler months. Plain black jumpers with no hood are school uniform guidelines acceptable. For workplace health and safety reasons, jewellery is to be kept to a minimum. Students are permitted to wear a pair of studs/sleepers, a watch and any item deemed necessary due to a medical condition or religious beliefs.

### High Value Items and Items High Personal Significance

Although students may bring high value items or items of personal significance to school, the school strongly discourages such action, especially when security and safe keeping is limited. When such items are broken or lost, students can be extremely stressed and anxious. Given the school is unable to accept responsibility for any damage or loss, consider this matter very carefully before permitting students to take such items to school.

### Mobile Devices

Although students may bring mobile devices to school, they are required to remain in school bags whilst on school grounds. Students have access to a managed internet service while at school negating the need to access content on a personal device. The school internet service is subject to strict filters to protect students. Where parent contact is necessary, students are required to direct inquiries and parent contact through the school office where contact will be facilitated if deemed necessary. Given the school is unable to accept responsibility for any damage or loss, consider this matter very carefully before permitting students to take mobile devices items to school.

### Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

#### 4. Universal behaviour support

##### Facilitating positive behaviours

- We aim, through personal example, to consistently demonstrate behaviour consistent with our school philosophy, values and beliefs.
- We promote fairness, equality, consistency.
- We apply appropriateness of consequences – logical and natural.
- We deliver consistent application of pro-active practices and strategies. We are active communicators.
- We apply timely intervention and support of students, teachers and parents. We show a ‘team’ (collaborative) approach.



## The Code of School Behaviour

Better Behaviour  
Better Learning

- We focus on education.
- We develop positive inter-personal relationships, especially the relationship between teacher, student and parents.
- We understand the appropriate balance between the rights of the individual and the collective rights of others.
- We engage in ongoing monitoring, reflection and refinement of practice based on evidence and learning.
- We actively engage in constructive conversation which seeks to understand and to improve

Appropriate student behaviour is acknowledged and rewarded through:

- Individual classroom rewards programs
- Principal's Morning Tea
- End of year Awards ceremony
- Weekly Happy Voucher awards

A Guiding Principle of the National Safe Schools Framework is to ensure that the “roles and responsibilities of the school community in promoting a safe and supportive environment are explicit, clearly understood and disseminated”. We agree with this and at Broadbeach Independent Public School all members of our school community- students, parents, staff and visitors - are expected to conduct themselves in a manner which is safe, respectful and responsible. This is reflected in the table of rights and responsibilities below:

	<b>Rights</b>	<b>Responsibilities</b>
<b>Students</b>	<ul style="list-style-type: none"> <li>• To be safe.</li> <li>• To be given the opportunity to learn without disruptive behaviours.</li> <li>• To be treated with respect, courtesy and consideration.</li> <li>• To be given information and skills to develop responsibility and independence.</li> <li>• To be treated fairly regardless of gender, ability, race or any other factor.</li> </ul>	<ul style="list-style-type: none"> <li>• To behave in a safe, responsible way.</li> <li>• To participate actively in the learning program.</li> <li>• To behave in a manner that respects the rights of others, including the right to learn.</li> <li>• To be courteous and considerate of other students and adults in our school.</li> <li>• To follow the classroom and playground rules.</li> <li>• To take responsibility for their own behaviour and learning.</li> <li>• To accept logical consequences for all behaviours, both positive and negative</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>• To expect their child to be safe at school.</li> <li>• To expect an academic program that is catered to their child in an inclusive and engaging manner.</li> </ul>	<ul style="list-style-type: none"> <li>• To encourage and motivate students to become independent and responsible learners.</li> <li>• To provide the necessary requisites for students to take part in all school activities.</li> <li>• To be familiar with, accept and support the school's “Responsible Behaviour Plan for Students”.</li> <li>• To voice concerns openly in an appropriate manner.</li> <li>• To contribute positively to behaviour support plans for their child.</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>• To be treated with respect, courtesy and consideration.</li> <li>• To be respected as professionals in the education of students.</li> <li>• To expect students to be prepared and ready for work.</li> <li>• To teach in a supportive and caring environment.</li> </ul>	<ul style="list-style-type: none"> <li>• To treat others with respect, courtesy and consideration</li> <li>• To initiate and maintain constructive communication and relationships with students and parent/carers.</li> <li>• To provide inclusive and engaging curriculum and teaching.</li> <li>• To encourage and motivate students</li> </ul>



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# The Code of School Behaviour

Better Behaviour  
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## 5. Supporting Programs and Strategies

A number of school-developed, visiting, imported and adapted programs and strategies are available and have been deployed in support of our Responsible Behaviour Plan. These include:

- Supported play area for lunchtime play – Fun Club / Drop-In Centre
- Senior Leadership Program (Years 5 & 6). Y-Lead / Young Leader's Days / Prep Buddies
- Years 4, 5 & 6 Camps (annual, activities designed to promote social and personal development, team building and leadership capacity)
- Years 5 & 6 Canberra Trip- alternate year
- Years 5 & 6 Japanese Trip- alternate year
- KidsMatter
- Values Program
- Social Emotional Learning – “You Can Do It!” program
- Responsible Behaviour Rubric (providing a framework for ongoing conversations with children about their behaviour)
- Student leadership roles including school captains, sports captains, music captains and involvement in the Student Council
- Opportunities for children to be involved in a wide range of optional activities, groups and challenges including: choirs (including Junior and Senior Choirs); instrumental music (band & strings); chess; interschool and representative sport; academic competitions and challenges; Art Club, Running Club; DanceXcel for Prep - Year 6; Academic Academy; Chess; Guitar & Ukulele groups

## 6. Responding to Unacceptable Behaviours

Our Responsible Behaviour Plan endeavours to provide a framework for the pro-active interactions between teachers and students with an EDUCATION focus leading to the development of self-managing individuals. However, where a pattern of inappropriate behaviour on the part of an individual student becomes evident, or an instance of inappropriate behaviour is especially significant or serious, a consistent and coherent process of response has been established i.e. a process for the management of inappropriate behaviour. This process exists as a demonstration of duty-of-care to the benefit of individual students in balance with preserving the collective rights of others.

Our plan recognises and reinforces that there are always consequences arising from our actions and decisions.

The following stages of intervention are not necessarily 'lock-step' i.e. progression from one stage to the next will depend upon a range of factors, not least being the seriousness of an incident and the impact of the incident upon the safety, welfare and learning/work environment of others.

Each stage indicates required actions and processes in order to provide 'quality assurance' that all reasonable measures have been taken to address issues of concern and to prevent escalation.

### Classroom and Playground Steps Flowchart

CLASSROOM	Examples	PLAYGROUND
<b>Step 1</b> <b>Verbal warning, rule reminder and redirection</b> <b>Classroom time out and reflection</b>  1. Focus on what the School Rules look like, feel like and sound like <ul style="list-style-type: none"> <li>• What were you doing?</li> <li>• What should you have been doing?</li> <li>• What are you going to do now?</li> </ul>	Running on concrete  Out of bounds  Calling out  Failing to follow instructions  Off task  Disruption of routines	<b>Step 1</b> <b>Verbal warning, rule reminder and redirection</b>  1. Focus on what the School Rules look like, feel like and sound like <ul style="list-style-type: none"> <li>• What were you doing?</li> <li>• What should you have been doing?</li> <li>• What are you going to do now?</li> </ul>





# The Code of School Behaviour

Better Behaviour  
Better Learning

**Step 2**  
**Buddy class time out and reflection sheet**

1. Class teacher contacts and directs student to buddy class teacher.
2. Student completes reflection sheet.
3. Student returns to class after 10min with reflection sheet and takes home to be signed by parent.
4. After 3 buddy class referrals, parent to be contacted for a meeting and entered on OneSchool with ADP linked in.
5. Class teacher checks reflection sheet has been signed and returned the following day. Teacher files for future reference.



**Step 3**  
**Administration referral**

1. Buddy teacher and/or class teacher ticks Admin referral on the reflection sheet and contacts the office.
2. Office collects student from the classroom and determines appropriate consequence.



**Step 4**  
**Suspension**



**Step 5**  
**Exclusion**

- Escalation of above
- Minor altercation
- Rough play
- Rudeness
- Defiance
- Disobedience
- Inappropriate language
- Teasing

**Step 2**  
**Playground timeout and/or duty officer directed tasks**

1. Student walks with duty officer to reflect/discuss behaviour for 20min or duration of duty time.
2. Duty officer to complete Playground Behaviour Incident Referral Form (yellow) and place in ADP pigeon hole.



**Step 3**  
**Administration referral**

1. Duty officer completes Playground Behaviour Incident Referral Form (yellow) and directs student to the office. Where a student is non-compliant, send teacher assistance slip.
2. Admin to determine appropriate consequences.
3. Admin completes One School entry and refers to classroom teacher and referring duty officer.



**Step 4**  
**Suspension**



**Step 5**  
**Exclusion**

## 7. Targeted behaviour support

### Stage 1 – Initial awareness of concern

- Low level counselling by classroom teacher
- Application of appropriate consequences
- Consultation (with colleagues, administration, learning support teacher, parents)

### Stage 2 – Formal consultation

- Counselling
- Application of appropriate consequences
- Associate Deputy Principal referral
- Fun Club / Drop in Centre structured play as a proactive support.
- Documentation on One School required
- Behaviour Management File established
- Consultation required, including with parents

### Stage 3 – Individual responsible behaviour plan



## The Code of School Behaviour

Better Behaviour  
Better Learning

- Counselling at an Administration level
- Application of appropriate consequences at Administration level
- Documentation on One School required
- Behaviour Management File established
- Consultation required, including with parents
- Parents informed of possible consequences, including suspension/exclusion, should pattern of behaviour continue
- Individual Responsible Behaviour Plan (IMBP) developed and implemented

### 8. Intensive behaviour support

#### Stage 4 – external support

- Counselling at an Administration level
- Application of appropriate consequences
- Documentation on One School required
- Behaviour Management File established
- Consultation required, including with parents
- Parents informed of possible consequences, including suspension/exclusion, should pattern of behaviour continue
- Contact with/referral to external agencies
- Implementation of an Individual Behaviour Management Plan (IMBP)

**Note:** the following stages involve Student Disciplinary Absence (suspension/exclusion) provisions in the Education Act. These measures would only be applied after all other responses had been considered.

#### Stage 5 – suspension 1-5 days

- Counselling at an Administration level
- Application of appropriate consequences (apart from suspension, if appropriate)
- Documentation on One School required
- Behaviour Management File established
- Consultation required, including with parents
- Parents informed of possible consequences, including suspension/exclusion, should pattern of behaviour continue
- Contact with/referral to external agencies (see following)
- Implementation of an Individual Behaviour Management Plan (IMBP)
- Re-entry agreement between student, parents and principal required prior to re-attendance
- Ongoing monitoring and assessment of progress (involving student, parents, teachers, support personnel and administrators)
- Mandated reporting requirements adhered to

#### Stage 6 – suspension 6-20 days

- (Actions as for Stage 5)

#### Stage 7 – recommendation to exclude

- (Actions as for Stage 5)

### 9. Emergency responses or critical incidents

All staff are briefed on how to respond to emergency situations or critical incidents involving severe problem behaviour to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Where situations escalate a range of defusing strategies will be used including:

Preventing escalation of the problem behaviour by avoiding:

- shouting cornering the student
- moving into the student's space
- touching or grabbing the student



## The Code of School Behaviour

Better Behaviour  
Better Learning

- sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language

Maintaining calmness, respect and detachment by:

- Modelling the behaviour that students need to adopt
- staying calm and controlled
- using a serious measured tone
- choosing language carefully,
- avoiding humiliating the student being matter of fact
- avoiding responding emotionally

Approaching the student in a non-threatening manner by:

- moving slowly and deliberately toward the problem situation
- speaking privately to the student/s where possible
- speaking calmly and respectfully
- minimising body language
- keeping a reasonable distance
- establishing eye level position
- be brief
- staying with the agenda
- acknowledging cooperation
- withdrawing if the situation escalates

Following through by:

- acknowledging student compliance and engagement however brief
- reminding the student of the expected school behaviour and identify consequences of continued unacceptable behaviour

Debriefing by:

- helping the student to identify the sequence of events that led to the unacceptable behaviour
- pinpointing decision moments during the sequence of events
- evaluating decisions made and identifying acceptable decision options for future situations

### Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others

Appropriate physical intervention may be used to ensure that Broadbeach Independent Public School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened

Any physical intervention made must:

- be reasonable in the particular circumstances,



## The Code of School Behaviour

Better Behaviour  
Better Learning

- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student
- Where possible the use of physical restraint will be undertaken by staff training in non-violent crisis intervention.

### Record keeping

Each instance involving the use of physical intervention will be formally documented through the use of:

- One School behaviour incidents and contacts
- Health and Safety Incident Report
- Debriefing Report

## 10. Consequences for unacceptable behaviour

It is important that any consequences for unacceptable behaviour are consistent, provide the opportunity for a student to learn, ensure the safety of others and lead to the notion of accepting responsibility for one's actions. At Broadbeach Independent Public School, the criteria for the delivery of appropriate consequences can be applied at any level of unacceptable behaviour.

Consequences for extreme examples of unacceptable behaviour (stages 5-7) are then applied with the assistance of external support agencies.

### Appropriate consequences

When determining appropriate consequences the following guiding questions will inform the decision making process:

- Is the consequence consistent with Education Queensland's Code of School Behaviour?
- Does the consequence focus on EDUCATION and LEARNING i.e. will the consequence provide the student with the opportunity to reflect on their behaviour and to make plans for more responsible choices in the future?
- Is the consequence consistent with our school behaviour plan?
- Is the consequence appropriate to the incident?
- Is the consequence constructive, protecting of rights - rights of the individual in balance with the rights of others - and consistent with a safe, supportive learning environment?
- Will the consequence deliver an unambiguous message about standards for acceptable behaviour?
- Is the consequence non-violent, non-coercive non-discriminatory?

### An appropriate level of consequence

When determining the appropriate level of consequences the following guiding questions will inform the decision making process:

- Has the student previously demonstrated a consistent pattern of responsible self-management OR as the result of recent intervention and support, has the student currently been demonstrating a commitment to more responsible self-management?
- Are there mitigating circumstances?
- To what extent did the student's actions and behaviour endanger the safety and welfare of others, or impact upon the learning environment?
- To what extent have less intrusive consequences been effective previously?

### Possible Consequences

Options listed rank from less to more severe and may be applied in combination.

- On-the-spot debriefing / counselling
- Timeout with reflection sheet
- Timeout with counselling
- Teacher mediated interview with student to clarify what happened and to encourage empathy for other's (victim's) point of view and to consider impact of incident upon all involved
- Letter of apology, or written response to debrief script as homework project – to be signed by parent / carer
- 'Community service' project completed as part of timeout
- Behaviour tracking sheet – communication tool
- Fun Club / Drop in Centre referral
- Individual Behaviour Management Plan
- Suspension (1-5 days)





## The Code of School Behaviour

Better Behaviour  
Better Learning

- Suspension (6- 20 days)
- Suspension with recommendation to exclude

### 11. Network of student support

Broadbeach Independent Public School implements a team approach to behaviour support with a 'collective ownership'. The following groups, services and agencies are readily available or can be accessed through various referral processes.

- P-6 Head of Sub School's
- Head of Special Education Services (HOSES)
- School Guidance Officer
- Associate Deputy Principal's
- Deputy Principal
- Principal
- Family Support Officer (Connect)
- Advisory Visiting Teachers
- Behaviour Support Services (South East Region).
- Child & Youth Mental Health Services (Queensland Department of Health).
- Child Development Units (Queensland Department of Health).
- ACT4Kids
- Department of Child Safety
- Professional and collegial networks external to the school

### 12. Consideration of individual circumstances

In order to inform effective decision making, data is gathered and collated in relation to incidents of inappropriate behaviour. OneSchool, which aims to fulfil mandated accountabilities is used to ensure particular situations and contexts are always considered and recorded. Reference is made to the Special Needs Service Delivery record to determine and review current and proposed supports to ensure a clear and accurate understanding of individual students.

Broadbeach Independent Public School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of 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 the age, gender, disability, cultural background, socio-economic situation and emotional needs of students
- recognising the rights of all students to:
  - 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

### 13. 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 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)



## The Code of School Behaviour

Better Behaviour  
Better Learning

### 14. Related departmental procedures

- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in Independent Public Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at Independent Public Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

### 15. Some related resources

- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

### **Endorsement**

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*Bruce Langes – Principal*

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*Genevieve Dennis – P&C President*

**Effective Date: 17 April 2018 to 14 December 2018**