

## Ballandean State School

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



### The Code of School Behaviour

Better Behaviour  
Better Learning

## Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. *This plan has been designed to provide direction for staff and pupils of the school and has been aligned with the existing School Behaviour Code. The Plan will be modified and reviewed on a yearly basis (or as needed) to meet the needs of the school and to acknowledge community expectations.*

## School beliefs about behaviour and learning

At Ballandean State School we hold a set of beliefs in relation to the behaviour of children. These beliefs influence our decision making and guide our interaction with the children at the school.

- *We believe children, staff and other members of our school community have non-negotiable rights to*
  - **feel safe**
  - **to learn and to teach**
  - **to be respected physically, emotionally.**
- *We believe that each child is responsible for his/her own behaviour and that all behaviour is linked to learning outcomes.*
- *We believe that behaviour is learnt and can therefore be re-learned. This is done through a process of relearning more appropriate behaviours in a supportive environment.*
- *We believe that inappropriate behaviours may create an environment where children are unable to learn effectively.*
- *We believe that to create a safe, happy, supportive learning environment it is important to integrate a behaviour management program into everyday school life.*
- *We believe that different schools settings are available to meet the needs of individual children and that all children have a right to have access to the setting that best meets their needs.*





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

### AS A RESULT OF THESE BELIEFS WE:

*Positively acknowledge appropriate behaviour. This can happen in the following ways:*

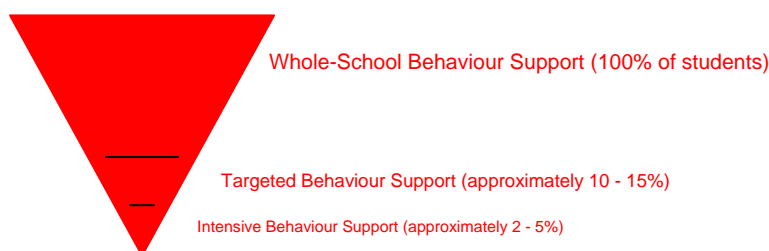
- ❖ Acknowledgement of / Encouragement of / Reinforcement of responsible behaviour through an intrinsic, value driven personal approach - “To do the right thing because it is the right thing to do”
- ❖ Certificates
- ❖ Public and private acknowledgement / recognition
- ❖ Verbal reward
- ❖ Stickers/stamps

### Whole-school behaviour support

School processes that help to facilitate appropriate standards of behaviour and behaviour support include:

- 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 professional development, education or training for all members of the school community
- a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices
- a continuum from whole school positive preventive action for all students, through to intensive intervention for specific individuals or groups.

The following diagram indicates the generalised nature of Behaviour Support available at Ballandean State School.





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In providing support in this manner, we hope to:

- facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching
- promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop
- foster mutual respect
- encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.

### Targeted behaviour support

Students who indicate a need for more targeted support of their behaviour get this through a range of modified school and/or classroom processes, strategies and/or programs that facilitate acceptable standards of behaviour and provide educational support or intervention in responding to unacceptable or potentially unacceptable behaviour. The Ballandean State School 'Code Of Behaviour' document outlines this process.

### Intensive behaviour support

Intensive intervention, behaviour support processes and/or programs that respond to unacceptable behaviour and support continued learning engagement is available for students who require more intensive support. The Ballandean State School 'Code Of Behaviour' document also provides information about this, but it should be noted that the responses for these students are tailored to meet individual student and family needs and are devised after much collaboration and consultation with all persons involved in the welfare of the student concerned.

## Consequences for unacceptable behaviour

Whilst the focus of our school is on proactive and preventive whole school approaches, certain types of behaviour are unacceptable and responses can include the most stringent step of exclusion. This consequence would only be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered. For example, students involved in selling or supplying drugs, violent assaults or use of weapons could expect to be recommended for exclusion. Consequences, as outlined in the Ballandean State School 'Code of Behaviour' range from immediate consequences that are designed to remind the child of the more acceptable behaviour to programs of relearning whereby the child is provided with opportunities to relearn more acceptable behaviour for the school context. Consequences may involve withdrawal from social



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time or, in some cases, from involvement in the classroom. Consequences for breaking of standard rules are known by all children and are immediate. For disruptive behaviours or behaviours that are the product of other issues, the consequences are established in conjunction with all persons responsible for the welfare of the child.

### 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. These personnel are engaged on an 'as need' basis and may include the Guidance Officer, The Behaviour Support Team (based at Stanthorpe State High School), support personnel who can investigate physiological causes (e.g. – The Occupational Therapist may be asked to conduct a Sensory Profile, and AVT may be asked to investigate and provide support and advice in relation to a disorder or disability) and our Adopt A Cop. Parents are informed and consent is sought for the engagement of any external providers of support.

### Consideration of individual circumstances

We aim to ensure that educational outcomes for the diverse needs of students are maximised. Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members. The principal will seek information from a variety of sources and may take in to account extenuating circumstances before making an informed decision about the school response to unacceptable behaviour. The principal reserves the right to do this and appreciates the anticipated support from all members of the community in this process.

### 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



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- 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

### Some related resources

- National Safe Schools Framework ([ncab.nssfbestpractice.org.au/resources/resources.shtml](http://ncab.nssfbestpractice.org.au/resources/resources.shtml))
- National Framework for Values Education in Australian Schools ([www.valueseducation.edu.au](http://www.valueseducation.edu.au))
- National Framework for Values Education in Australian Schools – Queensland ([www.education.qld.gov.au/curriculum/values/](http://www.education.qld.gov.au/curriculum/values/))
- Bullying. No Way! ([www.bullingnoway.com.au](http://www.bullingnoway.com.au))
- MindMatters ([www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters))
- School Wide Positive Behaviour Support ([www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668))
- Rock and Water program (Gadaku Institute – Freerk Ykema)

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Principal

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P&C President or  
Chair, School Council

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Regional Executive Director or  
Executive Director (Schools)