



Leyburn State School

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

Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

At Leyburn State School we are committed to providing a school environment which maximises the educational outcomes and opportunities of all students. This can only be achieved through a supportive school environment developed in partnership with parents, which is characterised by non violent, non coercive and non discriminatory practices. The management of behaviour at school must reflect and share the values and expectations of the community if it is to be effective. At this school, we value a planned approach to managing students' behaviour which involves a planned continuum from positive to preventative actions for all students to responsive actions for specific individuals and groups.

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School beliefs about behaviour and learning

The Leyburn State School Community believes that students have the responsibility to make choices about their behaviour and work standards. The students are provided with guidance to build and strengthen decision making, time management and social skills. The Leyburn State School Community strives to encourage the following endorsed set of values at all levels of operations within the school.

- **POSITIVE SELF IMAGE**

This means

- appropriate social interaction
- respect for one's personal welfare, feelings, needs and belongings
- participation in all activities to the best of one's ability
- risk-taking and problem-solving
- understanding one's own rights and responsibilities.

- **LEARNING**

This means

- being a responsible and independent learner
- developing skills and confidence in all learning areas
- being positively involved in learning and teaching.

- **COMMUNITY RESPECT AND PRIDE**

This means

- being aware of and appreciating individuals and cultural differences
- respecting the rights, feelings, needs, property and welfare of others
- appropriate participation in community events and activities.

- **SAFETY**

This means

- understanding and obeying school and society rules
- being responsible and accountable for one's own behaviour
- being familiar with the strategies used for students with disabilities.



Processes for facilitating standards of behaviour and responding to unacceptable behaviour

A whole school culture, characterised by non-violent, non-coercive and non-discriminatory practices is practised at Leyburn State School. Staff provide a quality education in a supportive school environment. Social justice principles and a commitment to Life Long Learning is modelled throughout the school. Each students needs are met and developed at a rate appropriate to the individual.

Whole-school behaviour support

Students are encouraged to 'be their best' at all times. Staff provide students with assistance to develop their social and behavioural skills, using the Values Project, and one-on-one as required.

Students are acknowledged for their efforts with a student from each class being awarded 'Student of the Week' for achievements made. In the Early Years classroom, an extra incentive is in place, with 'Gotcha' tickets awarded throughout the day, and one of these tickets is drawn out of a box on school parade.

To encourage and reward good behaviour students are presented with 'Let's Celebrate' Certificates at the end of each term. These certificates are presented to every student who has not had a behaviour infringement (eg. Swearing, Fighting, etc) during the term (this would be recorded on a Behaviour Incident Report – appendix 1). The certificates have an added 'Principal's Award' sticker added to it, if the student has worked to the best of their ability in the completion of their academic tasks.

Students are expected and encouraged to be responsible for completion of their work, with reminders given for work not completed, or to the students ability standard. Students are provided with reward activities throughout the week for completion of their work to their ability level.

Targeted behaviour support

*Students are provided with two warnings about their disruptive or disobedient behaviour, if the behaviour continues, then the student is sent to the Principal's Office. (Unless the behaviour could cause a safety risk to other students or staff, in this instance no warnings are given). The witnessing staff member will complete a Behaviour Report, which will be placed in the students office file. (*see Appendix 1: Behaviour Report)*

The Principal (or teacher) will discuss the behaviour and appropriate ways to improve with the student. A suitable Time Out procedure is agreed upon with the Principal/Teacher and student, as well as a warning that future repeats of this behaviour will ensure the next step. For major incidences this will incur a phone call to parents discussing the behaviour and student support given. Otherwise, on re-offending, the parent will be contacted to discuss behaviour incidences, and a joint plan will be made.

Intensive behaviour support

For continued behaviour incidences, the student will be placed on an Individual Behaviour Management Plan (IBMP) developed in consultation with Principal, Teacher, Parent and Student. This plan will be followed, and students behaviour monitored.

*** See Appendix 2: Whole of School Planned Stages for Behaviour Support.**



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Consequences for unacceptable behaviour

Continued unacceptable behaviour whilst on the IBMP will lead to :

- (a) Withdrawal (in-school suspension);*
- (b) School Suspension; and if required*
- (c) Suspension pending Exclusion*

** See Appendix 3: Whole of School Planned Stages for Intensive Behaviour Support.*

For incidences such as:

- violence and physical bullying
- malicious swearing
- malicious vandalism/graffiti
- repeated insolence or disobedience at school on field trips, excursions or camps
- repeated obscene language
- offences of a sexual nature
- harassment/abuse
- use of alcohol or drugs at school or a school activity
- use of weapons

Leyburn State School will recommend that the offending student is suspended or excluded from this educational setting.

** For Reference see Appendix 4: Leyburn SS Drug Policy*

The network of student support

Support for students at Leyburn State School is provided by:

- *School Staff (including Principal, Teachers, Teacher-Aides and Auxillary Staff)*
- *Parents*
- *Student Peers*
- *Community Members*
- *Education Queensland District and Regional Office Staff (including Executive Director Schools; **Scott's role; Garth's role**)*
- *Guidance Officers*
- *Speech-Lanugage Pathologists*
- *Support Teacher-Learning Difficulties (STLD)*
- *Advisory Visiting Teachers (AVTs; and)*
- *Health Professionals (visiting Nurses and Dentists)*

Consideration of individual circumstances

At Leyburn State School, we believe that each individual student develops at their own rate, both academically and socially. For this reason, 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, whilst maintaining a fair and just social practice. We value the contributions made by all school community members (staff, students, parents, community, and other health and education professionals) when assisting any child to develop their social and academic skills.





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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*

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
- 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)
- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)

Principal

P&C President or
Chair, School Council

Regional Executive Director or
Executive Director (Schools)



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APPENDIX 1:

BEHAVIOUR INCIDENT REPORT

Student Name: _____ Date ____/____/____

Class: _____ Teacher: _____

Teacher/Support Staff reporting the incident:: _____

Where did the incident occur? _____ Time: _____

Who witnessed the incident? _____

Behaviour Displayed:	Bullying <input type="checkbox"/>	Response to being bullied <input type="checkbox"/>
<input type="checkbox"/> Physical Bullying	<input type="checkbox"/> Verbal Bullying	<input type="checkbox"/> Sexual Bullying
<input type="checkbox"/> hitting, punching	<input type="checkbox"/> making offensive remarks	<input type="checkbox"/> touching
<input type="checkbox"/> pinching, tripping	<input type="checkbox"/> making discriminatory remarks	<input type="checkbox"/> exposure
<input type="checkbox"/> kicking, pushing, barging	<input type="checkbox"/> threatening someone	
<input type="checkbox"/> damaging/stealing property	<input type="checkbox"/> repeated teasing	
<input type="checkbox"/> throwing objects at someone	<input type="checkbox"/> spreading rumors	
<input type="checkbox"/> hiding/taking belongings	<input type="checkbox"/> making fun of someone	
<input type="checkbox"/> other	<input type="checkbox"/> other	<input type="checkbox"/> other
_____	_____	_____

Comments:

Signature:



APPENDIX 2:

WHOLE-OF-SCHOOL PLANNED STAGES FOR BEHAVIOUR SUPPORT



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INITIAL STAGE

Reasons for placement at this stage:-	What happens to students in this stage:-
<ul style="list-style-type: none"> You are assigned to this level when you come to Leyburn State School. You follow the School Code of Behaviour and School Rights and Responsibilities. <p style="text-align: center;">THE VAST MAJORITY OF STUDENTS WILL REMAIN AT THIS STAGE</p>	<ul style="list-style-type: none"> You are eligible for election to positions of responsibility. You may represent the school in areas such as debating and sport. You are permitted to participate in all school-related functions such as dances and excursions.

CORRECTIVE DISCIPLINE STAGE

Reasons for placement at this stage:-	What happens to students in this stage:-
<ul style="list-style-type: none"> At least one of your teachers has noticed a deterioration in your attitude or behaviour, and has informed you of the problems you are causing for yourself and for others. You have committed a breach of the Code of Behaviour. Your behaviour may include:- <ul style="list-style-type: none"> refusing to follow teacher directions disturbing classes interfering with other's rights to learn loitering being out of bounds failing to complete set work failing to report to class using obscene language demonstrating a poor attitude to school work failing to bring correct equipment to class failing to respect others and their property bringing inappropriate items to school eg. knives etc. making racist or sexual harassment remarks / comments 	<ul style="list-style-type: none"> Your behaviour will be monitored by your class teacher (s). Your class teacher (s) will monitor your behaviour using a method of their choice and will keep you informed of your progress. Contracts can be formed for monitoring good achievement. Your class teacher (s) will discuss your behaviour with the principal. Your class teacher (s) will complete a behaviour incident report and it will be stored in your file. Your class teacher (s) will inform your parents of the concerns by way of a phone call and/or a detention letter. A copy of this letter, or a note of conversation with parents, will be forwarded to Administration to be placed in your file. Your class teacher may choose to use different methods to manage your behaviour, including:- <ul style="list-style-type: none"> class teacher supervised detentions in-class withdrawal loss of classroom privileges contracts of behaviour modifications. You will need to display two weeks of improved behaviour to move back to the Initial Stage.



MONITORING/SUPPORTING STAGE

Reasons for placement at this stage:-	What happens to students in this stage:
<ul style="list-style-type: none"> • Your teacher has noticed a continued deterioration in your attitude/behaviour. • You have continued to ignore the rights of other people at the school. • You are neglecting your own education. • Your behaviour may include: <ul style="list-style-type: none"> • insulting others eg. racist or sexual comments • dangerous behaviour • bullying/threatening behaviour • truancy • smoking - related incidents • repeatedly:- <ul style="list-style-type: none"> • refusing to follow teacher directions • disturbing classes • interfering with others rights to learn • loitering • being out of bounds • failing to complete set work • failing to report to class • using obscene language • demonstrating a poor attitude to school work • failing to bring correct equipment to class • failing to respect others and their rights • bringing inappropriate items to school eg. knives etc. 	<ul style="list-style-type: none"> • Your teacher will inform the Principal of his/her concerns, and hand on any supporting documentation. • Your parents will be informed by the Principal of the concerns that have been raised by your class teacher (s). • You will be monitored and supported by the Principal, and informed of what you need to do to improve your behaviour at school. • You will be placed on a behaviour card or contract, which will need to be signed by each of your teachers and parents each day. Then signed by the Principal at the end of the week.



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HOW TO MANAGE WITHDRAWAL STAGE

Reasons for placement at this stage:-	What happens to students in this stage:
<ul style="list-style-type: none"> • You have continued to ignore the rights of other people at the school. • You have ignored the advice and assistance of those who have tried to help you. • You have made little effort to help yourself improve. • Your behaviour may include:- <ul style="list-style-type: none"> • continued disruption of the right of other students to enjoy an atmosphere of learning and safety • violence and physical bullying • swearing • malicious vandalism/graffiti • repeated insolence or disobedience at school on field trips, excursions or camps • repeated obscene language • offences of a sexual nature • harassment/abuse • use of alcohol or drugs at school or a school activity • continued refusal to follow teacher direction • continued to bring inappropriate items to school. 	<ul style="list-style-type: none"> • You will be withdrawn from the class/subject/playground for a negotiated period of time (internal suspension) • Your parents will be required to attend an interview with the Principal • You may be required to relinquish any position of responsibility/badge of office for the remainder of the year. • You may not be permitted to participate in school-related privileges such as school dances, excursions, school representation, graduations or special programs. • Your actions and behaviour require you to be placed on an Individual Behaviour Management Plan or contract. • You will be monitored and supported by the Principal, who will inform you of what you need to do to improve your behaviour. • You will be offered counselling and supported by the Guidance Officer. • You may be referred to the district Behaviour Management Support Teacher, as you are at grave risk of being suspended. • You could be required to perform school community service.





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SUSPENSION

Reasons for placement at this stage:-	What happens to students in this stage:-
<ul style="list-style-type: none"> • You have demonstrated unwillingness to cooperate as a student of this school. • You have demonstrated disregard for the school Code of Behaviour. • Despite all attempts by staff to help you resolve your problems, you have continued to display gross misbehaviour. • The principal has considered your actions as serious with respect to Workplace, Health and Safety provision. • The principal has considered your actions as prejudicial to the good order of our school. 	<ul style="list-style-type: none"> • The Principal will instruct you to spend between 1 and 20 days under suspension, which will provide you time for reflection. • Students suspended for 6 - 20 days will be provided with school work to complete at home whilst under supervision provided by caregivers. • Following your period of suspension, you and your parents will be required to attend a meeting with the Principal and Classroom Teacher to negotiate your re-entry to the school. You will not be permitted back to the school until this meeting has taken place. All present at this meeting will help formulate and sign a re-entry contract. • Re-entry contract will take into account your learning and social needs. • You may require relinquishing any position of responsibility/badge of office for the remainder of the year. • You may not be permitted to participate in school-related privileges such as school dances, excursions, school representation, graduations or special programs for a period. • Your actions and behaviour require you to be on an Individual Behaviour Management Plan or contract for 6 weeks. • You will be monitored and supported by the Principal, who will also inform you of your behaviour. • You will be offered counselling by the Guidance Officer. • You may be referred to the district Behaviour Management Project Officer, to avoid further suspension. • You could be required to perform school/community service





SUSPENSION PENDING EXCLUSION

Reasons for placement at this stage:-	What happens to student in this stage:
<ul style="list-style-type: none"> Despite all attempts by school and District staff to help you resolve your problems, you have denied yourself the right to remain a student at Leyburn State School. 	<ul style="list-style-type: none"> The Principal will recommend your exclusion to the Executive Director of Schools. The principal will supply you, your parents and the Executive Director with a statement of reasons indicating why this action is being proposed. These details will be provided before the investigation, which will occur during the period of suspension. The Executive Director and the Director-General of Education will then make a determination about the future of your education at this school, and at all other State Schools in Queensland.

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**APPENDIX 3:
WHOLE-OF-SCHOOL PLANNED STAGES FOR INTENSIVE
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Initial Stage
<ul style="list-style-type: none"> • students abide by school Code of Behaviour. • class teacher monitors student behaviour. • Individual Education Plans (IEP).

Corrective Discipline Stage
<ul style="list-style-type: none"> • behaviour managed by class teacher. NOTE: Warning system. • class teacher informs principal and completes a Behaviour Incident Report • class teacher informs parents. • individual Behaviour Management Plan (IBMP) developed. • teacher monitors student, student and parents informed of his/her progress.

Monitor/Supporting Stage
<ul style="list-style-type: none"> • class teacher will inform the Administration of his/her continued concerns, and hand on any supporting documentation. • administration will inform parents. • student monitored by class teacher and administration. • student will be placed on daily/class behaviour card or contract.

Withdrawal Stage (In- School Suspension)
<ul style="list-style-type: none"> • student withdrawal from class/subject/playground. • parents and student required to attend interview with administration. • loss of school-related privileges and badges of office is considered by staff and admin. • student monitored by administration. • student offered counselling and support (contact Guidance Officer if req.)

Suspension
<ul style="list-style-type: none"> • Students at risk of suspension can be referred to Behaviour Management Teacher via Special Needs Committee • student suspended for 1 - 20 days • parents and student required to negotiate re-entry to the school, to formulate a re-entry contract based on a 'Rights & Responsibilities' Page 5 • the student, classroom teacher, parent/caregiver and administration person meet at 9.00am on the morning of re-entry • 3 copies of the contract are signed and all staff are made aware of the re-entry of the child for monitoring • loss of school-related privileges and badges of office • student monitored by Administration • student offered counselling by Guidance Officer • student may be referred to Behaviour Management Support Teacher for ongoing support • these procedures to be implemented when all other approaches have been exhausted or rejected.

Suspension Pending Exclusion
<ul style="list-style-type: none"> • Principal will recommend exclusion of student to Executive Director Schools. • Principal supplies student, parents and Executive Director Schools with a statement of reasons for proposal • Executive Director Schools and Director-General of Education will determine student's educational future

APPENDIX 4:

LEYBURN SS DRUG POLICY

THE RANGE OF CONSEQUENCES AND PENALTIES APPROPRIATE IN ILLEGAL DRUG INCIDENTS:

It is important to discriminate between the range of responsibilities of individual students in these matters. The age, previous behaviour and level of involvement of a student will obviously need to be considered when making decisions. The policy outlined here will need a degree of flexibility in its implementation because no two situations will be exactly alike. The following pattern of response will cover most situations:

LEVEL OF INVOLVEMENT	RESPONSE
Students who become involved in an incident through their proximity to an activity . (That is, students who do not premeditate or plan to be involved).	Counselling Refer to parents and police Movement through Withdrawal Stage
Students who use or receive illegal drugs whilst in the care of the school.	Counselling Refer to parents and police Suspension from school
Students who bring illegal drugs into the school to show to or to share with peers. Students who bring to school implements for the use of illegal drugs.	Counselling Refer to parents and police Suspension Consider Recommendation to Exclude
Students who sell illegal drugs at the school.	Counselling Refer to parents and police Suspension Recommendation to Exclude
Students who have been dealt with once for one of the offences above and who repeat the action.	Counselling Refer to parents and police Suspension Recommendation To Exclude



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SOME POSITIVE WAYS OF PREVENTING OR RESPONDING TO INCIDENTS OF ILLEGAL DRUG USE IN SCHOOL

Before the Incident:

1. Include information on drug abuse and decision making as part of the school's Human Relationships Program (HRE) and Health and Physical Education programs.
2. Teachers on playground duty need to be vigilant and aware of these issues. They should, for example, know how to recognise objects commonly used as bongs. Teachers will need In-service experiences to prepare them for this.
3. Inform students, parents, teachers, police and District Office staff of the school's drug policy.

During the Incident:

1. Once the school has established that there is a drug incident, immediately:-
 - inform the parents of the student concerned
 - Advise police who will want to interview the students concerned in the presence of their parents.
2. Where a number of students are involved, isolate students as much as possible from one another during the school's investigation. This will make it easier to arrive at the truth.
3. Schools have a limited capacity to search students and their property. Searching the clothing of students, particularly their underwear, would leave school open to accusations of assault. Given this caution, it is better to call the police whose responsibility in this area is much clearer.
4. Because of the seriousness of this kind of incident, principals conducting an investigation should probably ask another member of staff to be present to take notes of the questioning. This also allows the staff member asking the questions to give the matter his or her undivided attention.
5. Accurate recording making is crucial. Writing up clear and direct records of the incident, as soon as possible after the matter has passed, may be very important in later inquiries.
6. Inform the whole staff as soon as possible after the incident. They will have heard bits of the story anyway and it is a sign of trust in your school community to share the trials as well as the successes of the school. It may be appropriate to inform parents and students as well through your regular meeting of the P & C or through the school Newsletter. This matter is very important if there has been mention of the incident in the media.
7. Respect the responsibility of the police as they conduct their investigation. Police have considerable discretionary power when dealing with juveniles and have shown themselves to be resourceful and compassionate in handling matters of this kind. Students and the whole school community benefit when police and the school work closely, sharing information and openly seeking the same goals. Of course the school cannot limit or define the role of the police once the matter has been referred to them for consideration.



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FLOW CHART: ILLEGAL DRUG INCIDENT AT SCHOOL



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