



The Code of School Behaviour

Better Behaviour
Better Learning

Northgate 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.

First and foremost Northgate State School is an educational institution. We aim to provide quality education in a caring and supportive learning environment. As educators our staff have high expectations both of performance and behaviour. Children are given every opportunity and often supportively 'pushed' to develop to their full potential and so be able to confidently take their place in our active society. There is a very high expectation that all stakeholders 'do their job' to ensure our students get what they deserve – that being – "the very best!"

That being said it is important to recognise our clients are aged between 4 and 14. At Northgate State School there is also an emphasis on 'fun and engagement'. Our staff are continually researching and undertaking professional development to ensure we are preparing our students for their future. Developing our curriculum that captures the essence of a traditional education with a high focus on skills both in literacy and numeracy with more modern approaches enhancing student's ability to learn how to learn for life!

At Northgate, RELATIONSHIPS MATTER. We foster a belief that every person has ownership and responsibility for his/her own behaviour. We aim to promote positive, strong and confident active citizens.

Our Responsible Behaviour Plan for Students is designed to:

- Actively promote positive behaviours and support students to ensure behaviour is conducive to both personal learning and the learning of others.
- Maintain the values and morals of our community.
- Maintain Northgate State School as a preferred educational institution of parental choice.

Very high expectations with regards to all stakeholder conduct is fostered and expected.

Northgate State School Students have a diverse range of cultural and social backgrounds. It is the responsibility of all stakeholders to be aware of cultural and social differences within the school environment and cater for diversity appropriately and effectively.



The Code of
**School
Behaviour**
Better Behaviour
Better Learning

School beliefs about behaviour and learning

Our school operates on the principles of:

**CARE
CO-OPERATION
COURTESY
CONSIDERATION
RESPONSIBILITY
MUTUAL RESPECT**

FOR ALL COMMUNITY MEMBERS

At Northgate State School all members work to develop and maintain an environment -

- **that is non-violent**

by encouraging the respect of persons and personal space
by encouraging the care of school and personal property
by encouraging care of the plants and animals in the school grounds
by avoiding, actively discouraging and not accepting physical and verbal aggression

- **that is non-coercive**

by encouraging respect for the rights of individuals
by encouraging appropriate responses to coercive situations including peer pressure
by avoiding, actively discouraging and not accepting intimidatory and manipulative behaviour

- **that is non-discriminatory**

by encouraging respect for diversity
by identifying and reducing exclusive practices
by avoiding and actively discouraging language and practices that discriminate on the grounds of gender, religions, physical attributes, ability or disability

- **where everyone is encouraged to work to the best of his/her ability**
- **where everyone is important and valued**
- **where procedures are fair and equitable**



The Code of School Behaviour

Better Behaviour
Better Learning

ROLES, RIGHTS AND RESPONSIBILITIES

STUDENTS

Roles

- To attend school regularly, punctually and actively participate in the daily life of the school.
- To accept personal responsibility for achieving learning goals.
- To interact in positive ways with other students and adults in the school.

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> • To be respected as an individual. • To be accepted regardless of gender, age, physical appearance, race, religion or ability. • To be treated equitably. • To be treated fairly and with understanding. • To have personal property respected and safe. • To be able to express an opinion. • To be free from verbal and physical abuse. • To play at appropriate times. • To be educated to the student's level of ability. 	<ul style="list-style-type: none"> • To show respect for others. • To accept others. • To treat others equitably. • To treat others fairly and try to understand them. • To respect the property of the school and others. • To express opinions appropriately, and respect the rights of others to have and express opinions. • To refuse to bully and harass others. • To report bullying and harassment. • To keep the school rules and work at the appropriate times. • To accept consequences of behaviour. • To take advantage of learning opportunities.



The Code of School Behaviour

Better Behaviour
Better Learning

PARENTS

Roles

- To work in partnership with the school for the education of their children.
- To develop in their children positive attitudes to school and learning.
- To attend to the physical, social and emotional needs of their children.

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> • To expect quality public education for their child/children. • To expect each child to develop to his/ her potential. • To be informed of their child/ren's academic and social development and to have their concerns and opinions listened to. • To expect each child to be treated fairly. • To have each child's individual needs catered for. • To expect their child/children to be safe. • To be informed of the school's policies and expectations. • To participate in decision-making. • To be treated with respect and courtesy. 	<ul style="list-style-type: none"> • To ensure their child/children attend school on a regular basis on time and equipped with the appropriate materials and food. • To recognise each child is an individual and encourage him/her to work hard. • To choose appropriate times to see the teacher/principal, making an appointment . • To respect the opinions of others. • To treat children fairly. • To inform the school of circumstances or information relating to the child. • To encourage children to use safe behaviour at school and home. • To read the school newsletter, attend meetings if possible, ask questions. • To be aware of the schools Responsible Behaviour Plan. • To play an active role in the school, respond to requests for feed-back, offer services. • To treat others with respect and courtesy



Queensland
Government
Education Queensland

28 February 2006



The Code of School Behaviour

Better Behaviour
Better Learning

Staff

Roles

- To plan, organise and assess learning experiences for all students in their class.
- To model appropriate learning practices and social interactions.
- To establish and implement a class behaviour management plan, and support the school's Responsible Behaviour Plan.

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> • To teach. • To be valued as an individual with individual talents and expertise. • To expect children to strive to achieve to their potential. • To be kept informed of educational trends and issues. • To be treated with respect and courtesy. • To be treated as a professional by colleagues and parents. • To express opinions. • To expect support from the principal and Education Queensland. • To expect the safety of themselves and their property. • To be informed of outside influences affecting a child's behaviour. 	<ul style="list-style-type: none"> • To teach all students in the class. • To value the individual talents and expertise of others. • To cater for children at their ability level and maximise their potential. • To undertake professional development and reading. • To treat others with respect and courtesy • To treat colleagues and parents in a professional manner. To participate as a member of a team. • To respect the opinions of others. • To act according to Departmental and school policy. To ask for help and or information. • To be mindful of their own safety and take reasonable precautions with their property. • To be alert to the safety of students at all times, and adults as appropriate. • To respect confidentiality, while ensuring relevant personnel are informed.



The Code of School Behaviour

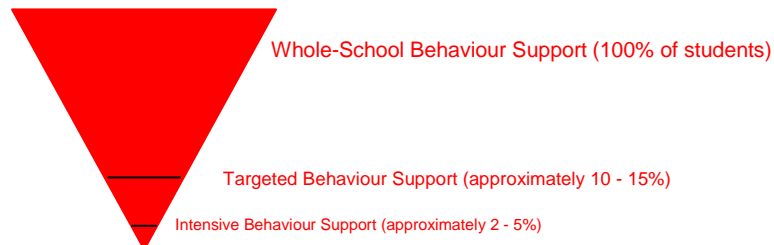
Better Behaviour
Better Learning

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

At Northgate State School we recognise:

- Whole of school rules, expectations, policies and procedures have been developed in consultation with the school's P&C Association over time and are in line with one or more of the following:
 - Education Queensland Policy
 - Legislative requirements
 - Reactive responses to previous incidents to ensure safety and / or develop supportive learning environments.
- Staff have managerial authority to maintain an environment conducive to learning and teaching within the realms of the school policies (e.g. Code of Behaviour, Code of Conduct, Student Protection Policies) and other relevant legislation.
- Class teachers in collaboration with students design classroom rules and possible consequence at least annually. We expect:
 - Teachers to regularly review and refer to the class rules.
 - All stakeholders to follow and maintain those rules when working within the domain of the classroom.
- High expectations of behaviour, effort and achievement are expected at all times.
- Communication and consistency is the key to continued success.

Typically a school tends to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However about 10 to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.





The Code of
**School
Behaviour**

Better Behaviour
Better Learning

Whole-school behaviour support

NORTHGATE STATE SCHOOL RULES

RULES

Hat on to play outside.

Shoes on to play even in sand pit.

Eat and drink only in designated areas whilst seated.

Play fairly with others.

Stay downstairs unless given permission.

Stay in the designated areas to play, away from stairs, fences, toilets and driveway.

Return borrowed equipment promptly.

Children will be responsible for their litter.

Children are to remain in school grounds unless they have parents written permission and Principal's permission.

Walk under buildings or when on concrete.

Play safely.

Follow directions from school staff.

Be polite.

Keep your hands and feet and objects to yourself.

Respect people and property.



The Code of
**School
Behaviour**

Better Behaviour
Better Learning

Whole-school behaviour support cont...

Northgate State School provides a quality education in a caring and supportive learning environment. We challenge children to seize every opportunity to develop to their full potential based on the following points:

COMMUNICATION	<ul style="list-style-type: none"> • Between home and school. • Knowledge of the Code of School Behaviour and Northgate's Responsible Behaviour Plan for Students.
CONSISTENCY	<ul style="list-style-type: none"> • Knowledge of processes and efficient and consistent employment by all staff and stakeholders. • Maintenance of high expectations.
PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none"> • Knowledge of effective teaching and learning practices. • Knowledge of students, families, circumstances. • Knowledge of curriculum, society and 'what we are preparing our students for'.
RELATIONSHIPS	<ul style="list-style-type: none"> • Productive relationships between staff, students and parents/caregivers that engage students to develop to their full potential.

Supporting and Encouraging Positive Behaviour:

At Northgate State School we recognise the need to acknowledge the students who are working hard and "doing their job" as students. To achieve this we provide a positive, safe and caring environment where all staff genuinely get to know our students not only academically but personally. In order to assist students achieve to their full potential, we need to know them and their parents/caregivers academically, socially, emotionally and spiritually and recognise this in each individual.



The Code of School Behaviour

Better Behaviour
Better Learning

Support structures are provided to promote our high expectations of student behaviour such as:

- Code of behaviour displayed throughout the school.
- Negotiated classroom rules are developed, displayed and regularly referred to.
- All stakeholders are encouraged to discuss and develop logical consequences for behaviour.
- Employment of correctional strategies from least intrusive to most intrusive:
 - Tactical ignoring
 - Selective attending
 - Non-verbal messages
 - Casual questioning
 - Diffusing conflict (e.g. use of humour)
 - Distractions/diversions
 - Deflection
 - Question and feedback
 - Partial agreement
 - Assertive statement or “I” message
- Cool School Program
- Promotion of student achievement in classroom, within school or external to school.
- Lunchtime activities

To recognise and encourage appropriate behaviour such systems employed at Northgate State School include:

- Verbal praise
- Tangible rewards
- Gotcha’s
- Student of the week (Friday Parade)
- Certificates of participation or achievement
- Acknowledgement in publications where appropriate (i.e. newsletters, website and media)
- Class Awards

Curriculum and Behaviour:

In order to challenge children to seize every opportunity to develop to their full potential, it is important to continually analyse and critically reflect on each student’s curriculum program. This ensures we are catering for preferred learning styles and supporting students with new learning experiences.

It is the responsibility of the class teacher to cater for diversity and seek assistance from support personnel to actively cater for student needs.

There is also a high expectation that all stakeholders model and teach appropriate behaviours and utilise ‘teachable moments’ to discuss the employment of suitable behaviours in differing contexts.

All staff need to have a good understanding of children, generation gaps and how to promote effective learning and teaching in Y and Z generation students.

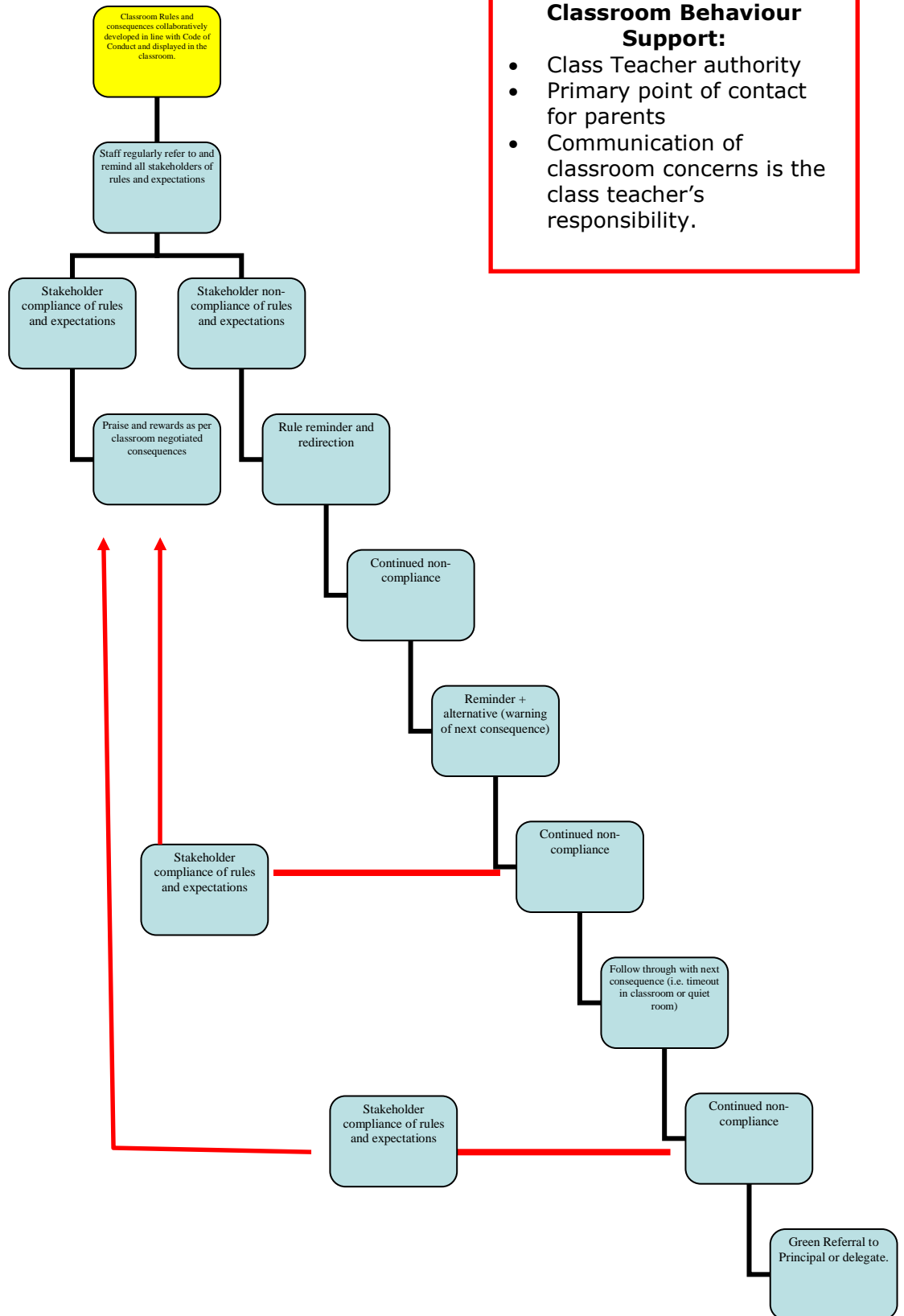


The Code of School Behaviour

Better Behaviour
Better Learning

Targeted behaviour support

Supporting Behaviour in the classroom:



General Principles of Classroom Behaviour Support:

- Class Teacher authority
- Primary point of contact for parents
- Communication of classroom concerns is the class teacher's responsibility.

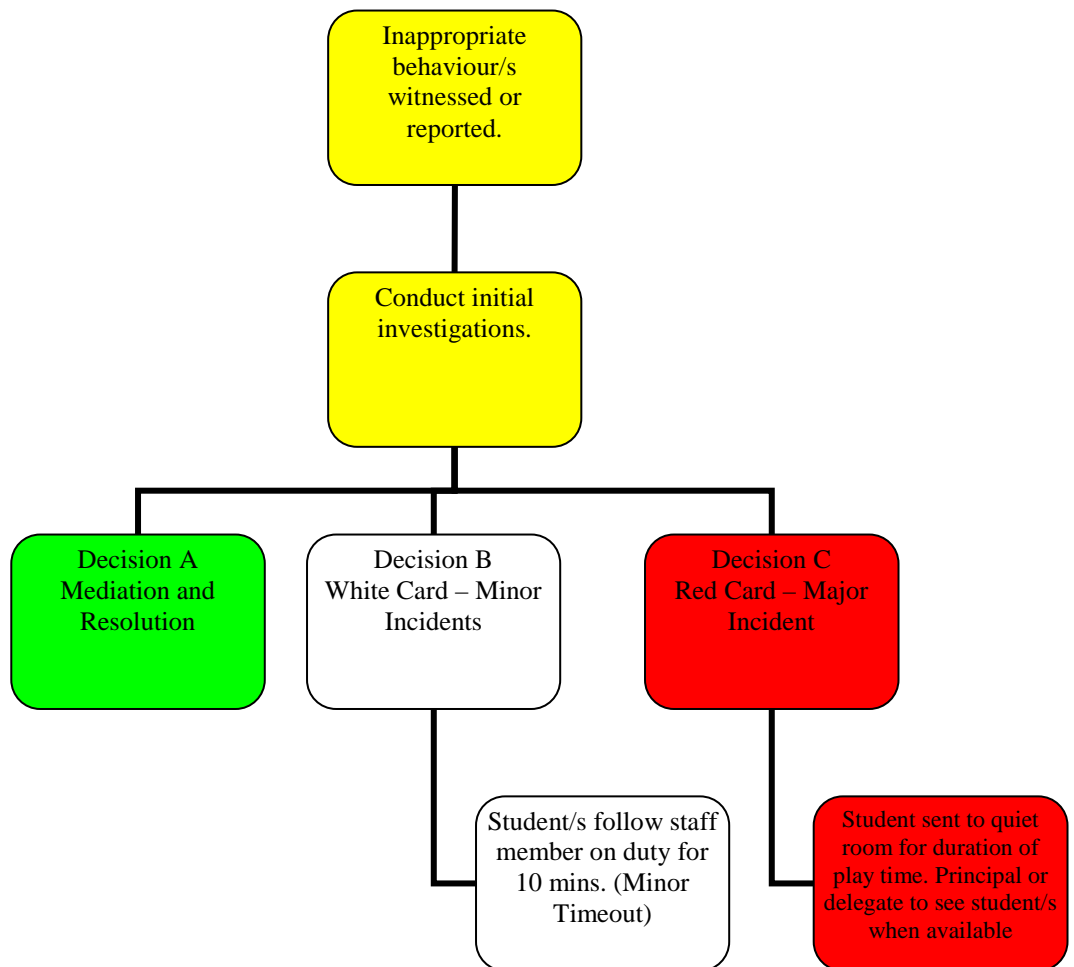


The Code of School Behaviour

Better Behaviour
Better Learning

Supporting Behaviour in the playground:

Staff on duty have a responsibility to maintain the code of behaviour and ensure a safe and secure environment. With ALL incidents minor or major staff have the authority to investigate and decide on the following actions.



Quiet Room Procedures:

Northgate State School operates a quiet room for students as:

- A consequence for behaviour/s that contradict/s the code of behaviour.
- A time out reflection time before intervention by the Principal/delegate.

The Quiet Room is the consequence of playground behaviour or a direct consequence of a green card offence.

It will be assumed that the employment of the quiet room is a last resort and has been the result of the student's failure to follow the code of behaviour after having been given alternatives/warnings unless the behaviour constitutes a red or green card.



The Code of School Behaviour

Better Behaviour
Better Learning

Staff member on duty responsibilities:

- Complete relevant paperwork
- Discuss relevant issues with student to promote re-entry to classroom after break.

Student Responsibilities:

- Recognise the issue/s that resulted in quiet room visit.
- Participate in reflective thinking practices that promote re-entry to classroom after break.

Record Keeping and Communication Procedures:

White and Red Cards are recorded on the school's electronic recording program (Schoolmate).

Green Cards and their outcomes are recorded on the students electronic SMS file Personal Part 1 under anecdotal records.

Staff at Northgate State School acknowledge and value children in three important contexts:

1. their homes and family
2. their peers (in and outside school)
3. their school / class

It is imperative that these be linked. Therefore, school staff will contact parents directly where possible and practical to:

- a) inform parents of school issues relevant to their child.
- b) Seek information or advice from parents.

School staff expect that parents will contact them to advise of any events, information coming from home, peer circumstances which may impinge on their child's school life.

Disciplinary actions at school will be relayed to parents/caregivers (where appropriate) and may be further discussed at home. However, the school does not expect or encourage further disciplinary measures to be employed because of the school behaviour at home.



The Code of School Behaviour

Better Behaviour
Better Learning

Intensive behaviour support

Intensive behaviour support is designed to assist students improve their own behaviour to enhance their learning.

Students who fail to respond to the behaviour warning systems already mentioned may require one or more of the following proactive and reactive processes.

Referral to Special Needs Committee	For the purpose of further investigating impact of the student behaviour on their learning. This may involve recommendations for referrals to other specialists such as CYMHS, Guidance or General Practitioners, Behaviour Support Services.
Individual Behaviour Support Plan	A document detailing the behaviour/s of concern and setting expectations and strategies or adjustments for students to employ in difficult situations. This support plan is negotiated with various relevant stakeholders (e.g. GO; STLD; CT; AVT Beh; Parents; Student), provides feedback on a regular basis and sets goals for cessation of the contract.
Supported Playground	Usually used in conjunction with behaviour support plans. Identifies specific areas a student can utilise during break periods for a defined period of time.
Non-Attendance at extracurricular activities	This strategy can only be approved by the principal. This strategy is to be utilised in context and as a workplace health and safety concern in potentially dangerous or damaging situations.
Quiet Room	A designated supervised time out room for students during the first break period. Students who are sent to this room need to undertake a reflective and or reconnection process before returning to class.

Consequences for unacceptable behaviour

Northgate State School's Card System is primarily for the management of behaviour incidents and provides for effective tracking and data gathering.

The term 'Unacceptable behaviour' at Northgate State School may be defined as, but not limited to:

- Physical harm (fighting)
- Continued red card incidents where the intensive behaviour support mechanisms have failed
- Severe verbal abuse
- Behaviour that affects the good order and management of Northgate State School.

In such cases after consultation attempts have been made with relevant stakeholders, the Principal may enact such responses to student behaviour as:

1. 1-5 day external suspension
2. 6-20 day external suspension
3. Point 2 with the recommendation of exclusion (pending authorisation from the Executive Director Schools).



The Code of
**School
 Behaviour**
 Better Behaviour
 Better Learning

The employment of such strategies will be in line with Education Queensland Guidelines and will be used after consideration has been given to all other responses.

The network of student support

Northgate State School may be able to access the following services when available through the Department of Education and the Arts.

School-based services	District & other E.Q. Services	Community services
<ul style="list-style-type: none"> ▪ Guidance Officer ▪ Support Teacher for Learning Difficulties ▪ Student and Staff mentors 	<ul style="list-style-type: none"> ▪ District Advisory Visiting Teacher for Behaviour Support ▪ Senior Guidance Officers ▪ Access to Behaviour Management Funding ▪ Management of Young Children Programme 	<ul style="list-style-type: none"> ▪ Department of Child Safety ▪ Juvenile Aid Bureau ▪ Police Liaison Officer ▪ Qld Health Services (Nurse) ▪ Lifeline ▪ Parentline

Consideration of individual circumstances

It is important to recognise the diversity that exists within our school community.

In deliberations regarding management of incidents the principal or delegate must consider:

- The particular situation and context.
- Previous data collected (red, white and green cards)
- Student/s involved and their current circumstances.
- Most effective disciplinary action and intended outcomes.

It is inappropriate to discuss the reasons behind behaviour management decisions and outcomes with external parties (e.g. parents of victim).

Students with disabilities access Northgate State School's facilities on a full time basis. Inappropriate or unacceptable behaviours by these students requires special consideration by all stakeholders. Consultation with parents, staff and advisory visiting teachers needs to occur on a regular basis to be proactive in creating environments supportive of the disability.



The Code of School Behaviour

Better Behaviour
Better Learning

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*
- *Transport Operations (Passenger Transport) Regulation 2005*

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
- CM-15: Guidelines for Appropriate Use of Mobile Telephones by Students
- SC-09: Student Dress Code
- 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)
- National Framework for Values Education in Australian Schools – Queensland
(www.education.qld.gov.au/curriculum/values/)
- 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)
- Code of Conduct for School Students Travelling on Buses
<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>



Queensland
Government
Education Queensland

Principal

P&C President or
Chair, School Council

Regional Executive Director or
Executive Director (Schools)

28 February 2006