

# **Boondall State School**



## **RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS**

## **RATIONALE**

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

The following principles provide the rationale for our school's Responsible Behaviour Plan for Students:

- Students have a right to learn in a safe and supportive environment where they are given the opportunity to develop their talents, interests and ambitions.
- Parents can expect their children to be educated in a safe and supportive environment which encourages care, courtesy and respect for the rights of all school community members.
- School staff can expect that they will be able to work in an orderly and cooperative environment

At Boondall State School we are committed to providing strategies to ensure these principles are attained. These include:

- consistently emphasising the importance of developing students as lifelong learners
- providing a wide range of opportunities for students to develop leadership and expanding the range of learning opportunities that students have eg ICT's and robotics
- developing transparent and open communication with parents that builds ownership of school directions and achievement
- maximising the learning time and opportunities for students
- ensuring the safety of students, staff and visitors to the school
- developing consistency in application and monitoring of positive behaviour strategies to build rapport between staff and students
- developing self-discipline in preparing each individual to be a caring, responsible, active community contributor
- ensuring fair and equitable practices that take into account the individual differences among students

## **BELIEFS ABOUT BEHAVIOUR AND LEARNING**

Boondall State School provides a quality, futures orientated education that enables all students to achieve their full potential. High expectations, equity, inclusiveness and the building of social capital are key features of our school.

Key legislation and related policies underpin the principles on which decisions relating to behaviour are made (*Appendix 1*).

Our school's Responsible Behaviour Plan for Students is based on the following beliefs.

### **\* ALL BEHAVIOUR IS NEEDS DRIVEN**

- It is essential to expect high standards of personal achievement and behaviour.
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
- Positive behaviour is enhanced through a whole school approach and effective organisation and leadership.
- Partnership with parents/carers, the wider community and other support agencies contribute to positive behaviour in school.
- Staff expertise must be valued and developed.

- Standards of expected behaviour must be linked to transparent, accountable and fair processes, interventions and consequences.
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of community members.
- People's behaviour is an attempt to meet their needs at the time.
- People can change their own behaviour.
- Social background or living conditions do not exempt students from learning to behave in a socially acceptable manner.
- To help others to change their behaviour, the environment can be arranged in ways which increase their options to choose new and more appropriate behaviours.

\* EVERYONE HAS RIGHTS

- To be involved in learning:
  - every child has the right to learn without disruption
  - every teacher has the right to teach without disruption
- To be an individual
- To be respected and treated with kindness
- To expect our property will be safe
- To feel secure, safe and share their concerns

\* EVERYONE HAS RESPONSIBILITIES

- To respect and cooperate with others
- To not interrupt other people's learning
- To accept and obey school rules and protocol (this means observing all safety, playground and classroom rules)
- To respect other people's property
- To care for the school environment
- To develop good work habits
- To be punctual
- To display basic manners
- To be tolerant of individual differences
- To use appropriate language
- To ensure a safe and harmonious school environment

No one can have rights without responsibility and it is the aim of this Responsible Behaviour Plan for Students to develop an awareness of rights, responsibilities and acceptable behaviour by means of the following strategies:

- Providing Guides and Role Models – Staff will establish with students, their class rules and expected codes of behaviour
- Creating Self-Discipline and Independence – students will choose to behave appropriately because they have learnt that each behaviour can have positive or negative consequences
- Developing Decision-Making and Problem-Solving Skills – Staff will involve students in problem-solving and decision-making during everyday activities ie students are encouraged to reason, discuss and give their point of view so they participate in these processes, see them as fair and support them
- Providing Encouragement – The school will encourage and acknowledge student success. This will help students develop a positive self-concept.

Boondall State School's Responsible Behaviour Plan for Students support the case of a set of clear school rules and an underlying set of values to make our school a positive learning environment.

## **SCHOOL RULES**

1. Think, act and play safely
2. Follow directions promptly
3. Keep hands, feet and objects to yourself
4. Recognise our school as a positive language zone
5. Keep our school clean and attractive
6. Respect your own and other people's property

## **SCHOOL VALUES**

- Care and Compassion  
Care for yourself and others
- Doing Your Best  
Try to the best of your ability in everything you do
- Fair Go  
Fair treatment provides a fair society
- Freedom  
Enjoy the rights, privileges and responsibilities of being Australian
- Honesty and Trustworthiness  
Be honest, sincere and truthful
- Integrity  
Behave in a fair and moral way; ensure consistency between words and actions
- Respect  
Treat others as you would like to be treated yourself
- Responsibility  
Take care of the environment, contribute to society, resolve differences peacefully and be accountable for your own actions
- Understanding, Tolerance and Inclusion  
Accept and include others in our democratic society

## **PROCESSES FOR FACILITATING STANDARDS OF BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR**

The aim of the school is to provide a positive learning climate via strong leadership and a high level of involvement by teachers within the curriculum and with extra curricula activities. Boondall State School provides intellectually challenging teaching, structured learning sessions and a work centred focus which gives purpose to learning and reduces behaviour issues through curriculum engagement.

Pro-active teaching and a wide variety of extra curricular activities provides direction and opportunities for students and reduces idle time. The school has a range of general, group and individually specific methods to engage students in focussed learning thus reducing the need for external behavioural control.

Our school's approach operates at three intervention levels – whole school, targeted and intensive.

## WHOLE SCHOOL BEHAVIOUR SUPPORT

A whole school approach shapes, supports and recognises appropriate behaviours in all students. Over 90% of students have little or no difficulties.

Our school demonstrates proactive and preventative whole-school processes and strategies that:

- 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
- Orientation Days provide an opportunity to welcome parents and students to the school yet also reinforce behavioural expectations of all students.
- New enrolments meet with either the principal, to develop a personal relationship yet also be informed of school values, school rules and appropriate behaviours.
- Proposed changes to our Responsible Behaviour Plan for students are advertised in the school newsletter, discussed at P&C meetings and must be endorsed by the parent body before implementation.
- Weekly parades reinforce appropriate behaviour.
- A whole school student dress code helps students feel a sense of belonging and pride (*Appendix 2*)
- Parents are provided with a copy of our Responsible Behaviour Plan for Students annually, upon enrolment or if the P&C endorses any changes to it. This includes the Parent Code of Behaviour (*Appendix 3*)

Staff are inserviced annually in January about consequences which are applied to:

- Provide the opportunity for all students to learn
- Ensure the safety of all staff and students eg playground duty expectations to ensure student safety and consistency of interpretation of behaviour expectations.
- Assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

Positive reinforcement of student behaviour and extra curricula activities include:

- Year 1 and 2 weekly parades with weekly awards to encourage excellence in schoolwork and self-responsible behaviour
- A student council with student elected members from all class from Year 4 to 7 organise activities and fund raising to make improvements to student facilities.
- Student leadership is recognised and rewarded. 24 leadership positions are available for students to contribute to harmonious school organisation.
- Organised school sport for students in Year 5, 6 and 7 as part of the Bramble Bay Sports District. Currently the school offers training and competitions for students in softball, T-ball, cricket, cross country, hockey, soccer, netball, athletics and swimming.
- Year 7 students monitor the borrowing of sports equipment each lunchtime to help students use their time profitably.
- A camping program in Years 5, 6 and 7 helps to develop team building, self-esteem and leadership.
- Regular teacher professional development to improve counselling for students, social skills programs, grief and loss.

- The school library (Monday to Thursday) and ICT room (Monday to Friday) are open for student use at lunchtime.
- Choir (Year 3 to 7) and Instrumental Band (Year 5 to 7) practice before school.
- Intra-school teacher organised competitions for chess, touch football and “lip sync” are run during lunchtimes throughout the year.
- Students are encouraged by teachers to set themselves realistic goals for the year for their school life. This can be academic, sporting, musical, cultural or social.
- “Green cards” are given to reward responsible behaviour of students whose actions go beyond school expectations. These are sent home to parents outlining the circumstances and what their child has done. (*Appendix 4*)

## **TARGETED BEHAVIOUR SUPPORT**

In addition to the processes that encourage whole school behaviour support, we demonstrate 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.

About 8% to 10% of students may need additional support and timely intervention on some occasions. Strategies implemented to modify inappropriate student behaviour include:

- During the first week of school, teachers have discussions to allow all individual classes to develop their own rules and consequences.
- Teachers, where possible ignore minor attention seeking behaviour and praise good behaviour.
- Counselling students in 1:1 situations is an underlying plan in our Responsible Behaviour Plan for Students. Asking them what they have done, what should they have done gives them the opportunity to reflect on their actions and alternative choices.
- Where possible consequences should match playground offences ie people who litter have to pick up papers.
- Referrals are made to our Special Needs Committee for behaviour support. Specific goals are set for individual students by parents, teacher, deputy principal and student to assist their learning or playground behaviour.
- Lunchtime detention allows the supervising teacher more time for in-depth counselling with individual student regarding their responsibilities.
- For playground disagreements, teacher mediation, shaking hands and apologies where necessary are used to create a win:win situation where no child “loses face”.
- “Shadowing” teachers is a positive behaviour strategy used to counsel students about responsible behaviour.
- Parent support is sought early for behaviour which has the potential to deteriorate. With productive parent partnerships, teachers and parents can work together for the benefit of the student.

## **INTENSIVE BEHAVIOUR SUPPORT**

Where necessary our school demonstrates intensive intervention, behaviour support processes and/or programs that respond to unacceptable behaviour, and support continued learning engagement for students with high level behaviour support needs.

For a variety of reasons, some 2% of students may not respond to early intervention efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

Intensive behaviour support programs include:

- Guidance Officer is made aware of the situation and provides counselling or referrals if appropriate
- Behaviour Support Services are requested to assist/reinforce correct student behaviour
- Whole staff are made aware of individual circumstances of the student in need of intensive behaviour support at staff meeting. A coordinated school action plan is developed to ensure a consistent staff approach is used to assist the student
- An extra curricular activity program is design to make productive use of the student's time
- Regular parent/teacher/school administration contact to monitor behaviour and be aware of extenuating circumstances which may be impacting on social integration

## CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

For those students whose behaviour cannot be changed by regular counselling and positive reinforcement a number of strategies are in place to manage their social interactions.

These include:

- yellow card detention (1 day for minor infringement) (*Appendix 5*)
- orange card detention (3 days for serious infringement) - parents are notified (*Appendix 6*)
- red card detention (5 days for minor infringement) – parents are notified (*Appendix 7*)

The Principal and Deputy Principal:

- a) has a duty of care to minimise foreseeable risk of injury to all students. Students who have demonstrated a history of reckless unsafe behaviours and jeopardise the safety of other students can be excluded from non-compulsory activities. These may include camps, excursions, interschool sport, Year 7 award/graduation ceremony, instrumental music or any other non-core section of the curriculum.
- b) may remove any badge of office/leadership that a student may have if they deem such action necessary in the event of unacceptable behaviour
- c) can restrict student access to the school prior to 8.20am
- d) can suspend students for up to 5 days [under the Education (General Provisions) Amendment Act 2006] for a Level 2 Behaviour (*Appendix 8*) if deemed necessary.
- e) can suspend students for 6 to 20 days [under the Education (General Provisions) Amendment Act 2006] for repeated Level 2 offences. Arrangements are then made for attendance at an alternative educational program.
- f) Student re-entry after suspension is by signed contract with student, parent and Principal/Deputy Principal. The re-entry plan includes appropriate behaviours and consequences (behaviour benchmarks), school support, parent responsibilities, support from Education Queensland and external agencies.
- g) can recommend to his/her supervisor that a student be excluded from school and suspend the student pending the supervisor's decision about the recommendation. Student Disciplinary Absences will be used after consideration has been given to all other responses.

## **THE NETWORK OF STUDENT SUPPORT**

We continue to focus on the team that is our school. We learn together, play together and achieve better together. Effective practices and programs to manage difficult behaviour are best when they:

- achieve their intended outcome
- are the responsibility of the whole school community and have a high level of skill in effective, empathetic and clear interpersonal communication
- have alignment between curriculum, pedagogy and assessment at both the school and system level
- build relationships
- contribute to student well-being
- ensure all children maximise their potential and receive a curriculum through which they can experience success

Student welfare and the successful reintegration of students into the school environment are key goals of this Responsible Behaviour Plan for Students. Each student's needs are different and the range of personnel needed to assist a student may include some or all of the following:

- student
- parents
- class teacher
- STLD
- Principal and Deputy Principal
- Guidance Officer
- Advisory Visiting Teachers (Behaviour)
- Child Youth and Mental Health Services (CYMHS)
- Child and Family Therapy Unit (CAFTU)
- paediatric reports
- School and Family Support Services (SAFSS)
- external counsellors
- Juvenile Aid Bureau
- Department of Child Safety

## **CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES**

Curriculum quality, interpersonal relationships and school organisation directly influences behaviours, opportunities and learning outcomes for all students. The Boondall State School Community recognise that responses to inappropriate behaviour may differ from student to student depending on their individual circumstances but bearing in mind that they are still part of our school community. Staff professional development and proactive implementation of programs can mitigate potential behavioural incidents. This has already been done for identified groups including:

- Refugee students
- Students who are wards of the State
- Aboriginal and Torres Strait Islander Students
- Pacific Islander Students
- Students with IEP's (individual education programs)
- Students with diagnosed disabilities

The individual needs of students are dynamic. Early identification and appropriate intervention limit behavioural issues.

## APPENDIX 1

### Related Legislation, Policies and Resources

[Education \(General Provisions\) Act 2006](#)

[Education \(General Provisions\) Regulation 2006](#)

[Queensland Anti-Discrimination Act 1991](#)

[Commonwealth Disability Discrimination Act \(1992\)](#)

[Commonwealth Disability Standards for Education 2005](#)

[Privacy Information Sheet for Parents](#)

[The Schools Assistance \(Learning Together - Achievement through Choice and Opportunity\) Act 2004](#)

[CMR-PR-001: Complaints Management](#)

[CRP-PR-008: Human Relationships Education for Queensland State Schools](#)

[CRP-PR-009: Inclusive Education](#)

[CRP-PR-005: Drug Education and Intervention in Schools](#)

[HLS-PR-003: First Aid for Schools and Non-school Locations](#)

[HLS-PR-007: Occupational Health and Safety](#)

[LGS-PR-001: Consent to use Copyright Material, Image, Recording or Name](#)

[SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)

[SMS-PR-012: Student Protection](#)

[SMS-PR-021: Management of Behaviour in a Supportive School Environment - Schools and Discipline](#)

[SMS-PR-025: School Disciplinary Absences](#)

[SMS-PR-026: Physical Restraint and Time Out Procedures - Students with Disabilities](#)

[WFR-PR-005: Code of Conduct](#)

## APPENDIX 2

### Student Dress Code

In 1999, the Director General of Education, Mr Terry Moran and the Minister of Education, Mr Dean Wells, clarified the issue regarding the wearing of school uniforms in State Schools.

The Education Act has been amended to empower P&C's to have the responsibility for determining a school student dress code. Boondall's student dress code has been endorsed by our P&C.

The wearing of school uniforms:

- makes it easy to recognise non-school personnel thus helping ensure the safety of all students
- removes fashion and competition as distractions from the task of learning
- promotes pride in our school
- helps remove economic, social and cultural barriers

Students may choose from the following range of items available for the Tuckshop:

#### Boys

- Navy shorts

#### Girls

- Navy skorts
- Navy shorts
- Navy-trimmed check dress

#### Unisex

- Navy and gold polo shirt (untucked)
- Sports house shirts (Cuthbert, Elliott, Fraser, Perkins) – Fridays only
- Year 7 polo shirt (specially designed each year for Year 7 students only)
- Jackets (zip up front)
- Navy wide-brimmed hats (no bucket hats) - minimum brim size of 7cm
- Swim caps
- Sun shirts \*
- Navy or white socks \*
- Black shoes or sports joggers \*
- Navy track pants only \*

\* These items are not sold at Tuckshop

Parents who cannot provide a school uniform for their child should make an appointment to see the Principal / Deputy Principal.

## Unacceptable Items of Wear / Personal Items

The following items are deemed not acceptable at Boondall State School:

- items of clothing of different colours or styles not mentioned in the school uniform policy
- caps, beanies, bandanas, bucket hats
- jewellery (other than sleepers/studs or watches) in ear lobe only
- tattoos
- two piece swimming togs
- shirts, underwear or other forms of under clothing which are not completely covered by the school uniform
- mobile phones
- electronic games
- music players
- nail polish or other forms of make-up

N.B.

- School uniform must be worn correctly
- Neat, clean appropriate attire must be worn at all times
- Fully enclosed footwear must be worn at all times including travelling to and from school
- Caps may only be worn under cricket, softball and bicycle helmets for personal hygiene
- Bramble Bay sports shirts only to be worn on Fridays

**The school administration reserves the right to withdraw  
students from school representation and excursions  
if full school uniform is not worn.**

[SMS-PR-022: Student Dress Code](#)

[HLS-PR-007: Occupational Health and Safety](#)

[HLS-PR-013: Developing a Sun Safety Strategy](#)

[Queensland Anti-Discrimination Act 1991](#)

## APPENDIX 3

### Parent Code of Behaviour

Parental support has a positive effect on children's performance at school.

We encourage parents to remain in frequent contact with their children's teachers to ensure the best possible outcomes for their children.

Teachers have a code of conduct and the school has a *Behaviour Management Plan* for students.

To be consistent students should see their parents abiding by a simple set of social expectations.

To ensure parents integrate into our school community in a harmonious way we ask you to abide by the following **Code of Conduct**:

1. Report to the Office and wear a "Visitor's Badge" whilst in the school grounds.
2. Address all others in a respectful manner.
3. Model appropriate behaviour.
4. Maintain appropriate language standards.
5. Wear acceptable attire.
6. Wait in the Undercover Area rather than congregate in front of classrooms,
7. If you have an issue with another student, see your child's teacher, the Principal / Deputy Principal. Do not take matters into your own hands.
8. Recognize the staffroom and staff car park as areas for staff use only.
9. Organize appointments to discuss issues with relevant teachers.

**APPENDIX 4**

Name: .....Date: .....

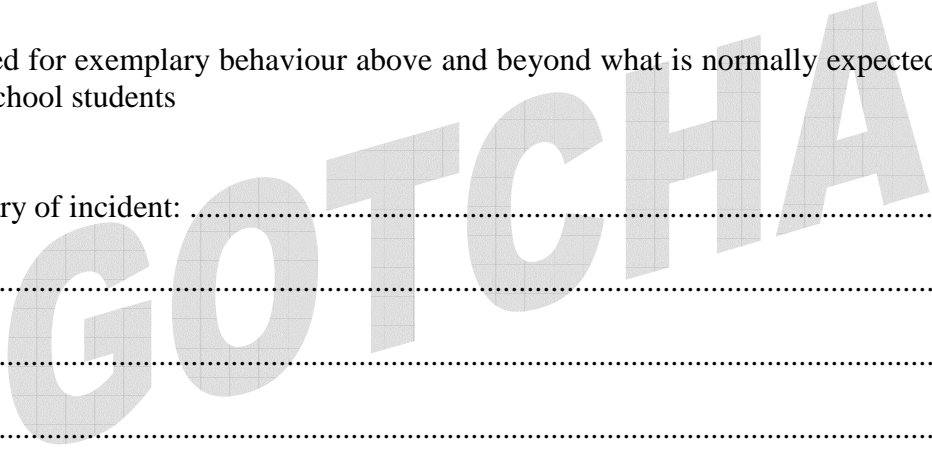
Awarded for exemplary behaviour above and beyond what is normally expected of Boondall State School students

Summary of incident: .....

.....  
.....  
.....

Reporting teacher's signature .....

Principal/Deputy Principal's signature .....



APPENDIX 5

<b>MINOR INCIDENT SLIP</b>		
Name .....		Class .....
<input type="checkbox"/> Before School	<input type="checkbox"/> Little Lunch	<input type="checkbox"/> Big Lunch <input type="checkbox"/> After School
<hr/>		
<input type="checkbox"/> No Hat/Shoes	<input type="checkbox"/> Chewing/Bubble Gum	
<input type="checkbox"/> Wrong Area	<input type="checkbox"/> Running (Cement)	
<input type="checkbox"/> Littering	<input type="checkbox"/> Ignoring Staff Directions	
<input type="checkbox"/> Spitting/Squirting Water	<input type="checkbox"/> Dangerous Play (Throwing, Climbing, Swinging)	
<input type="checkbox"/> Eating on Oval	<input type="checkbox"/> Inappropriate use of school equipment	
<input type="checkbox"/> Minor Swearing	<input type="checkbox"/> Uniform infringement	
<hr/>		
.....	.....	.....
Staff Member	Signature	Date

If possible, consequence to match the offence.

Consequence given:

<input type="checkbox"/> Litter Duty	<input type="checkbox"/> Apology (verbal/written)
<input type="checkbox"/> Writing School Rules	<input type="checkbox"/> Shadowing
<input type="checkbox"/> Time Out	<input type="checkbox"/> Other _____

Comments:

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**APPENDIX 6**

<b>SERIOUS INCIDENT SLIP</b>		
Name: ..... Class: .....		
<input type="checkbox"/> Before School <input type="checkbox"/> Little Lunch <input type="checkbox"/> Big Lunch <input type="checkbox"/> After School		
<input type="checkbox"/> Dissent (body language, verbal, gestures, non-compliance) <input type="checkbox"/> Arguing with staff <input type="checkbox"/> Persistent minor infringements <input type="checkbox"/> Inappropriate "attitude" <input type="checkbox"/> Classwork/homework not completed on time	Summary of Incident ..... ..... ..... ..... .....	
..... Staff Member	..... Signature	..... Date

<b>1 day Detention = 1 Point (Yellow Card)</b> <b>3 days Detention = 3 points (Orange Card)</b> <b>5 days Detention = 5 Points (Red Card)</b> <b>Accrual of 10 Points = Playground Re-entry Card</b>
Please have your child return this slip to me once it has been sighted and signed. If you would like to further discuss this issue, please telephone me at 3623 8333. <div align="right"><i>K. Wilkinson (Deputy Principal)</i></div>
Parent Signature .....  Parent Comment (optional)..... ..... ..... .....

**APPENDIX 7**

<b>MAJOR INCIDENT SLIP</b>		
Name ..... Class .....		
<input type="checkbox"/> Before School <input type="checkbox"/> Little Lunch <input type="checkbox"/> Big Lunch <input type="checkbox"/> After School		
<input type="checkbox"/> Aggressive behaviour (kicking, punching, hitting, spitting, throwing objects) with intent <input type="checkbox"/> Wilful disobedience / insolence <input type="checkbox"/> Harassment (verbal, racial, sexual) <input type="checkbox"/> Deliberately damaging school / others property <input type="checkbox"/> Persistent disruptive behaviour (classroom) <input type="checkbox"/> Stealing <input type="checkbox"/> Offensive language or photographic material <input type="checkbox"/> Dangerous weapons	Summary of Incident ..... ..... ..... ..... .....	
..... Staff Member                                      Signature                                      Date		

<b>1 day Detention = 1 Point (Yellow Card)</b> <b>3 days Detention = 3 points (Orange Card)</b> <b>5 days Detention = 5 Points (Red Card)</b> <b>Accrual of 10 Points = Playground Re-entry Card</b>
Please have your child return this slip to me once it has been sighted and signed. If you would like to further discuss this issue, please telephone me at 3623 8333. <p align="right"><i>K. Wilkinson (Deputy Principal)</i></p>
Parent Signature .....  Parent Comment ..... ..... ..... .....

## APPENDIX 8

### Classification of Playground Behaviour

#### Level 1 Behaviours (dealt with by staff on duty)

- Running on concrete
- Playing/fighting during eating times
- Inappropriate behaviour on equipment and sandpit
- Lack of respect for personal property
- Lack of friendly play
- Littering
- Use of inappropriate language
- Lack of respect for staff members
- Lack of manners
- Misuse of sporting equipment
- Playing near/in toilet areas
- Poor sportsmanship
- Visiting tuckshop at incorrect times
- Throwing away of lunches
- “Out of Bounds” – not staying in correct playing/eating areas

#### Level 2 Behaviours (dealt with by principal or deputy principal)

- Aggressive behaviour: (eg bullying/intimidation, kicking, biting, pushing, hitting, spitting)
- Harassment: (eg verbal, racial, sexual)
- Wilful disobedience
- Insolence
- Deliberate damaging of school property: (eg graffiti etc)
- Stealing
- Throwing objects in an aggressive/dangerous manner
- Drug use
- Dangerous weapons
- Pornographic material
- Actions which undermine the authority of the school staff
- Actions which incite disobedience/violent behaviour
- Actions which bring the school’s name into disrepute or which are prejudicial to the good order of the school
- Intimidation