



The Code of School Behaviour

Better Behaviour
Better Learning

Zillmere 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.

AIM HIGH

Zillmere State School is committed to developing a safe and supportive school environment where students are encouraged to develop to their full potential, to be the best they can be. The aim of our plan is to provide an appropriate framework to manage student behaviour, a framework which actively acknowledges and rewards positive behaviour whilst also applying clearly defined consequences for unacceptable behaviour.

School beliefs about behaviour and learning

We believe:

- That every student has the potential to behave appropriately.
- That it is important to regularly acknowledge and reward positive behaviour.
- That students need to be given significant opportunities and support to improve their behaviour.
- That students who display unacceptable behaviour receive appropriate consequences.
- In a whole-school commitment to support the School Responsible Behaviour Plan.

Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

Zillmere State School has a code of behaviour that is based upon mutual respect. Students show respect for themselves and others by participating actively in the school's education programs and accepting responsibility for their own behaviours and learning.

Zillmere State School Code of Behaviour*

Aiming High – Being the Best You Can Be:

1. To Aim High
2. To be the best we can be
3. To be inclusive of everyone
4. To behave safely and sensibly in all areas
5. To use appropriate language – verbal and non-verbal
6. To follow adult directions the first time
7. To respect the rights and property of others
8. To report unsafe behaviour to the teacher on duty, to the office or to the class teacher
9. To help others as best we can
10. To take responsibility for your own actions



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*This code forms the basis for both school and classroom management. The code of behaviour applies to all school activities including camps and excursions.

Whole-School Behaviour Support

The GOTCHA" Program (Appendix 1)

The Bullying Program (Appendix 2)

Thinking Room (Appendix 3)

Classroom

It is the aim for classroom teachers to manage the majority of incidents within the classroom however intervention from administration is sometimes required. Classroom processes for managing student's behaviour are as follows:

1. The teacher points out to the student that the displayed behaviour is not acceptable and that that person is making an inappropriate choice.
2. If the behaviour continues, a second comment is made about the inappropriate choice of behaviour.
3. If the inappropriate behaviour still continues, the student is separated from the class members but within the same room.
4. A continuation means that the student has to go to his/her "Buddy Class". If the child's behaviour improves, he or she will be able to go back to his/her own classroom. The teacher may elect to have the student 'make up' any lost working time in the classroom during playtime, in the 'Thinking Room' or during class.

Dangerous, or High Level behaviours should be reported to the office immediately.



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There are four levels of behaviour at Zillmere State School. All children will commence each year on Level 1.

Level 1

Reasons for being placed on this level	Possible Consequences
Students at this level aim high. They display commitment to their education, are actively involved in their school and accept responsibility for their behaviour and learning. They make an effort to uphold the School Code of Behaviour	<ul style="list-style-type: none"> • Participation in reward activities • Eligibility to take on a leadership position within the school • A <i>Gotcha</i> award will be awarded to students towards the end of each term for achieving a level 1.

Level 2

Reasons for being placed on this level	Possible Consequences
Students at this level are not consistent with their behaviour. They may demonstrate positive behaviour, but at some stage, have also demonstrated a failure to follow the School Code of Behaviour.	<ul style="list-style-type: none"> • The student's teacher and the principal will discuss, with the student, the problem his/her behaviour is causing • Possible non-participation in 'reward day' activities • Parents/guardians will be contacted and advised of the consequences of being placed on level 3 • Student to complete a <i>Thinking Sheet</i>

Level 3

Reasons for being placed on this level	Possible Consequences
Students at this level have not accepted responsibility. They have disregarded the School Code of Behaviour.	<ul style="list-style-type: none"> • Thinking Room • Non-participation in reward day activities • Non-participation from some school privileges • Parents/guardians will be contacted • Ineligible to hold a leadership position within the school • Possible in-school withdrawal

Level 4

Reasons for being placed on this level	Possible Consequences
Students at this level have continued to show disregard for the School Code of Behaviour They have continued to ignore the rights of others within the school. They have displayed High or Very Level behaviours.	<ul style="list-style-type: none"> • In-school withdrawal • Suspension of between 1 and 5 days • Logical consequence if necessary (eg pay for damaged items) • Participation in a re-entry program after suspension • Parents will be contacted • Possibility of 6-20 day suspension • Possible non-participation in school excursions • Possible Behaviour Improvement Condition (BIC) • Exclusion

All students who reach Level 4 will be provided with schoolwork to be completed during time away from class and will need to take part in a re-entry process. The purpose of the re-entry program is for the student to understand the consequences of their behaviour and make plans to improve their behaviour in the future. In order to return to regular classes, the suspended student must have adequately completed the set schoolwork and re-entry process.



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Targeted Behaviour Support

Zillmere students display excellent behaviour. Minor breaches of the School Code of Behaviour occur are managed at the school by the staff at the time of the indiscretion. The student and staff member engage in conversations that address the indiscretion. These conversations provide opportunities to explain the purpose of the school code and how the student can ensure the code is followed in the future. Parents are not formally advised about minor breaches of school rules unless it is deemed necessary.

Intensive Behaviour Support

Intensive intervention, behaviour support processes and/or programs that respond to unacceptable behaviour and support continued learning engagement, will be employed whenever necessary.

If a major behaviour problem is noted, parents will be advised by phone and/or in writing and will be expected to meet with the staff member involved, the class teacher and the principal to help resolve the situation. A specialist behaviour management teacher may be invited to develop a program of support as part of the team approach. Every effort will be made to arrive at a satisfactory conclusion. The principal has the right to suspend, impose a Behaviour Improvement Condition or exclude students if it is believed necessary at that point in time.

Zillmere State School operates an open communication policy where parents are always welcome to speak to teachers or the principal if they have any concerns for educational, social or behaviour-related reasons. Teachers are available before and after school or by appointment. A phone call may be all that's required but if a more in-depth conversation is needed an appointment will be necessary.



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Consequences for Unacceptable Behaviour

Level of Misbehaviour	Examples	Possible Consequences
<p>Low At this level, students are not harming others</p>	<ul style="list-style-type: none"> - Running on cement - Littering - Playing with no hat - Rough play 	<ol style="list-style-type: none"> 1. Rule reminder 2. Consequence to be logical and given on the spot e.g. A consequence for littering might be to pick up papers
<p>Medium At this level, students are disrespecting or harming others. Students may have also breached the highest level of the individual classroom plan.</p>	<ul style="list-style-type: none"> - Disregarding the School Code of Behaviour - Bullying - Leaving the classroom without permission - Disregarding a reasonable instruction - Swearing or inappropriate language - Retaliating 	<ol style="list-style-type: none"> 1. Name and behaviour recorded on admin records 2. Time-out (length depending on severity) or logical consequence 3. Thinking Room 4. Parent may be contacted 5. Possible level drop
<p>High At this level, students are a danger to themselves and/or others. They have disregarded the School Code of Behaviour.</p>	<ul style="list-style-type: none"> - Continual disregard for the School Code of Behaviour. - Violence - Bullying - Verbal or physical abuse of others - Leaving the school grounds - Continually leaving the classroom without permission - Truancy - Disrespectful language - Unsafe behaviour - Disregarding a reasonable instruction - Vandalism - Stealing - Possession of dangerous and/or illegal substances or objects 	Level 3 or 4 Consequences
<p>Very High At this level, students are a danger to others and/or may have complete disregard for the School Code of Behaviour.</p>	<ul style="list-style-type: none"> - Unprovoked violence - Use of a weapon - Continual disregard for the School Code of Behaviour - Persistent Bullying - Verbal or physical abuse - Leaving the school grounds - Continual disregard of instructions - Continually leaving the classroom without permission - Truancy - Disrespectful language - Unsafe behaviour - Vandalism - Stealing - Possession and/or use of dangerous and/or illegal substances or objects 	Level 4 Consequences



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RECORD KEEPING

All serious student misbehaviours are recorded within administration records.

MOVEMENT BETWEEN LEVELS

- All children begin each year on Level 1.
- Should a student behave inappropriately, then movement to the next level may occur.
- High-level behaviour may result in an immediate drop to Level 3 or 4.
- A minimum period of one week (five full school days in attendance) of positive behaviour will allow a student to move up one level.
- Students move between levels at the Principal's discretion.

The network of student support

A team approach to behaviour support at Zillmere State School includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies. These may include:

- Principal, teachers and other staff
- Parents or care givers
- Behaviour Management Specialist
- Guidance Officer
- District Office Support
- Support Teacher Learning Difficulties
- External support personnel as required
- Online support

Consideration of individual circumstances

Zillmere State School aims to ensure that educational outcomes for the diverse needs of students are maximised. Responses to inappropriate behaviour will consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members.

Related legislation

- *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 1995*
- *Workplace Health and Safety Regulation 1997*
- *Freedom of Information Act 1992*



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Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SMS-PR-018: Information Sharing under Child Protection Act 1999](#)
- [SMS-PR-008: Family Law Matters Affecting State Educational Institutions](#)
- [SMS-PR-019: Mature Age Students](#)
- [SMS-PR-017: Enforcement of Compulsory Education Provisions](#)
- [SMS-PR-031: Flexible Arrangements](#)
- [SCM-PR-005: School Security](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [HLS-PR-012: Curriculum Activity Risk Management](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [CRP-PR-005: Drug Education and Intervention in Schools](#)
- [HLS-PR-009: Administration of Routine and Emergency Medication and Management of Health Conditions](#)
- [CMR-PR-001: Complaints Management](#)
- [LGS-PR-002: Freedom of Information](#)
- [SMS-PR-001: Publishing Student and Staff Information on School Web Sites](#)
- [IFM-PR-004: Managing Electronic Identities](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [SMS-PR-024: Internet - Student Usage](#)
- [WFR-PR-005: Code of Conduct](#)
- [SDV-PR-001: Employee Professional Development](#)

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/)
- National Safe Schools Week www.safeschoolsweek.dest.gov.au
- Bullying. No Way! (www.bullyingnoway.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>



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Gotcha Awards - (Appendix 1)

GOTCHA AWARDS

The school has a program that is based on proactive recognition of good behaviour through out the school called GOTCHA AWARDS.

This is conducted on a whole school basis (P-7) whereby any staff member when they observe a student displaying appropriate behaviour can give a GOTCHA. This is on a small ticket with the teacher's name on it. These are then recorded back in the class by the class teacher and collated throughout the week. At the end of each week, recognition for this behaviour is given on Parade for the five members from each class who received the most GOTCHAS. The class teacher then rewards those students on their own class incentive/reward system.

The top 5 GOTCHA winners each week from each class are placed in the draw for a prize. This is drawn on parade each week.

At the end of each term, the three students from each class in the school who received the most GOTCHA AWARDS throughout the term are given a school reward eg. Watching a DVD with a snack provided.



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The Bullying Program (Appendix 2)

BULLYING

To ensure that all students feel safe and Zillmere to come to Zillmere State School, bullying is taken seriously and measures are taken to reduce the number of bullying incidents within the school. It is important that all members of the school community – students, staff and parents - fully understand what bullying is and how bullying should be dealt with. It is important that we actively discourage bullying behaviours within the school.

What is Bullying?

Bullying usually involves:

- *a desire to hurt*
- *a hurtful action*
- *a power imbalance*
- *an unjust use of power*
- *repetition*
- *a sense of being oppressed on the part of the victim*

Bullying behaviour typically includes:

Hitting – Threatening – Retaliating - Using putdowns – Excluding – Teasing - Rumours – Talking about people in their absence

Ways to Stop Bullying

At Zillmere State School, bullying is dealt with by:

- All students participating in the *High 5 Program* early in term one and as required throughout the year.
- Discussing bullying on parade.
- Encouraging students who experience bullying to use the five step strategy outlined below:

**Talk Friendly → Talk Firmly → Ignore →
Walk Away → Report**

- Following up and moving through the consequences, previously mentioned, for substantiated incidents of bullying.



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The Thinking Room Program (Appendix 3)

THINKING ROOM

The 'Thinking Room' has been established at Zillmere State School to operate at second break during playtime (1:30–1:50) for the 5 school days each week. It is supervised as a rostered playground duty.

The Thinking Room operates as a Consequence Room where students are referred if their behaviour is unacceptable. While there, they may be required to fill out a *Thinking Sheet* that is based on the following questions: -

What did I do?

What rule did I break?

What happens when I break the rules?

How are you going to stop this from happening again?

How will you let the staff member know that you are willing to make an effort to uphold the Code of Behaviour and Aim High?

After attending the Thinking Room students are required to meet with the referring staff member to discuss:

- *the behaviours that led them to receiving a Thinking Room referral and:*
- *what needs to be done to prevent a reoccurrence of events that led to the referral.*

Records are kept each time a student is sent for this purpose. Regular attendees may drop a behaviour level. If the behaviour still continues, the Principal may be involved.