



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



Responsible Behaviour Plan for Students

1. Purpose

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

At Kingston State School we are committed to providing a caring, secure and disciplined learning environment in which all children have the support necessary to maximise their academic and social potential in partnerships with our community. We offer experiences which encourage children to become responsible, independent lifelong learners and to become active and tolerant members of a changing society.

As a part of the school's priorities, one of the key issue/goals within the curriculum, teaching and learning programme is to promote responsible, safe and on-task behaviour. Our responsible behaviour plan, developed consultatively with the community, focuses on positive school behaviour through School Wide Positive Behaviour Support (SWPBS).

2. Consultation and data review

The school community was consulted in-depth during the development of the original Responsible Behaviour Plan for Students. During 2012, the original framework was reviewed with staff and presented to the P&C. Our Code of School Behaviour was also analysed with our community as a part of our 4 year National Partnerships Strategic Plan. Many aspects of the review were informed by our school data.

The Plan was endorsed by the Principal, President of the P&C and the Assistant Regional Director.

3. Learning and behaviour statement

At Kingston State School we have the highest expectations for student learning and behaviour. Better behaviour – Better learning.

The cornerstone of our Code of School Behaviour is grounded in our 3 core expectations:





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Better Behaviour
Better Learning

BE SAFE BE RESPECTFUL BE A LEARNER

Expected behaviours are outlined in the following matrix: **KINGSTON STATE SCHOOL – SCHOOL EXPECTATION MATRIX**

| Expectations | Routine/Setting | | | | | | | |
|----------------------|--|---|---|--|---|---|--|--|
| | Classroom | Specialist Lessons | Transition | Toilets | Ovals, Playgrounds, Covered Play Areas | All Areas | Eating | Bus Lines |
| Be Safe | Walking Ask permission to leave classroom. Keep hands, feet and objects to self. Sit in your seat. Enter and exit room in an orderly manner. | Hands, feet and objects to yourself. Use equipment appropriately. | Walk on concrete. Hands and feet to yourself. Stay on pathways. | Wash hands. No playing in toilets. Keep hands, feet and objects to yourself. | Walk on concrete. Be sun safe – wear a hat. Keep hands, feet and objects to yourself. Sticks and stones to remain on the ground. | Be at the right place at the right time. Keep hands, feet and objects to yourself. Use equipment appropriately. Use High 5. | Walk on concrete. Remain seated during eating. Keep hands, feet and objects to yourself. | Walk to bus. Wait inside the gate until bus arrives. Wait for teacher instructions. Hands, feet and objects to self. |
| Be Respectful | Use an inside voice. Follow teacher instructions. Be a good listener. Use kind words. Raise hand to speak. Respect property. | Be a good sport. Follow teacher directions. Use appropriate language. | Walk quietly. Respect other classes. | Respect others privacy. Keep toilets clean. | Follow teacher directions. Rubbish in bins provided. Play fairly – take turns, join in. Use kind words. | Use polite language. Follow all teacher instructions. Ask permission to leave any setting. | Wait for dismissal from eating. Place rubbish in bins. Follow teacher's directions. | Listen to the teacher. Be polite to teacher and students. Use appropriate language. |
| Be A Learner | Be prepared. Be on time to class. Listen actively. Respect others rights to learn. Do your best. Follow instructions. Ask questions. | Do your best. Participate in all activities. | Return to class on time. Leave play area on first bell. Be ready – lining up by 2 nd bell. | Go to toilet during break time. | Listen and follow teacher instructions. Join in and have-a-go. Make an effort to learn new games. | Be on task. Do your best. Be prepared. | Eat healthy foods. Eat breakfast each morning. | |





The Code of School Behaviour

Better Behaviour
Better Learning

We also believe that:

- Social and academic learning outcomes are maximised through quality learning.
- Students have the right to learn and teachers have the right to teach and to be treated with respect where positive relationships are fostered.
- All members of the community will control themselves, accept responsibility and learn to manage their own behaviours.
- The effort to achieve positive behaviour is a shared responsibility of the student, the home and the school.
- Positive behaviour needs to be regularly acknowledged in appropriate ways.
- The Student Wellbeing team will provide support for children who present with inappropriate behaviours.

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

• Universal behaviour support

Kingston State School's proactive and preventive whole-school processes and strategies encourage all students to take increasing responsibility for their own behaviour and the consequences for their actions. There is a clear, consistent and well-understood process for managing student behaviour. Open and regular communication is integral to the process in order to support students and build strong community relationships.

Whole School processes include:

- Data collection and interpretation to identify patterns of both positive and negative behaviour.
- Clearly stated school expectations for students, parents and whole community.
- Explicit teaching through SWPBS matrix.
- A commitment of Professional Development for staff particularly in the areas of SWPBS and Essential Skills.
- Modelling of expected behaviours by staff at all times.
- Proactive strategies including Gotchas, praise, certificates, stickers, class parties, class awards, student of the month awards, displays of student work, recognition of student in newsletter and Principal's Award.

• Targeted behaviour support

For students who experience difficulties exhibiting acceptable behaviours a range of Targeted support includes:

- Individual social skilling such as anger management, conflict resolution, rebuilding friendships, repairing relationships and mutual respect.





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School
Behaviour**
Better Behaviour
Better Learning

- Meetings held with families where appropriate.
- Individual Behaviour Management Plan (IBM) negotiated between student, teacher and parent.
- Open communication between staff, Responsible Thinking Room (RTR) teacher, parents, and other community members e.g. police liaison, chaplain, P&C, Guidance Officer.
- Whole class support offered to teachers where appropriate.
- Alternate play activities e.g. friendship club, drawing classes, playroom, Chaplain Drop in centre, cultural groups and supported play programmes.
- A range of programmes including gender based access to other support programmes.

• **Intensive behaviour support**

Intensive behaviour support is required for students who have extreme difficulty managing their behaviour. Intensive support strategies include:

- Referral to Special Needs Action Committee (S.N.A.C)
- Regular meetings with parents, teachers and students where IBM is revised and adjusted to meet the ongoing needs of the student and to rebuild relationships. The process usually includes parents, teachers, students, Administration representative, Guidance Officer and Behaviour Advisory Teacher (BAT) representative.
- Referral to Behaviour Advisory Team (BAT).
- Referral to outside agency or programme (Bardon Rd Behaviour Support Programme, RAPT, Positive Learning Centre, Tennyson Special School, Juvenile Aide Bureau, Police Community Liaison Officer, Indigenous Community Officer, PLACE (Pathways for Life-Alternative Choices in Education), Kingston East Neighbourhood Centre, Child Youth Mental Services, Parenting Programmes.
- Functional Behavioural Analysis (FBA) – This programme looks at what needs to be changed to modify behaviour.

5. Emergency responses or critical incidents

The school has developed a critical incident plan that is to be used in the event of any critical incident occurring at the school. A copy is available at the office.

At Kingston State School we have formally developed emergency procedures eg. Fire evacuation and lockdown procedures. Practices/drills are carried out every term for all staff and students as a way of reinforcing these procedures in the event of a real emergency.





The Code of School Behaviour

Better Behaviour
Better Learning

Records are kept as per requirements (eg. Incident reporting, debriefing report, health and safety record) for all emergency situations or critical incidents involving physical intervention by an adult staff member.

Notification processes and record of contact with parent of student/s who are involved in an emergency situation or critical incident involving severe problem behaviour are all recorded on One School.

6. Consequences for unacceptable behaviour

| Appropriate | Possible Consequences |
|---|---|
| Being Safe Being a Learner Being Respectful | Verbal acknowledgement Whole school reward system (Gotchas) Class rewards systems Weekly awards Student of the Month Awards Invitation to Principal's Morning Tea End of term rewards Eligible for positions of trust Academic Awards |

| Inappropriate | Possible Consequences |
|---------------|---|
| Minor | Warning Time out/Thinking Chair Referral to Responsible Thinking Room Contact parents Buddy class Sit out in Responsible Thinking Room CICO – Check in Check out Loss of privileges Withdrawal from playground |
| Major | Referral to Responsible Thinking Room Office referral Individual Support Plan Time out Withdrawal from playground Buddy class CICO – Check in Check out Contact parents Meet with parents Guidance officer referral Behaviour advisory team referral Suspension 1 – 20 days Behaviour Improvement Condition Recommendation for exclusion Contact police |





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

Responsible Behaviour Plan for Students Minor and Major Behaviours

| Minor | Major |
|---|---|
| Unpleasant language (not directed at teachers/adults or other students) | Continuous/ongoing disruptive behaviour that adversely affects others. |
| Littering | Continuous/ongoing non-compliance |
| Running on concrete | Serious verbal misconduct including racist comments directed at a teacher or other students |
| Low level disruptive behaviour | Ongoing verbal misconduct not directed at a teacher. |
| Dress standards | Extreme and deliberate physical aggression or physical harm to another student or adult. |
| Low level unsafe behaviour (running on concrete, swinging on chair) | Physical aggression involving an object |
| Incomplete classroom or homework | Ongoing bullying and teasing |
| Low level physical aggression (pinch, push, poke with pencil) | Dangerous behaviour (throwing chairs/desks, destroying classroom) |
| Low level property damage (draw on desk, rip pages from exercise book, pushed over a chair) | Sexual harassment Unacceptable immoral behaviour |
| Teasing | High level property damage (graffiti, furniture, amenities) |
| Punctuality | Illegal behaviour |
| Dishonesty | Behaviour involving illegal substances |
| Stealing | Persistent stealing |
| Non-compliance | Disruptive and non-compliance in the RTR |
| Minor behaviours need to be dealt with by the classroom teacher. | Major behaviours need to be sent to the RTR or the office. |

NB. Suspension, Behaviour Improvement Condition or Exclusion: May be used where the behaviour is serious and/or persistent. This is implemented in line with the Education Queensland Policy *Safe, Supportive and Disciplined School Environment Version 6.3* or persistent inappropriate behaviour is that which threatens the good order of the school and/or safety of people within the school. Suspension and exclusion will only be used where other processes have been put in place previously or the incident is of a serious nature. Consideration will be given to the specific circumstances in each case.





The Code of School Behaviour

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Better Learning

7. Network of student support

Our Deputy Principal co-ordinates a range of support agencies to increase wellbeing for all students. These include, but aren't restricted to: RAPT, Bardon Rd Behaviour Support Programme, Tennyson Special School, Juvenile Aide Bureau, Police Community Liaison Officer, PCYC, Indigenous Community Liaison Officer, PLACE (Pathways for Life-Alternative Choices in Education), PLC (Positive Learning Centre), Kingston East Neighbourhood Centre, Helping out Families, Child Youth Mental Health Services, Department of Child Safety.

8. Consideration of individual circumstances

Key staff members, specifically, the Deputy Principals, the Head of Special Education, the Guidance Officer, the Support Teacher for Literacy and Numeracy (STLN) and the Literacy and Numeracy Coaches, work alongside the teachers to make key modifications in curriculum. Individual academic, social and behavioural targets are set for all students. An Individual Behaviour Management Plan (IBM) applies for students who are at risk of disengaging and includes specific academic, social and behavioural targets. When a student exhibits inappropriate behaviour at Kingston State School, we make every effort to explore mitigating factors and we consider individual student circumstances when applying consequences.

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [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 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related departmental procedures

- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)



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11. Some related resources

List any related resources identified. This could include:

- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

Endorsement

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Principal

 _____
P&C President or
Chair, School Council

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Principal's Supervisor

Date effective:

from 28.5.2013 to 28.5.2014

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