

Moura State High School

Responsible Behaviour Plan Based on "The Code of School Behaviour"

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Principal

P&C President

School Council

Excutive Director
Schools



● Rationale

Better Behaviour Better Learning

Queensland state schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. State Schools are strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. They prepare student for an active role in a democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of state schooling in Queensland.

Moura's Responsible Behaviour Plan reflects Education Queensland's commitment to effective learning where all students have the right to learn, all teachers have the right to teach and all members of the school community have the right to be safe.

The introduction of an agreement, to be signed by the principal, primary caregiver and student, ensures that all parties are committed to effective learning and will abide by the school's Code of School Behaviour.

● Values and Principles

Moura State High School uses the values and principles issued by Education Queensland and the Department of Education Science and Training to support the school's beliefs about behaviour and learning. Such beliefs underpin the guidelines on how the school seeks to teach, guide, encourage, lead and motivate students to behave in a responsible manner.

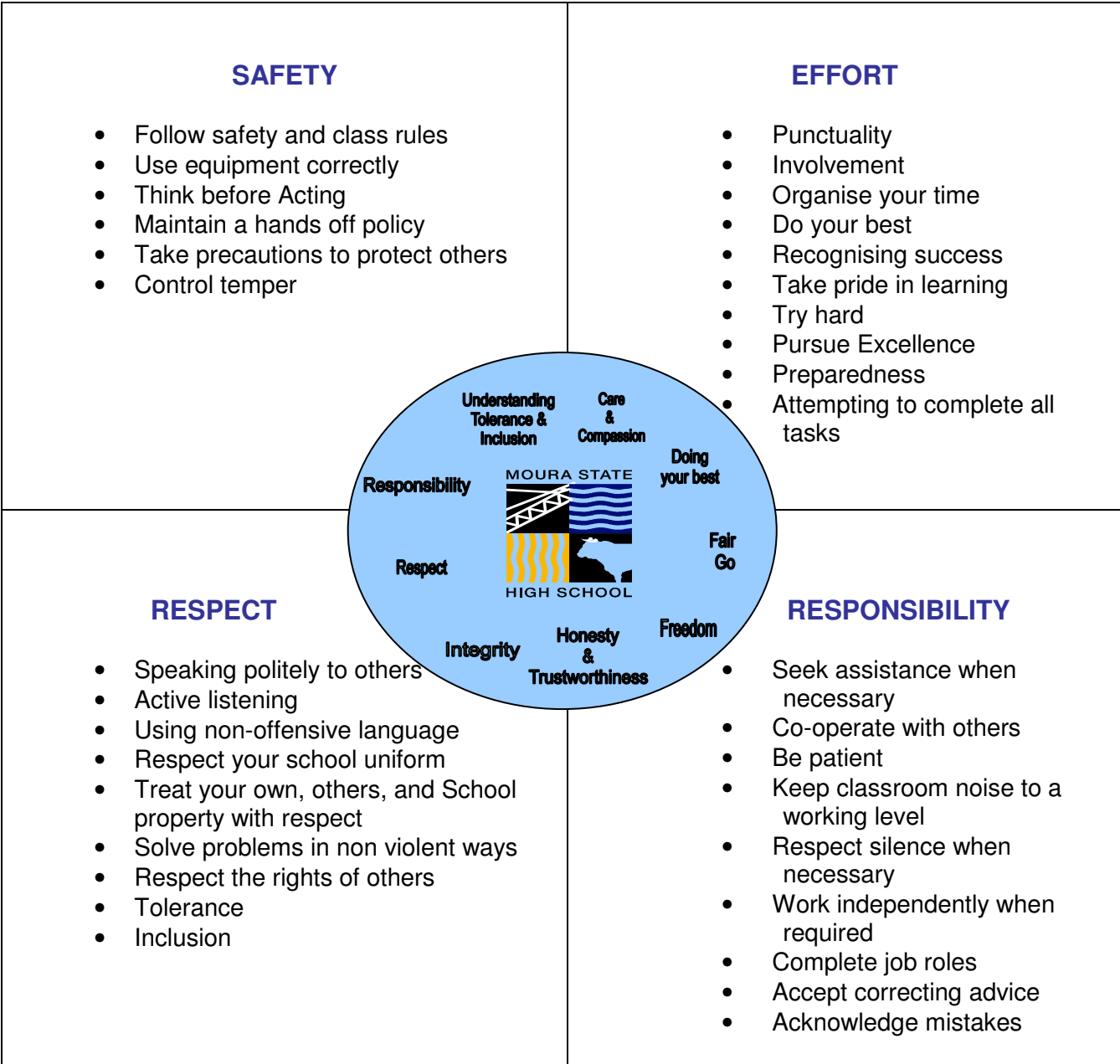
● School's Beliefs about Behaviour and Learning

Moura State High connects behaviour to effective learning in the following ways:

- understanding student behaviour in order to manage it
- accepting that all behaviours have a purpose
- providing positive caring environments through mutual respect and commitment
- implementing inclusive policy that recognises and accommodates difference
- taking a whole-school approach to behaviour management
- developing appropriate curriculum backed by effective teaching strategies
- encouraging positive behaviours
- taking a proactive approach to behaviour management

Moura State High School has adapted the values and principles of both the National Framework and Strategic Plan along with its own beliefs about behaviour and learning to develop and implement a code of behaviour covering four areas – Safety, Effort, Respect, and Responsibility.

The following code of behaviour reflects our values and beliefs.



The Code of Behaviour
Better Behaviour Better Learning

Moura State High School is committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. Staff are to maintain high standards of ethical behaviour as established in the Department of Education's CODE OF CONDUCT. All members of school communities are to abide by the CODE OF SCHOOL BEHAVIOUR in accordance with the following **standards**.

All members of school communities are expected to:

- Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:

- Participate actively in the school's education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment.
- Behave in a manner that respects the rights of others, including the right to learn
- Co-operate with staff and others in authority

Parent/Carers are expected to:

- Show an active interest in their child's schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, well being and behaviour
- Contribute positively to behavioural support plans that concern their child.

Schools are expected to:

- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self-management.

Principals are expected to:

- Play a strong leadership role in implementing and communicating the Code in the school community
- Ensure consistency and fairness in implementing the school's Responsible Behaviour Plan for Students.
- Communicate high expectations for individual achievement and behaviour
- Review and monitor the effectiveness of school practices and their impact on student learning
- Support staff in ensuring compliance with the Code and facilitate professional development to improve the skills of staff to promote responsible behaviour.

Benchmarks for Behaviour
Better Behaviour Better Learning

OBJECTIVES:

Students will be able to identify their behaviour level

Students will accept responsibility for their current behaviour and undertake, via collaborative goal-setting and review, to bring about positive behaviour change

All students will strive to reach the COMPETENT stage.

	NOVICE	DEVELOPING	COMPETENT	EXEMPLARY
SAFETY	<p>BEGINNING Uses equipment safely/appropriately Moves safely through classroom/school Keeps hands/feet/teeth etc to self. Follows directions of teachers/staff Resolves conflict without violence. Wears school uniform Remains in class/school setting</p>	<p>USUALLY Uses equipment safely/appropriately Moves safely through classroom/school Keeps hands/feet/teeth etc to self. Follows directions of teachers/staff Resolves conflict without violence. Wears school uniform Remains in class/school setting</p>	<p>CONSISTENTLY Uses equipment safely/appropriately Moves safely through classroom/school Keeps hands/feet/teeth etc to self. Follows directions of teachers/staff Resolves conflict without violence. Wears school uniform Remains in class/school setting</p>	<p>ALWAYS (and encourages others to) Uses equipment safely/appropriately Moves safely through classroom/school Keeps hands/feet/teeth etc to self. Follows directions of teachers/staff Resolves conflict without violence. Wears school uniform Remains in class/school setting</p>
EFFORT	<p>RARELY Stays on task Attempts all set tasks and completes activities (inc. Assignments/homework) Participates actively in class. Works to best of ability. Seeks help when needed Attempts to meet deadlines</p>	<p>SOMETIMES Stays on task Attempts all set tasks and completes activities (inc. Assignments/homework) Participates actively in class. Works to best of ability. Seeks help when needed Attempts to meet deadlines</p>	<p>USUALLY Stays on task Attempts all set tasks and completes activities (inc. Assignments/homework) Participates actively in class. Works to best of ability. Seeks help when needed Attempts to meet deadlines</p>	<p>ALWAYS (and encourages others to) Stays on task Attempts all set tasks and completes activities (inc. Assignments/homework) Participates actively in class. Works to best of ability. Seeks help when needed Attempts to meet deadlines.</p>
RESPECT	<p>RARELY Treats own property with care. Accepts others' feelings/opinions/rights. Speaks politely and appropriately. Listens to and follows the directions of all school staff/support personnel Shows respect for school property. Follows class and school expectations.</p>	<p>SOMETIMES Treats own property with care. Accepts others' feelings/opinions/rights. Speaks politely and appropriately. Listens to and follows the directions of all school staff/support personnel Shows respect for school property. Follows class and school expectations.</p>	<p>USUALLY Treats own property with care. Accepts others' feelings/opinions/rights. Speaks politely and appropriately. Listens to and follows the directions of all school staff/support personnel Shows respect for school property. Follows class and school expectations.</p>	<p>ALWAYS (and encourages others to) Treats own property with care. Accepts others' feelings/opinions/rights. Speaks politely and appropriately. Listens to and follows the directions of all school staff/support personnel Shows respect for school property. Follows class and school expectations.</p>
SELF-RESPONSIBILITY	<p>RARELY Seeks or accepts help when needed. Requires no prompting to behave Accepts responsibility for own behaviour. Accepts consequences of own actions Works and plays independently. Is prepared/punctual for each lesson Catches up on missed work Conforms to routines and procedures.</p>	<p>SOMETIMES Seeks or accepts help when needed. Requires no prompting to behave Accepts responsibility for own behaviour. Accepts consequences of own actions Works and plays independently. Is prepared/punctual for each lesson Catches up on missed work Conforms to routines and procedures.</p>	<p>USUALLY Seeks or accepts help when needed. Requires no prompting to behave Accepts responsibility for own behaviour. Accepts consequences of own actions Works and plays independently. Is prepared/punctual for each lesson Catches up on missed work Conforms to routines and procedures.</p>	<p>ALWAYS (and encourages others to) Seeks or accepts help when needed. Requires no prompting to behave Accepts responsibility for own behaviour. Accepts consequences of own actions Works and plays independently. Is prepared/punctual for each lesson Catches up on missed work Conforms to routines and procedures.</p>

Roles and Responsibilities

Better Behaviour Better Learning

STUDENT RIGHTS and RESPONSIBILITIES

- 1) The right to guidance in preparation for a responsible life, respect for adults, human rights, the natural environment, for one's own cultural and social identities and the cultural and social identity of others.,
 - To understand and practise what has been taught to the best of our ability
- 2) The right to feel safe and protected from bullying and harassment and to have your property protected
 - To ensure the safety of yourself, and others by practising the Code of Behaviour.
- The right to appropriate guidance and support in an educational program.,
 - To take advantage of special help and ask for assistance when necessary. To communicate about your learning to teachers and parents while also acknowledging fellow students for their efforts.
- 3) The right to participate in recreational activities and to participate in cultural and artistic life.
 - To take advantage of sporting, cultural and artistic opportunities offered.
- 4) The right to be treated with dignity and respect
 - To respect the rights of others and be aware of the different roles. To respect other's individuals abilities.
- 5) The right to express one's opinions, information and beliefs. The right to be heard in all matters and including disputes affecting us.
 - To have this right subject to any restrictions necessary to protect and respect the rights of others. To do this at the right time and in an appropriate manner.
- 6) The right to be protected from any form of discrimination (race, religion, gender, age, ability and beliefs).
 - To report any discrimination against yourself. Not to discriminate against others.
- 7) The right to have teachers who carry out their duties in a way the values the best interests of the student.,
 - To cooperate with teacher in a way the best interest of the teacher and other students,
- 8) The right to freedom of association eg friendship and other groups within the school.,
 - To recognise the value of true and long lasting friendship and to respect that friendship.
 - To be friendly towards all students at the school.
 - To understand the commitment associated with group membership.
- 9) The right to privacy, honour and reputation.,
 - To respect the privacy, honour and reputation of others.

PARENT RIGHTS and RESPONSIBILITIES

- 1) The right to collaboration and consultation in school decision-making processes.
 - To be involved in school communities and forums where interests and expertise are present.
- 2) The right to express one's opinions and beliefs in appropriate, socially-acceptable ways and settings.
 - To ensure communications with staff, students and school personnel are courteous and professional.
 - To listen to the opinion and beliefs of staff, students and community members.
 - To maintain confidentiality where appropriate.
- 3) The right to safety, of one's person, one's student and one's possessions.
 - To ensure the safety of self, staff and students through safe practice.
 - To respect and protect the property of staff, students and school.
- 4) The right to a pleasant adequately resourced learning environment for one's student.
 - To present an attitude when dealing with staff and students that is supportive of student learning.
 - To encourage care and respect for school resources.
 - To ensure children are aware of parental support for school expectations of behaviour and work practices.
- 5) The right to courtesy and respect.
 - To treat fellow parents, staff and students with fairness.
 - To acknowledge and accept the differing responsibilities of other parents, staff and students.
 - To model courtesy and respect at all times.
- 6) The right to professional support from school personnel, school policy and the services of Education Queensland.
 - To support school personnel and Education Queensland in its educational endeavours.
 - To support school policy
 - To seek help when it is needed.
- 7) The right to obtain knowledge in relevant educational areas.
 - To participate in training when it is offered.
- 8) The right to be treated with respect and as an individual.
 - To treat fellow parents, staff and students as they would be treated.
 - To acknowledge and accept individual differences in fellow parents, staff and students.

Roles and Responsibilities

Better Behaviour Better Learning

STAFF RIGHTS and RESPONSIBILITIES

- 1) The right to inclusive collaboration and consultation in school decision-making processes and in matters personally involving the individual.
 - To provide opportunities for students to be involved in classroom decisions agreed upon by representative consultative groups.
 - All decision making to be guided by Dept. Policy.
- 2) The right to express one's opinions and beliefs in appropriate, socially acceptable ways and settings.
 - To ensure communications with staff, students and parents are courteous and professional.
 - To listen to and respect the opinion and beliefs of staff and students.
 - To be aware of school and Dept policy regarding communication with parents and outside agencies.
 - To maintain confidentiality where appropriate.
- 3) The right to safety, of one's person and one's possessions.
 - To ensure the safety of self, fellow staff and students through safe practice.
 - To respect and protect the property of staff, students and school.
- 4) The right to teach in a positive, adequately resourced environment.
 - To provide a classroom and school environment this is positive and supportive of students and staff.
 - To use school resources with care, respect and equity.
 - To ensure students are aware of staff expectations with regard to behaviour and work practices.
 - To be punctual, prepared and presentable and to model appropriate behaviour.
- 5) The right to professional and personal courtesy and respect.
 - To treat fellow staff and students with fairness.
 - To acknowledge and accept the differing responsibilities of staff and students.
 - To model courtesy and respect at all times.
- 6) The right to professional support from colleagues, administration, school policy and the services of Education Queensland.
 - To support colleagues and administration.
 - To be involved in conflict resolution/mediation processes made available to staff.
 - To uphold school and Dept policy through professional practice.
 - To provide support for students when help is sought.
 - To seek help when it is needed.
- 7) The right to adequate professional development, training and preparation time.
 - To participate in training when it is offered, when it is appropriate.
 - To utilise preparation time productively to enhance teaching practice.
- 8) The right to be treated equitably and as an individual.
 - To treat fellow staff and students as they would be treated.
 - To acknowledge and accept individual differences in staff and students.
 - To accept responsibility for one's actions

● Processes for Facilitating Expected Standards of Behaviour and Responding to Unacceptable Behaviour

Responsible Behaviour Plan for Students

Moura State High School uses the following model to cater for the welfare of individuals within the school community.

ALL STUDENTS ALL OF THE TIME.

- Personal and social development
- School-community relationships
- Leadership
- Classroom management
- Professional development
- Inclusive curriculum
- Positive school climate
- Effective learning and teaching
- Physical environment
- Good relationships, mutual respect between students and teachers
- Community participation

PREVENTATIVE:

Effective learning in a positive, socially just environment

ALL STUDENT SOME OF THE TIME

- Contracting
- Counselling
- Negotiation confrontation skills
- Revising the school plan
- Resolving conflict
- Responding to harassment
- Support services
- Assertiveness training

PROBLEM SOLVING

SOME OF THE STUDENTS, SOME OF THE TIME

- Exclusion with a 'way back'
- Alternative programs
- Suspension
- Withdrawal
- Restitution
- Daily Report
- Internal Support Services
- External Support Services

RESPONSIVE SUPPORT

WHOLE SCHOOL
Behaviour Support (100% of Students)

TARGETED
Behaviour Support

INTENSIVE
Behaviour Support

● Consequences for Unacceptable Behaviour

SCHOOL WIDE PLAN

Student Behaviour that does not comply with the expected standards is not acceptable. The *Reasonable Behaviour Plan for Students* will set out the range and level of responses and consequences for student behaviour that is not consistent with these standards.

Consequences are to be applied to:

- Provide the opportunity for all students to learn
- Ensure the safety of staff and students
- Assist student who exhibit challenging behaviour to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of the school community members will be considered at all times.

Schools use a range of consequences that are authorised by Education Queensland which include:

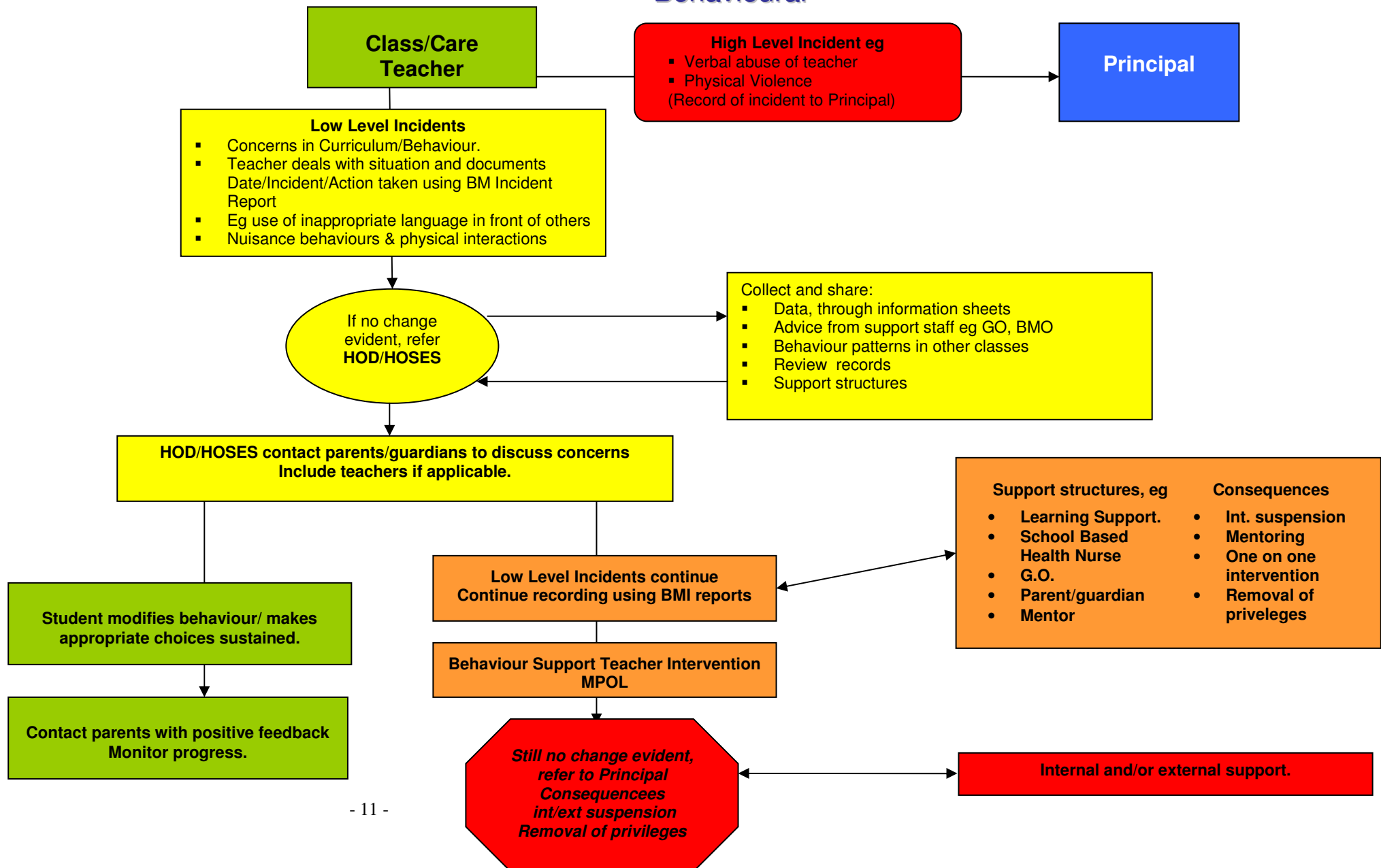
- Suspensions
- Exclusions
- Cancellations of enrolment

These consequences are to be used after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

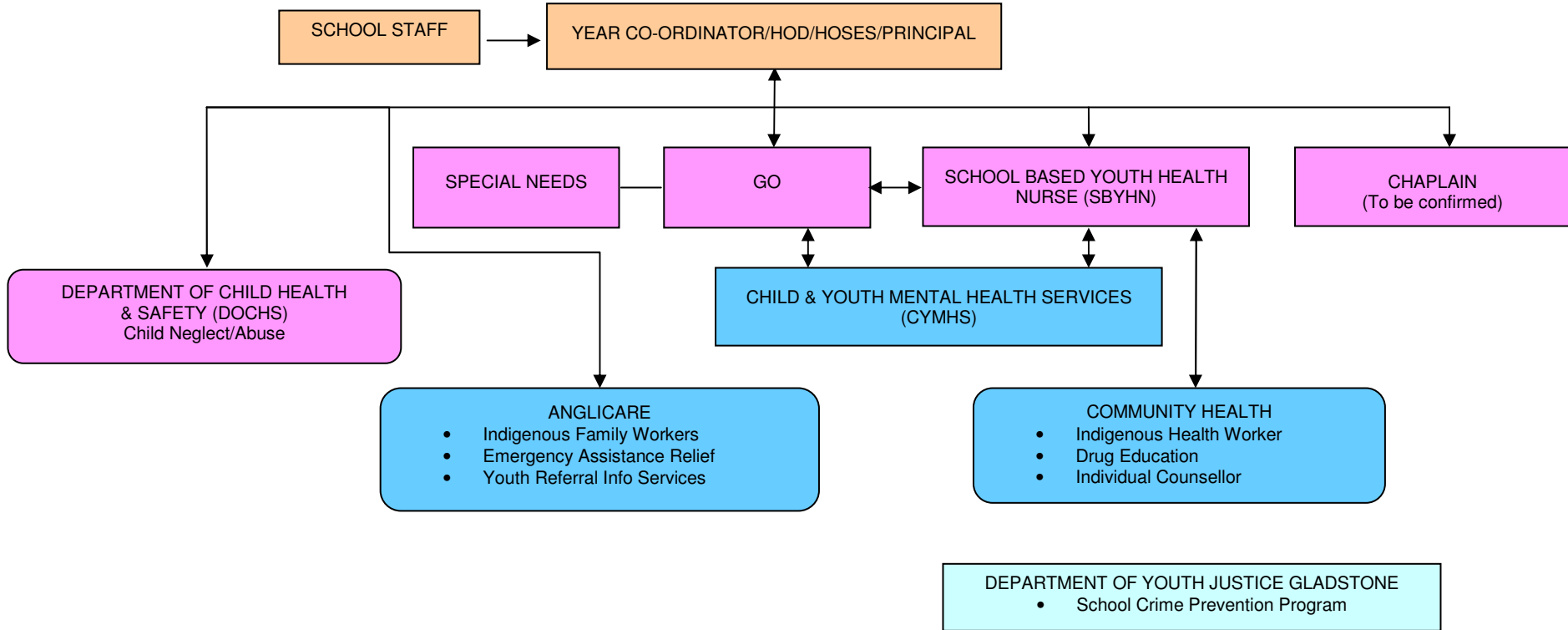
Behaviours Demonstrated	Response	Network Of Student Support	
<ul style="list-style-type: none"> ▪ Works to the best of ability at all times ▪ Strives for excellence ▪ Treats others respectfully ▪ Assists other students ▪ High level contributions to group tasks ▪ Acts as a positive role model ▪ Always wears uniform correctly ▪ Proactively assists staff & community 	<ul style="list-style-type: none"> ▪ Principal/school level recognition ▪ Recognition on assembly ▪ Recognition in the Newsletter ▪ Recognition in the newspaper ▪ Recognition on the school sign ▪ Awards night presentation ▪ Class leadership position ▪ All School leadership positions ▪ Principal commendation letters <p>Or appropriate alternative</p>	<ul style="list-style-type: none"> Parent All staff Invited guests 	Excellent Gold
<ul style="list-style-type: none"> ▪ Always completes/attempts all work ▪ Will put in extra effort at times ▪ Follows class and school rules ▪ Follows instruction ▪ Cooperates with others ▪ Assists staff ▪ Always wears uniform correctly 	<ul style="list-style-type: none"> ▪ HOD/faculty level recognition ▪ Praise/Reward on assembly or year level parades ▪ Recognition in the newsletter ▪ Awards night presentation ▪ Class recognition e.g. sticker, stamp, certificate. ▪ Letter to parent <p>Or appropriate alternative</p>	<ul style="list-style-type: none"> Parent All staff Invited guests 	Good Silver
<ul style="list-style-type: none"> ▪ Usually completes/attempts all work ▪ Follows class rules the majority of the time ▪ Rarely disruption/ misbehaviour/ disobedience ▪ Works as part of a group ▪ Co-operative with uniform ▪ Rare and minor breaches of school rules 	<ul style="list-style-type: none"> ▪ YLC/Teacher level recognition ▪ Class recognition e.g. sticker, stamp, certificate. ▪ Letter/certificate/call to parent ▪ Praise in class ▪ Good news week 	<ul style="list-style-type: none"> Parent All staff 	Satisfactory Green
<ul style="list-style-type: none"> ▪ Regularly fails to complete/attempt work ▪ Minimal effort with assigned tasks ▪ Littering ▪ Regular disruption/ misbehaviour/ disobedience ▪ Harassment/bullying ▪ Computer Breaches ▪ Truancy ▪ Theft ▪ Inappropriate language/insolence ▪ Verbal abuse of staff ▪ Cheating 	<ul style="list-style-type: none"> ▪ Parent contact ▪ Detention ▪ Make up time ▪ Litter duty/clean up ▪ Monitoring sheet ▪ Behavioural expectation agreement ▪ Referral to Administration ▪ Internal withdrawal from class for up to 2 days ▪ Withdrawal from a class ▪ Suspension (1-5 days) ▪ Restitution <p>Or appropriate alternative</p>	<ul style="list-style-type: none"> Teacher Support Parent HOD/Yr Coordinator Specialist Staff Principal 	Unsatisfactory Amber
<ul style="list-style-type: none"> ▪ Work rarely completed/attempted ▪ Persistent disruption/ misbehaviour/ disobedience ▪ Smoking ▪ Continued malicious bullying and fighting ▪ Gross abuse of staff ▪ Serious vandalism ▪ Serious theft ▪ Serious offences against students and staff ▪ Serious breaches of community standards ▪ Offensive literature/language ▪ Drugs ▪ Serious Assault ▪ Weapons Offences ▪ Gross moral offences ▪ Illegal substances/alcohol ▪ Serious criminal offences ▪ Any other unlawful offence 	<ul style="list-style-type: none"> ▪ Parent contact ▪ Police contact ▪ Internal withdrawal from class for up to 2 days ▪ Withdrawal from a class ▪ Withdrawal of privileges (sport, trips, competitions, etc) ▪ Suspension (1-5 days) ▪ Suspension (6-20) ▪ Exclusion (Recommendation) ▪ Cancellation of Enrolment (Recommendation) ▪ Counselling ▪ Restitution <p>Or appropriate alternative</p>	<ul style="list-style-type: none"> Principal Parent Specialist Staff 	Unacceptable Red

● The Network of Student Support

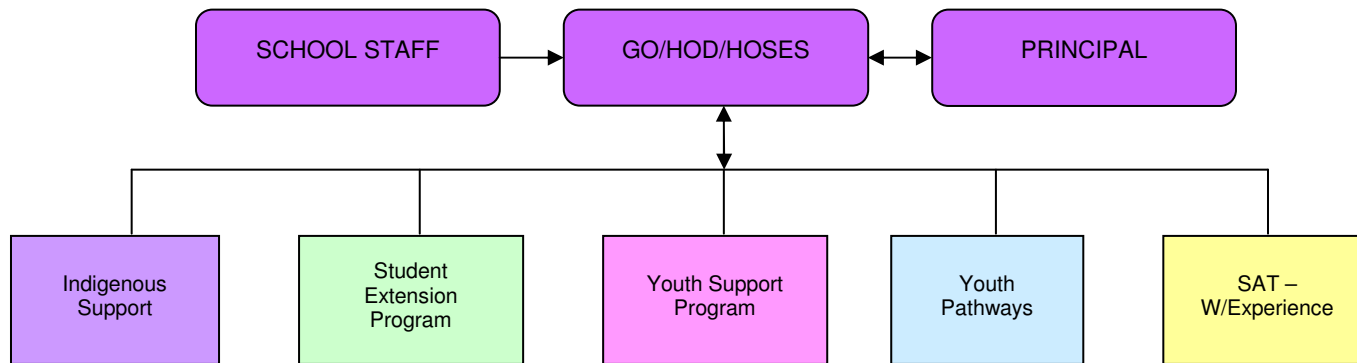
Behavioural



Social/Health/Emotional



Educational



● Consideration for Individual Circumstances

Responsible Behaviour Plan for Students

Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances and action of the student and the needs and rights of the school community members. Consideration of individual circumstances must ensure educational outcomes for the diverse needs of students are maximised

- Staff and parents/guardians work together to develop a better understanding of the student and strategies for supporting behaviour.
- A proactive approach is taken to identify problem situations and modify the environment and curriculum to support the individual.
- Consequences are applied taking into consideration individual needs.
- Students are provided with support to develop appropriate prosocial behaviours.
- Individual behaviour support plans are developed and implemented.
- Students are acknowledged for their attempts to improve behaviours.
- Outside agencies may be accessed to support students.
- Positive re-enforcement program (optional) to move students towards the exemplary stage

● Related Legislation Policies and Resources

● Related Legislation

- Education (General Provisions) Act 1989
- Section 21 of the Education (General Provision) Regulations 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 Regulations 1997
- Freedom of information Act 1992

● Related Policies

- SM-06: Management of Behaviour in a Supportive School Environment - School Discipline
- SM-16: Schools 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
- HS-12: Manual Handling of Students
- LL-14: hostile People on School Premises, Wilful Disturbance and Trespass Issues
- SM-05: Physical Restraint and Time out procedures - Students with Disabilities

● Related Resources

- National Safe Schools Framework <http://ncab.nssfbestpractice.org.au/resources.shtml>
- National Framework for Values Education in Australian Schools <http://www.valueseducation.edu.au>
- Bullying. No Way! <http://www.bullyingnoway.com.au>
- Mind Matters www.curriculum.edu.au/mindmatters
- School Wide Positive Behaviour Support www.learningplace.com.au/deliver/content.asp?pid=24668