



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

# Forsayth State School

## ***Responsible Behaviour Plan for Students***

Based on *the Code of School Behaviour*

### **Purpose**

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

At Forsayth State School we are committed to providing a positive, safe, respectful and disciplined learning environment for students and staff. All students have opportunities to engage in quality learning experiences that facilitate the progress of each individual as they strive to reach their full potential; that is academically, physically and socially.

Our school is committed to maximising the educational opportunities of all students through positivity. Our whole school approach to behaviour management is designed to:

- ◆ Facilitate high standards of behaviour so that teaching and learning, in our school, can be effective and students can develop skills for positive participation within our school community;
- ◆ Provide behaviour standards that are linked to transparent, accountable and fair processes, interventions and consequences;
- ◆ Facilitate inclusive and engaging learning environments that value all education stakeholders and foster the development of relationships that are based on mutual respect;
- ◆ Explicitly teach and model social responsibility so as to increase student participation in decision making and problem solving while promoting self-discipline and responsibility;
- ◆ Support and encourage school and community partnerships that foster positivity.

### **School beliefs about behaviour and learning**

The Forsayth State School Community operates around the following principles:

- Students have a choice in their own behaviour and are responsible for these choices.
- Students need a code of behavior on which to base their decisions about behavioural standards and expectations.
- Positive behavior management provides opportunities for valuable social learning.
- The success of academic education programs is reliant upon an effective behavior management system.
- All members of the school community have rights and responsibilities with regard to behavior management.
- Our school can positively influence students' behaviour and academic performance.

#### **At this school we believe that all stakeholders have rights and responsibilities Students are expected to:**

- **Be learners-** by making positive choices for their learning, following directions, completing learning tasks and celebrating their achievements.
- **Be respectful** – by caring for and helping others, using appropriate voice levels and words, being good listeners, respecting all property, displaying appropriate body language, allowing others to learn, including and helping others in games and groups.
- **Be safe** – by using equipment properly, following rules and procedures throughout the school, being aware of people's personal space, keeping hands, feet and objects to themselves, reporting any concerns or problems to a staff member.
- **Be responsible** – by demonstrating self-control, following the school rules, routines and procedures, making positive choices, accepting the outcomes of their behaviour, taking care of themselves and being on time.



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

#### **Parents/Guardians expect to:**

- Be respected and treated as individuals by the school
- Be heard and be able to express opinions
- Have access to school personnel
- Have access to school policy and curriculum information
- Be regularly informed about their children's progress and behaviour by members of staff
- Feel satisfied that their children are working in a positive, safe and secure environment and that their children's rights are being protected by the school

#### **School staff expect to:**

- Be treated with respect and courtesy by the school community
- Have access to support (school staff, administration, parents, outside agencies)
- Be able to be heard and express opinions
- Be able to make reasonable requests of students within the learning environment.
- Feel secure in the classroom both emotionally and physically

It is the common responsibility of all stakeholders to work together to protect the rights of others and achieve the school's common goals.

## **Processes for facilitating standards of behaviour and responding to unacceptable behaviour**

### **Whole-School Behaviour Support**

#### **School Behaviour Code**

We have rules in our school to keep us safe and to protect the rights of all. They are designed to assist us in developing a sense of responsibility and respect for others. Our school wide expectations are:

- I am a learner
- I am respectful
- I am safe
- I am responsible

### **Targeted Behaviour Support**

#### **Preventative Strategies:**

- Establish clear expectations of appropriate behavior using visual behaviour charts that are displayed in the classroom.
- Establish and model rules and logical consequences on a regular basis.
- Give clear and concise instructions.
- Use waiting and scanning strategies to check that students have processed instructions.
- Provide inclusive and engaging curriculum that incorporates differentiation and student input.
- Create positive partnerships with families and the wider community.
- Establish routines.
- Explicitly teach the skills required for positive social behavior.



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

### Corrective Strategies:

- Descriptive reminder with explicit behavioural directions.
- Cue with proximity
- Redirect students to their learning using none-verbal or verbal cues
- Give students a choice
- Follow through with consequences
- Be fair

### Intervention Strategies:

- Isolate the student until they calm down. Incorporate a 'cool-off' time.
- If repeated behavior intervention is required, the principal and parent/caregiver will be notified and a strategy, such as a behaviour journal, may be agreed upon and implemented.

### Restitution Strategies:

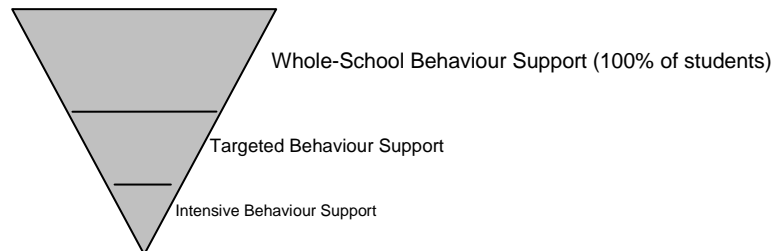
- Universal restitution by reaffirming the relationship, assist the student with the development of social and emotional skills by discussing and modeling positive behavior.
- Targeted restitution by repairing relationships in the classroom by apologising to teacher/teacher aide and or peers.
- Intensive restitution building relationships through community involvement

## Intensive behaviour support

*Intensive intervention and behaviour support processes and programs:*

*OneSchool behaviour data is used to accurately identify students requiring individualised support.*

- Whole school commitment to consistent classroom behaviour plans, rules and expectations, consequences and individual



## Consequences for unacceptable behaviour

### CONSEQUENCES

#### Inappropriate Behaviours

##### Level 1...

Not following instructions  
Talking at inappropriate time.  
Calling out.  
Disturbing others.  
Destruction of property (minor).  
Rudeness.

#### STEP 1 Reminder

Staff member offers student choice of behaviour using clear simple language, e.g. "What you did was..... What you should be doing is ....."  
Staff member to model appropriate behaviour if possible. then student.

Continued inappropriate behaviour or non-compliance with requirements in Step 1.

##### Level 2...

Persistent behaviours of Level 1  
Wilful disturbance of class.  
Interfering with others right to learn.  
Careless use of property resulting in damage  
Vandalism – minor.  
Inappropriate language (swearing)

#### STEP 2 Time Out

Student is moved to a space away from rest of the class. Student to reflect on their behaviour for 5 – 10 minutes max. Student must then state what they will do differently

Continued inappropriate behaviour or non-compliance with requirements in Step 2.

##### Level 3...

Vandalism – severe (breaking windows etc.).  
Obscene language, verbal abuse or harassment.  
Assault.  
Theft – major.  
Leaving school without permission  
Swearing at staff members.  
Intimidation/bullying  
Possession or use of unlawful drugs

#### STEP 3 Removal from Class

For continual Step 1 & 2 behaviour, teacher may choose to remove student from the room but still under staff supervision

Continued inappropriate behaviour or non-compliance with requirements in Step 3.

#### STEP 4 & ALL Level 3 BEHAVIOURS

Meeting with student, parents / carer with probable suspension – First offence up to 5 days, second offence up to 20 days.

Further action may be taken with Police, Family Services, Guidance Officer.

#### Appropriate Behaviours

- Incentives
- Praise
- Rewards (computer time, stickers, awards, lucky dip etc.).
- Responsible duties
- Reports to parents

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



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

## The network of student support

Students will be supported in their learning through the following network. When behaviour is inappropriate, programs will be negotiated involving the following support and guidance persons:

School based support:

- Parents
- Teachers
- Teacher aides
- Peers
- Administration staff
- Guidance officer
- School chaplain
- Adopt-a-Cop
- 

Interagency support:

- Community Health Nurse
- Royal Flying Doctor Service – Mental Health Support
- Department of Communities (Child Safety Services)
- Disability Services Queensland
- Child and Youth Mental Health

## Consideration of individual circumstances

To ensure alignment with the school's Code Of Behaviour when applying consequences, individual circumstances, actions of the student, needs and rights of school community members are considered at all times.

Forsyth State School considers the circumstances of individuals by:

- Promoting a supportive learning environment that is responsive to the diverse needs of its students.
- Establishing systems and procedures for applying, fair, equitable consequences that can be used to respond to a wide range of infringements of the Code of Behaviour.
- recognising and acknowledging student's age, gender, disability, cultural background, socioeconomics, previous behaviour records/history, severity of the incident, extent of reliable evidence, degree of provocation, intent of the action and emotional state.





**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*

## 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
- 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](http://ncab.nssfbestpractice.org.au/resources/resources.shtml))
- National Framework for Values Education in Australian Schools  
([www.valueseducation.edu.au](http://www.valueseducation.edu.au))
- Bullying. No Way! ([www.bullyingnoway.com.au](http://www.bullyingnoway.com.au))
- MindMatters ([www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters))
- School Wide Positive Behaviour Support  
([www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668))

---

Principal

---

P&C President or  
Chair, School Council

---

Regional Executive Director or  
Executive Director (Schools)