



The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning  
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Better Learning

# Leichhardt State School

## **Responsible Behaviour Learning Strategy for Students (based on The Code of School Behaviour)**

*This Plan is scaffolded by our Learning Strategy, which has been developed throughout the period from January to September 2006 in consultation with the Leichhardt State School P&C Association, school staff and support staff from Education Queensland and endorsed by the Principal, President of the P&C and the Executive Director (Schools).*

*On enrolment, parents/carers will be made aware of the expectations within the Code of School Behaviour and the Responsible Behaviour Learning Strategy for Students and be requested to sign an Enrolment Agreement from the beginning of 2007.*

### **Rationale**

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

*In response to both an identified local need, and the requirements of the Code of School Behaviour, Leichhardt State School has developed a 'Behaviour Learning Strategy', which emphasises both academic and social learning as co-dependent goals for students. The Strategy incorporates both our school Curriculum Framework and our School Responsible Behaviour Plan for Students supported by a range of Education Queensland Policies*

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

- *Our Behaviour Learning Strategy uses a range of both proactive and reactive interventions, as well as whole group and individualized strategies, to achieve important social and learning outcomes while preventing problem behaviour with students.*
- *The underpinning belief that students are responsible for their own learning and behaviour is strengthened and supported by the belief that the schools role is to support the development of responsible thinking in students an outcome of which would be their decision to choose acceptable behaviour over unacceptable*
- *Our beliefs align with those of the School Wide Positive Behaviour Support.*

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

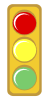
- *In order to develop responsible thinking and behaviour in students Leichhardt State School focuses on the development of a positive whole school culture, employing quality learning and teaching practices, relevant and engaging curriculum and a range of support and intervention strategies. They range from positive proactive action for all students (designed to produce change over period of time), through to appropriate reactive measures designed to keep people safe.*

*In alignment with The Code of School Behaviour when applying actions, the individual circumstances and the actions of the student and the needs and rights of the school community are considered at all times.*



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## Classroom Management Process:



Traffic  
Lights



Break  
Space



Buddy  
Class



Detention



Office  
Referral



After  
School

### **Traffic Lights**

*The teacher responds to low-level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non-verbal messages to cue the student.*

*The teacher will add a combination of strategies to address student behaviour e.g. restatement of the rules, giving specific directions, giving the student a choice to follow instructions or move to Red Traffic Light (Break Space)*

### **Break Space**

*The student is sent to the Break Space table located in the classroom until they are willing and able to comply. It is critical to support the student in a solution-focused manner when they rejoin the class group.*

### **Buddy Class**

*The student will be directed to Buddy Class in another classroom for additional time out. The student will return to their classroom when they are deemed ready to learn without disrupting the teaching and learning environment.*

### **Detention (Class Teacher)**

*If a student's behaviour continues to infringe upon the rights of others, after they have returned to their classroom, the teacher will issue a class detention. This may be missing some playtime, rubbish duty, completing work, discussion time etc.*

### **Office Referral and After School Detention (Administration)**

*Persistent and or serious disturbances will result in the student issued with an Office Referral which automatically means an after school detention the following day or at a different time arranged by the parent/carer with Administration. Parents are notified.*

### **School Intervention and Recording of Student's Inappropriate Behaviour**

*The student is referred to the Special Needs Committee and a Case Manager (usually the classroom teacher) will be appointed. The school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision-making processes, incidents of inappropriate behaviour are recorded in the school's Student Management System.*

### **External Assistance**

*A functional behaviour assessment may be completed in consultation with the relevant people such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies. The assessment is used to inform the development of an Individual Behaviour Support Plan.*

### **Monitoring and Review**

*Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case-conferences with staff members, parents/carers, the classroom teacher, specialist personnel and external agencies, as necessary.*



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*In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.*

**Suspension Procedures**

*This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.*

**Recommendation for Exclusion**

*This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.*

**Whole-school behaviour support**

*The Behaviour Expectations (**Appendix Expectation Matrix**) are embedded into daily school life and are part of the language of the school. Expected behaviours and appropriate social skills are directly taught as a part of the curriculum. Reward systems are in place for those students who demonstrate appropriate behaviour. Staff and students regularly revisit the behaviour expectations.*

*In every teaching and learning environment at Leichhardt SS there is a consistent process of reminders and redirections designed to **reduce** inappropriate behaviour and encourage students to be responsible through self monitoring.*

*An important aspect of this process is The Questions used by staff (**see Appendix – Behaviour Reflection**) The questions are designed to help children reflect on their behaviour and how it fits with the rules of where they are and then they must decide if they are violating the rights of others. (The questions are always asked in a calm, assertive voice.) The questions are based on Responsible Thinking Process.*

*Our whole school model is based on the Non Violent Crisis Intervention training.*

**Unit 1: The CPI Crisis Development Model**

**The foundation of NCI training**

Integrated Experience

Crisis Development Levels/ Behaviour Levels	Staff/Attitudes/Responses
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Acting Out Person	3. Non Violent Physical Crisis Intervention
4. Tension Reduction	4. Therapeutic Rapport

*Our Playground philosophy is based around the High Five. The High Five Strategy:*

1. *Talk friendly*
2. *Talk firmly*
3. *Ignore*
4. *Walk Away*
5. *Report*

**Targeted behaviour support**

*Some students experience difficulty monitoring their own behaviour and require additional intervention and support. Two distinct pathways have been developed to ensure behaviours are targeted appropriately. Behaviour that is affecting learning is referred to the School Administration for further investigation.. Inappropriate*



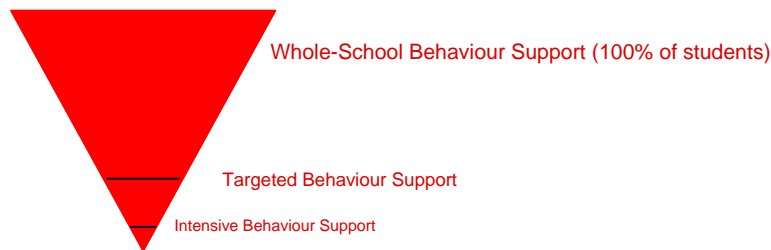


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behaviour in the playground requires the student to engage in a process of reflection in the **Reflection Room** (see **Appendix Reflection Room Flowchart**). A staff member assists the student to reflect on their behaviour and determine a resolution to the issue. At this stage parental involvement is often sought.

### Intensive behaviour support

Data is used to track student behaviour and students who require Intensive Support are referred to the school's Special Needs Committee. This committee is comprised of the Principal, Head of Special Education Services, Guidance Officer, Learning Support Teacher, Learning Engagement Officer and a class teacher. At this stage parental involvement is mandatory. The Special Needs Committee works with parents to determine an Individual Support Plan for the student.



### Consequences for unacceptable behaviour

The aim of the Behaviour Learning Strategy is to prevent unacceptable behaviour before it occurs through modifications to the ecology and the curriculum as well as the direct teaching of expected behaviours. However at times it is necessary to apply consequences for unacceptable behaviour. Consequences for unacceptable behaviour all follow a similar format i.e. timeout from the environment — either from the group, the class, playtime, or from school (School Disciplinary Absence)(See **Appendix - Stages of Support Flowchart**).

### The network of student support

As a school community we are aware of the challenges faced by our students as grow and develop and as a community we aim to provide support for our students. It is recognised that whilst support is available from the school, it is often necessary to seek advice, information and support from outside the school. This support is co-ordinated by the Special Needs Committee in consultation with parents and may involve counselling, medical support, mentoring or access to other government agencies.

### Consideration of individual circumstances

The long-term aim of the Behaviour Learning Strategy is to develop responsible students. The underpinning philosophy of the Strategy requires that the function of the behaviour be addressed, and any barriers that restrict the student's ability to engage in responsible thinking be considered and addressed when determining support and intervention. Such barriers may include cultural and family background, disabilities and/or medical conditions and life experiences.

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



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### 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*

### 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](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))
- National Framework for Values Education in Australian Schools – Queensland ([www.education.qld.gov.au/curriculum/values/](http://www.education.qld.gov.au/curriculum/values/))
- National Safe Schools Week [www.safeschoolsweek.dest.gov.au](http://www.safeschoolsweek.dest.gov.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))
- Code of Conduct for School Students Travelling on Buses (<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>)

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Principal

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P&C President or  
Chair, School Council

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Regional Executive Director or  
Executive Director (Schools)

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