



Warwick Central State School



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

Responsible Behaviour Plan Based on The Code of School Behaviour

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Warwick Central 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 receive a quality education.

By enrolling your child at Warwick Central School you accept that the values and beliefs outlined in this document provide a structure for responsible behaviour that your child will be guided by. By signing this document you agree to support the school in its endeavours to provide a safe and supportive educational environment.

At Warwick Central we aim to develop a supportive school environment that values mutual respect and cooperation. Our school community enjoys a rich diversity with students coming from a wide variety of cultural and economic backgrounds.



School beliefs about behaviour and learning

At Warwick Central we share the following beliefs

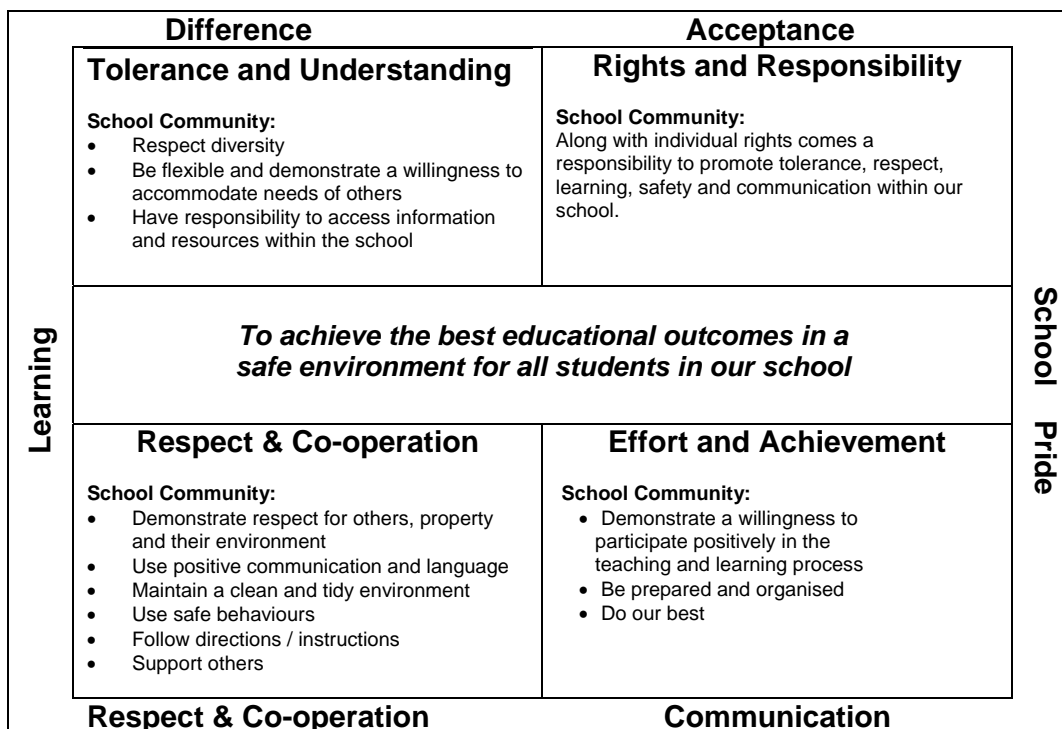
- ❑ That we offer a diverse and supportive curriculum that caters for all individuals.
- ❑ That feeling respected, safe and valued promotes a positive school culture.
- ❑ That all members of our school community have an opportunity to be involved in decision making using a collaborative and consultative approach.
- ❑ Our curriculum plans and school culture reflect tolerance of diversity and needs of individuals.
- ❑ The collaborative development of a range of policies that reflect school needs and systemic initiatives will help to promote a common understanding of our school vision.



All members of our school community have a responsibility to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Processes for facilitating standards of behaviour and responding to unacceptable behaviour

Developed in consultation with parents, children and staff, our **Code of Behaviour** is used to ensure the health safety, wellbeing and social development of our students.



Under Education Queensland's **CODE OF BEHAVIOUR** all students are expected to:

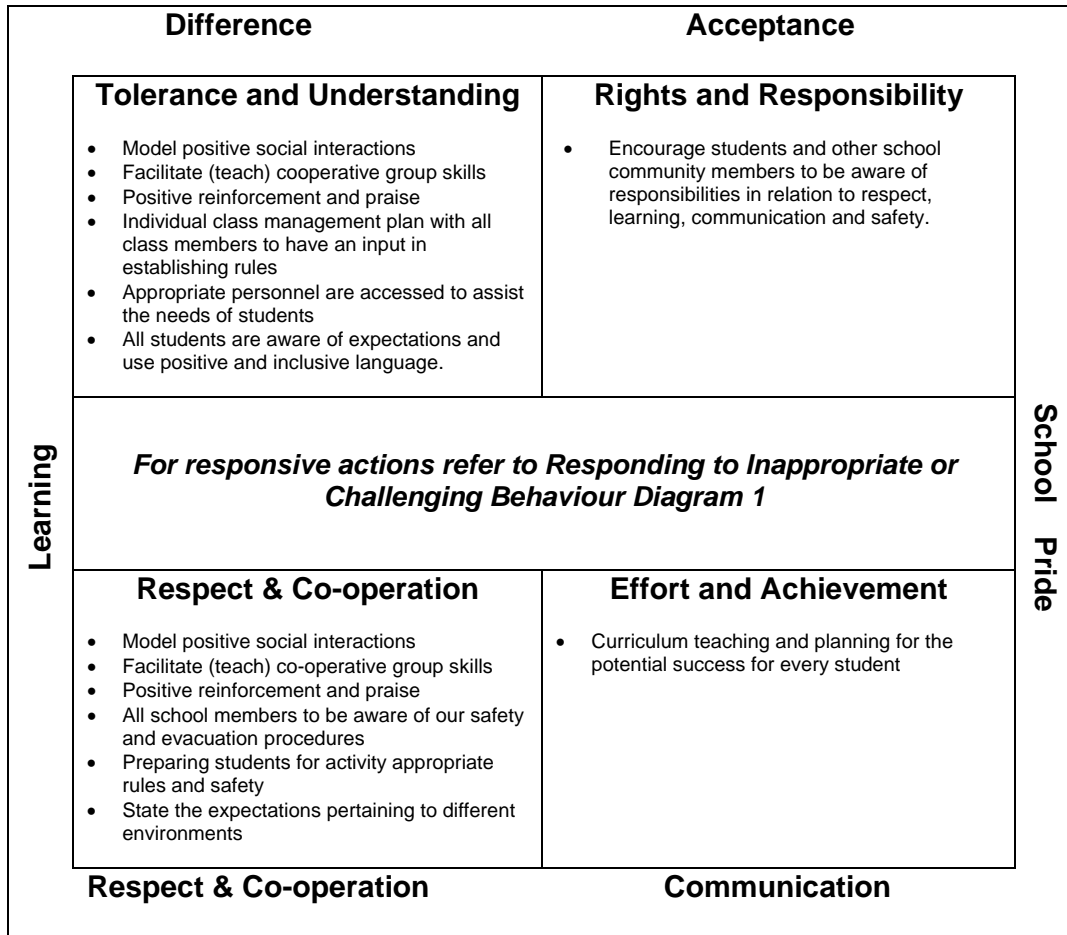
- Participate actively in the schools education programs
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of other, including the right to learn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

Warwick Central State School reflects these expectations by setting out the schools Code of Behaviour under the following categories:

- Tolerance and Understanding
- Rights and Responsibilities
- Respect Co-operation
- Effort and Achievement

Procedures for upholding our “Code Of Behaviour”

- All members of our School Community (children staff, volunteers and parents) are expected to uphold “Warwick Central State School Code of Behaviour”



All members of school communities are expected to:

Staff are expected to:

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

Staff Members

Acceptance	Learning	Rights and Responsibilities	Difference	Respect
	Respect	Safety		
School Pride	<i>To teach effectively in a safe, supportive and respectful environment</i>			Communication
	Learning	Communication		
Respect & Co-operation		Communication		

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

Our Students

Learning	Difference	Acceptance	School Pride
	Respect	Safety	
<i>To learn effectively in a safe, supportive and respectful environment.</i>			
Learning	Communication		
Respect & Co-operation		Communication	

Parents/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, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child

Parents, Carers and Volunteers

Learning	Difference	Acceptance	School Pride
	Respect	Safety	
	<ul style="list-style-type: none"> • Show respect for all members of the school community • Respect school procedures • Work as a team to offer the best environment for all children • Be a positive role model 	<ul style="list-style-type: none"> • Promote safe behaviours • Model appropriate safety behaviours that are expected within the school environment and environs 	
<i>To work productively in a safe, supportive and respectful school environment.</i>			
	Learning	Communication	
	<ul style="list-style-type: none"> • Support learning practices that are initiated at school • Ensure children are ready to participate in learning eg healthy lunch, correct school equipment etc. 	<ul style="list-style-type: none"> • To help maintain open communication pathways between home and school • Communicate cooperatively and openly with other members of school community • Be familiar with and utilise school and community services 	
	Respect & Co-operation	Communication	

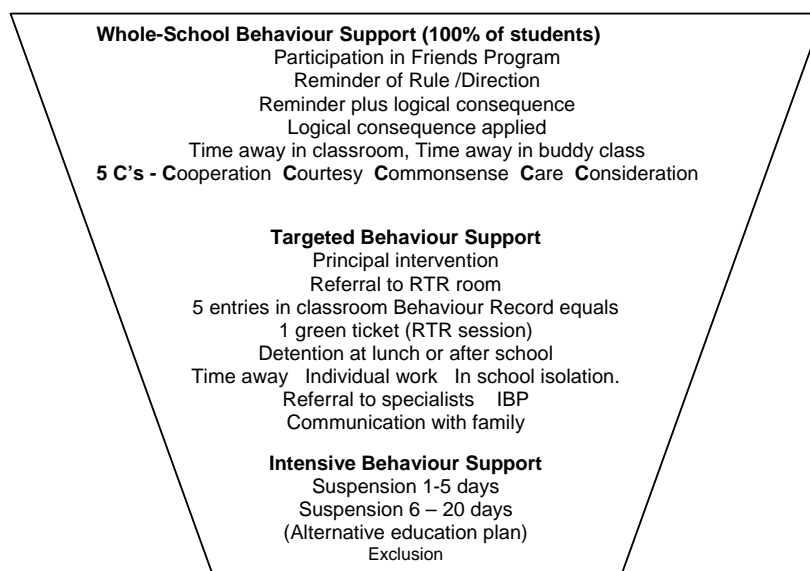
Consequences for unacceptable behaviour

Consequences for unacceptable behaviour are applied to ensure all students have the opportunity to learn and to ensure the safety of staff and students. They are also used to help students who exhibit challenging behaviours to accept responsibility for themselves and their actions. The school has a range of options depending on the seriousness of the unacceptable behaviour. Consequences for unacceptable behaviour may vary according to the behaviour involved, the circumstances and the individual student. Each case will be dealt with individually within the context of this policy and with regard to the philosophy of the school.

Warwick Central State School has developed a range of consequences for unacceptable behaviour which range from those imposed by individual teachers within their roles as educators to consequences imposed by the Principal in order to ensure that teaching and learning continues in a positive supportive environment. These consequences are summarised in **diagram 1**. This is not an exhaustive list of consequences anymore than it would be possible to list every possible misbehaviour that students may commit. The consequences used will consider the individual circumstances of the student/s incident.

Whole School	Targeted	Intensive
<p>All classes operate with general and specific class rules and expectations. These rules and expectations align with the CODE OF BEHAVIOUR and both proactive and reactive behaviour management strategies are implemented to encourage students to behave responsibly and participate fully in the curriculum An example of this is the Five C's program.</p> <ul style="list-style-type: none"> Cooperation Courtesy Common sense Care Consideration 	<p>Targeted behaviour support is designed to ensure students are made aware that their behaviour breaches the CODE OF BEHAVIOUR and those consequences will be set to influence students to correct their behaviours.</p>	<p>Intensive behaviour support is required when a range of Targeted and Whole school proactive/reactive behaviour management strategies have been used. When a student is being supported at this level, one or a combination of the following strategies may be implemented.</p> <ul style="list-style-type: none"> • Individual Behaviour Management Plan (IBP) • Assigned Case manager/s • Welfare intervention • Alternate programs

Diagram 1



A student is not eligible for Fun Day if the following have been recorded against the student:

- Suspended
- 2 sessions in the RTR room
- an in-school suspension
- 2 after school detentions

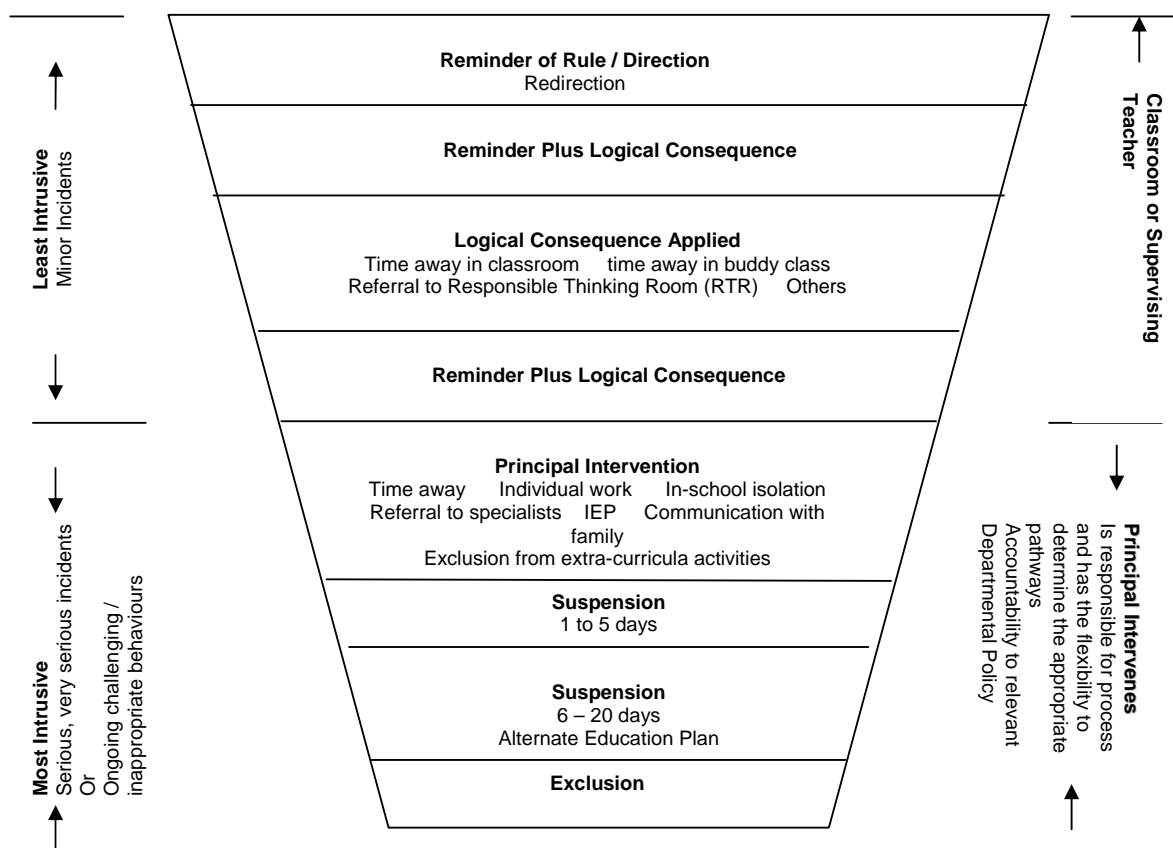
Targeted behaviour support

Children whose behaviour is outside the boundaries set within the classroom face more intrusive intervention with the aim being to maximize their engagement with learning and to minimize the disruption their behaviour causes to the rest of the school or class group.

Children who choose to behave in a manner that does not comply with the classroom rules will suffer consequences depending on the type of behaviour they have chosen.

Students may be sent to the principal for continual inappropriate behaviour or for serious one off breaches of the "Code of Behaviour". The teacher must ring the principal's office to inform the principal of the behaviour. At this level the principal may impose a consequence for the unacceptable behaviour.

Responding to Inappropriate or Challenging Behaviours



The network of student support

A team approach to behaviour support includes the involvement of school principal, staff, students, parents and members of the wider community and personnel from other agencies. Warwick Central has access to Guidance Officers and “The Behaviour Management Team” as well as a group of very experienced classroom teachers and support staff who may be of help with individual cases. These people and services will be accessed when the need arises.

Behaviour Management Support Staff Referrals

Within the Warwick/Cunningham cluster – the District Behaviour Management Committee has funded teacher aides, teachers, and a guidance officer to specifically work in this area, behaviour management.

The school has access to a guidance officer and a behaviour management teacher. They are funded to work only with students at risk of 6 – 20 day suspension, exclusions, or cancellation of enrolment. They work across the P - 12 school setting.

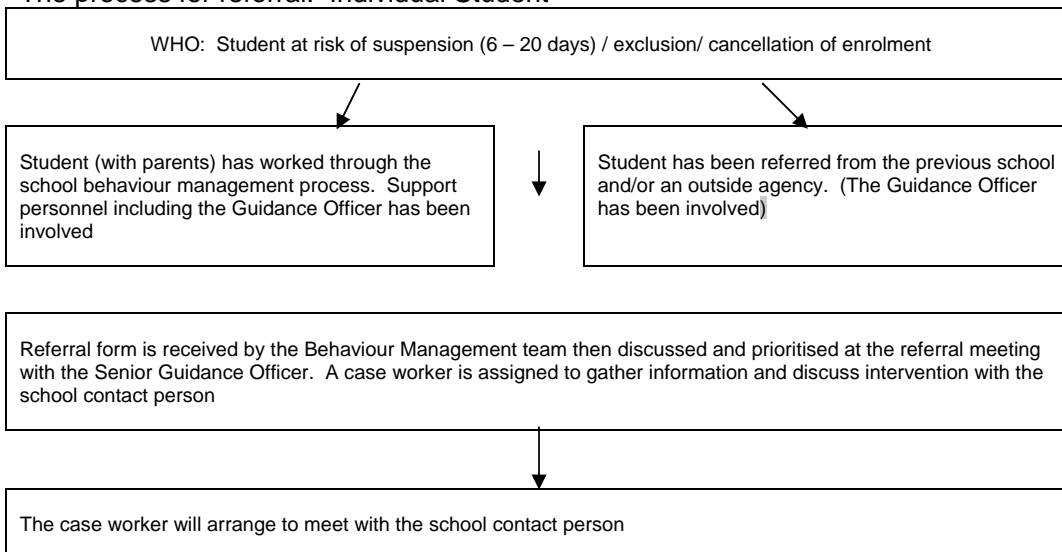
Referrals to the Behaviour Management Team are made largely through:

- The principal
- The school's guidance officer

The types of support offered by the team include:

Parent support – interviews, counselling, home visits, individual behaviour plan support	Specialist placement
Parent programs – Triple P / Teacher aide support	Support groups
Teacher support – classroom management, modelling, coaching	Individual work
Individual behaviour plan – support with implementation	Referral to other agencies
Adventure based social skills	Whole school support – member of committees
Class support	Work experience
Counselling – individual/group	Alternative programs – assistance with organising and implementation
Class programs	Peer mediation
Professional Development	Community conferencing
Assessment	Suspensions and Exclusions – Assisting with re-entry and behaviour plan
Support with whole school behaviour management policy writing	

The process for referral: Individual Student



Consideration of individual circumstances

All students at Warwick Central State School are to uphold the “CODE OF BEHAVIOUR”, and breaches of the code will result in the application of consequences. It is however important that there be the flexibility with in behavioural support methods to respond to the individual needs and circumstances of students. Consideration should be given to the situation and context, when responding to the actions of students. In some cases it may be appropriate to work with the parent/s or guardian/s and student to arrange alternative consequences.

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)
- National Framework for Values Education in Australian Schools
(www.valueseducation.edu.au)
- Bullying. No Way! (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)



.....
Mr Jason Callcott
Principal

.....
Mrs Debbie Clare
P & C President

.....
Mr Don Grobe
Executive Director

Appendix 1



Warwick Central State School Bullying Policy

(adapted from the Warwick High School Bullying Policy)

POLICY STATEMENT

Warwick Central State School practices a “zero tolerance” approach to bullying in all its forms to align with Education Queensland policy and the provisions of the Child Protection Act. Our school and school community endorses each teacher’s right to teach, each student’s right to learn and the right to safety of all school community members. Bullying undermines such values and prevents students from achieving their full potential in the educational and social setting. Bullying affects all members of the school community, not simply the bully and the victim, and can damage the climate of the class and the supportive environment of the school in general. For these reasons, it cannot be tolerated and must be addressed with immediately and consistency.

DEFINITIONS OF BULLYING

As defined in Education Queensland’s Child Protect Act.

“Bullying involves the abuse of power with the intention of causing distress to the other person(s), or for personal gain or gratification. Behaviours may include repeated behaviour that can be covert and subtle, and be social, psychological, verbal, physical and/or sexual in nature.”

For ease of student understanding and identification of bullying, the school has defined bullying for students and staff in relation to four specific behaviours. These are:

- 1) **Physical** – any deliberate touch of a person’s body without their permission eg hitting, punching, spitting, sexual abuse.

Non-Physical including:

- 2) Threats – threatening any of the above
- 3) Stealing – unauthorised removal of possessions, social opportunities, and teaching/learning time
- 4) Teasing – use of name calling, actions, gestures, words, rumours to hurt or to ostracise

AIMS OF THE POLICY

- 1) To counter views that bullying is a natural or inevitable part of school life
- 2) To combat and overcome barriers of secrecy that often surround bullying
- 3) To create a safe and supportive teaching/learning environment for students and staff
- 4) To provide support and counselling services for both bully and victim
- 5) To move beyond a reactive response to bullying by proactively promoting a school climate where bullying behaviours are not tolerated and are infrequent in incidence.

RESPONSIBILITIES OF THE SCHOOL COMMUNITY

STAFF RESPONSIBILITIES

IDENTIFICATION

- 1) Watch for early warning signs of bullying of/by students (eg stress, behaviour change, physical injuries etc)
- 2) Record and report all incidences of bullying, including action taken. Information from the Red Folders and Green slips will be recorded in the Behaviour Management Data Base.
- 3) Offer the victim immediate support and help by using conflict resolution and a source of referral such as teacher aide, class teacher, Principal, SHRO or Guidance Officer.
- 4) Use all students as a positive resource in counter bullying, taking time to discuss bullying in class sessions when the need arises. (eg after incidents)
- 5) Ensure all areas of the school are monitored at breaks and in between lessons. Fulfil playground duty required with vigilance.

EDUCATION

- 1) All students upon enrolment at the school will be made aware in the School's Bullying Policy
- 2) Education of dealing with bullying will occur within the context of the curriculum and on school parades.
- 3) Where possible, parents/caregivers will be included in the education process and informed of developments within the school in the area of Bullying
- 4) All teaching staff will undertake regular professional development in regard to Bullying issues and their professional responsibilities in combating Bullying.

ACTIONS

Teachers will adopt a logical and sequential approach when responding to reports of bullying. Use the "no blame approach" to initial reports of bullying. This uses the following process.

- Take the incident seriously
- Stop
- Listen to all sides of the story (victim, bully and witnesses)
- Deal with the complaint in a manner to avoid making the bullied student feel inadequate or foolish. Listen sympathetically. Offer support and encouragement for reporting it. Maybe act confidentially.
- Act assertively towards bully, explaining his/her actions constitute bullying. Don't act aggressively, model appropriate behaviour.
- Ask bully how he/she thinks victim must feel and how would they like to be in that circumstance
- Explain that actions must stop
- Set up a time to check with victim and bully that bullying has stopped
- Document the issue
- Contact parents of both parties and advise them of the circumstances. Explain the approach and have it designed to reduce the risk of retaliation. Suggest methods for parents to teach their students to act assertively.

Continuation of further incidents of bullying could result in counselling, parent interviews to discuss strategies for the student or possible consequences, suspension or exclusion.

STUDENT RESPONSIBILITIES

Action

Students will adopt an assertive, sequential response to all incidents of bullying involving themselves or others. This response will take the following form:

- | | |
|--------|---|
| STEP 1 | Tell the bully to stop
(This identifies for the bully that their behaviours are unacceptable to the victim, and provides the bully with the opportunity to modify behaviour without further consequence. It also establishes the victim's control over handling the situation) |
| STEP 2 | If the bullying does not cease immediately or has caused significant or emotional harm, tell someone in authority (Teacher, Non-teaching Staff and Principal) |
1. The student if unable to stop the bullying themselves should report all incidents to the nearest available teacher or staff member. Immediacy of reporting is essential.
 2. Students (victim, bully, and witnesses) may be required to discuss reported incidents with a Teacher, Teacher Aide, Guidance Officer, Sexual Harassment Referral Officer or Principal. Such discussions will occur as soon as possible after the incident.
 3. Parents/ caregivers of students involved may be informed of the outcome of investigations, and a record of an incident attached to the student's file, if deemed appropriate and necessary.
 4. In the case of frequent or significant incidents of bullying by a student, the parents/caregivers may be required to attend an interview to discuss possible consequences and assist the school in planning a strategy to modify the child's behaviour.

PARENT/CAREGIVER RESPONSIBILITIES

1. Watch for early warning signs in your child. This may include a reluctance to go to school, unexplained illnesses, missing possessions, requests for money, frequent or unexplained injuries and moodiness.
2. Take an active interest in your child's school and social life; encourage them to talk about daily events and occurrences.
3. If you suspect bullying of your child at school, contact the class teacher or school administration immediately.
4. Record details of persistent bullying of your child, including the dates, settings, times, types of bullying and identified perpetrators.
5. Encourage your child to report persistent school bullying to those in the best position to provide immediate help i.e. The teaching staff and administration.
6. Assure your child that seeking help is okay and as assertive measure.
7. Do not encourage your child to hit back or verbally abuse the bully.
8. Be prepared to assist the school in modifying your child's behaviour if he/she is identified as a bully. Do not accept personal blame for their actions; instead, support the school in its endeavours in assisting your child to overcome problems and be a responsible member of the school community.

**A WEBSITE DESIGNED BY EDUCATION QUEENSLAND REGARDING
BULLYING FOR ALL STAFF, PARENTS AND STUDENTS TO VISIT**

BULLYING. NO WAY! www.bullyingnoway.com.au

Appendix 2



Warwick Central State School Sexual Harassment Policy

(adapted from Warwick State High School Sexual Harassment Policy)

Policy:

- Education Queensland considers sexual harassment to be an unacceptable form of behaviour and as such it will not be tolerated under any circumstances within schools.
- The Anti-Discrimination Act 1991 (Qld) and the Sex Discrimination Act (Commonwealth) make sexual harassment unlawful.

Sexual Harassment is:

- An unwelcome advance
- An unwelcome request for sexual favours
- Unwelcome conduct of a sexual nature in relation to another person

It may include:

- Sexual jokes, offensive telephone calls, photographs or other reading matter
- Physical contact such as touching, fondling or grabbing
- Physical intimidation such as ogling or deliberately invading another person's space
- Offensive hand or body movements, comments or name calling
- Spreading rumours of a sexual nature
- Teasing, calling names
- Following someone home from school
- Pestering someone to go out
- Sending offensive messages in writing or by telephone

Sexual Harassment is not:

- The mutual attraction between people

You have the right to feel safe:

If you believe that you are being sexually harassed, your options are to:

- Tell the person who is harassing you that you don't like it and that you want it to stop.
- Talk it over with your parents
- Discuss what you should do with the Sexual Harassment Referral Officer (SHRO). Talk to a teacher you feel comfortable with
- Report it to the Principal

Appendix 3

Code of School Behaviour Contract



Warwick Central State School

I _____ will follow the Warwick Central State School's Code of School Behaviour by:

Code of School Behaviour Contract

1. Tolerance and Understanding

Demonstrated by:

- Supporting others
- Being positive
- Being a friend
- Listening to others
- Accepting and understanding that we are all different
- Considering others needs and feelings

2. Rights and responsibility

Demonstrated by:

- Being ready to learn
- Having necessary classroom equipment ready
- Obeying class and school rules
- Respecting others rights to learn

3. Respect and Co-operation

Demonstrated by:

- Listening when others are speaking
- Respecting other peoples belongings
- Moving quietly around school during lessons
- Wearing the school uniform with pride
- Using appropriate manners eg please, thank you etc
- Representing the school with pride eg. on excursions

4. Effort and Achievement

Demonstrated by:

- Trying my hardest at all times
- Participating in all lessons/classroom activities with enthusiasm
- Completing homework and assessment tasks to the best of my ability
- Taking an active roll in extra school activities

My behaviour is my choice alone, and I accept the consequences of my choices of behaviour.

Student: _____

Parent: _____

Date: _____

Date: _____