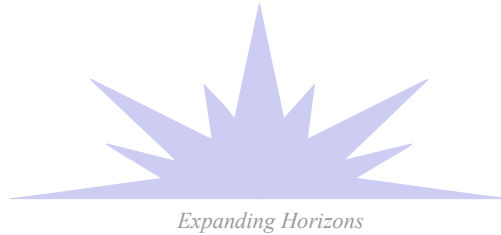




The Code of  
**School  
Behaviour**  
Better Behaviour  
Better Learning

# SUNNYBANK 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 and receive a quality education.

The community of Sunnybank State School is committed to learning, respect and optimism through a secure, supportive and cooperative environment, which recognises and accepts individual differences. Our school fosters a warm, supportive environment where students can be happy and where optimal learning can take place.

A major part of the teacher's role is to ensure that children will learn and develop within their school environment without disruptive behaviour hindering their success and enjoyment of learning. It is also expected that students will respect the teachers' fundamental right to teach without disruptive behaviours hindering his/her success and enjoyment of teaching.

We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions by both teaching explicitly and practising problem solving skills.

The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school.

The school has its catch cry *Better Better Better*

*Better Learning*  
*Better Opportunities*  
*Better Behaviour*



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## School beliefs about behaviour and learning

At Sunnybank Primary we believe that the whole school community is responsible for creating a supportive school environment. This can only be achieved when students, families and staff support each other to ensure that:

- excellence in teaching and a quality curriculum, which is inclusive of all students is provided
- the basic needs of each individual are considered so that everyone feels valued, accepted and safe
- relationships between people are positive and productive
- socially responsible behaviours are modelled, encouraged and expected
- students take ownership of their learning and behaviour

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

Sunnybank Primary School is an inclusive school that welcomes and supports children from all over the world; some 50% of students are born outside Australia. In order to ensure effective behaviour management, Sunnybank Primary has adopted a whole-school approach, that has been collaboratively developed and one that is flexible enough to allow for different student needs and different teaching styles.

Our plan is well communicated to all stakeholders and has the key characteristics of:

**Positive School Environment:** where a positive ethos is promoted and all members of the school community contribute to the building of a caring, safe and positive school community.

**Proactive Prevention:** where learning programs are relevant, engaging and address the needs of students and cater for individual differences.

**Positive Relationships:** where the school works at developing positive relationships with all members of the school community, and especially in the development of strong links between home and school.

### RIGHTS

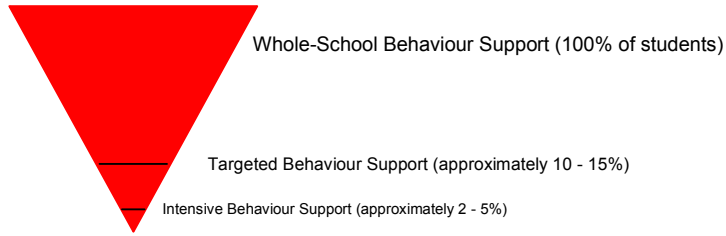
All members of the Sunnybank Primary School Community have the right to:

- be treated with respect and feel valued
- to feel safe and happy
- to learn and teach in a non-disruptive, supportive and engaging environment.

Typically a school tends to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However about 10 to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.



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**Whole-school behaviour support**

Everyone involved with the school community has rights and responsibilities to ensure that teaching and learning takes place in a safe, caring, supportive and cooperative environment.

At Sunnybank Primary the saying “**Harmony Matters**” has been adopted as an approach for promoting positive relationships within the school community. This approach is explicitly taught in classrooms and communicated to all stakeholders via assemblies, school newsletters, classroom posters and focussed teaching episodes.

- H**elp others
- A**sk for assistance
- R**espect differences
- M**ake friends
- O**ffer alternatives
- N**ice words
- Y**our choice

| <b>Help others</b>   |   |
|--|---|
| <p><b>Students</b></p> <ul style="list-style-type: none"> <li>✦ Being a good role model to others</li> <li>✦ Offering advice to others to help solve problems</li> <li>✦ Learning without disrupting others</li> <li>✦ Being punctual and prepared for learning</li> <li>✦ Respecting others and their property</li> </ul> | <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>✦ Modelling behaviour that supports the school ethos</li> <li>✦ Being partners in learning</li> <li>✦ Providing a safe, supportive learning environment</li> <li>✦ Ensuring that students are valued members of the class and school community</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>✦ Encouraging behaviour that supports the school ethos</li> <li>✦ Being partners in learning</li> <li>✦ Support and assist children where possible</li> </ul> |
| <b>Ask for assistance</b>  |   |
| <p><b>Students</b></p> <ul style="list-style-type: none"> <li>✦ Listening to advice</li> <li>✦ Sharing my feelings with someone I trust</li> <li>✦ Seeking out and accepting assistance</li> </ul>   | <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>✦ Communicating with colleagues and school administrators and support personnel</li> <li>✦ Communicating with parents</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>✦ Communicating with school</li> </ul>   |



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| Respect differences   |  |
|---|--|
| <p><b>Students</b></p> <ul style="list-style-type: none"> <li>✦ Accepting differences</li> <li>✦ Looking at things from another's point of view</li> <li>✦ Being proud of my achievements</li> <li>✦ Celebrating the achievements of others</li> <li>✦ Respecting the rights and feelings of others</li> </ul>  | <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>✦ Providing a curriculum that is inclusive and meets all students' needs</li> <li>✦ Encouraging an environment of mutual respect</li> <li>✦ Include, value and acknowledge diversity within and among the full range of cultural groups</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>✦ Supporting the school curriculum</li> </ul>   |
| Make friends  |  |
| <p><b>Students</b></p> <ul style="list-style-type: none"> <li>✦ Treating others with courtesy and consideration</li> <li>✦ Respecting the rights and feelings of others</li> <li>✦ Acknowledging others with a smile or greeting</li> </ul>   | <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>✦ Respecting the rights and feelings of others</li> <li>✦ Treating others with courtesy and consideration</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>✦ Respecting the rights and feelings of others</li> <li>✦ Treating others with courtesy and consideration</li> </ul>  |
| Offer alternatives  |  |
| <p><b>Students</b></p> <ul style="list-style-type: none"> <li>✦ Remind others of the "Harmony Matters" ideals</li> <li>✦ Contributing to a safe and supportive learning environment</li> </ul>  | <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>✦ Assisting and encouraging students in resolving conflicts</li> <li>✦ Providing a safe and supportive learning environment</li> <li>✦ Promoting skills of responsible self management in students</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>✦ Assisting and encouraging children in resolving conflicts</li> <li>✦ Ensuring children understand what is meant by a safe and supportive learning environment</li> </ul> |
| Nice words  |  |
| <p><b>Students</b></p> <ul style="list-style-type: none"> <li>✦ Treating others with courtesy and consideration</li> <li>✦ Respecting the rights and feelings of others</li> <li>✦ Showing good manners</li> <li>✦ Acknowledging others with a smile or greeting</li> </ul>   | <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>✦ Treating others with courtesy and consideration</li> <li>✦ Respecting the rights and feelings of others</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>✦ Respecting the rights and feelings of others</li> <li>✦ Treating others with courtesy and consideration</li> </ul>  |
| Your choice   |  |
| <p><b>Students</b></p> <ul style="list-style-type: none"> <li>✦ Being responsible for the choices I make</li> <li>✦ Accepting consequences of my behaviour</li> <li>✦ Being honest with myself and others</li> <li>✦ Standing up for what is right</li> <li>✦ Being actively involved in learning programs</li> <li>✦ Encouraging others to follow the "Harmony Matters" ideals</li> <li>✦ Choosing to follow the "Harmony Matters" ideals</li> </ul> | <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>✦ Engaging in new and challenging opportunities</li> <li>✦ Participating in regular professional development</li> <li>✦ Providing a curriculum that is inclusive and meets all students' needs</li> <li>✦ Being partners in learning</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>✦ Being partners in learning</li> <li>✦ Supporting the school curriculum</li> </ul>  |





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### **Our Harmony Matters strategy:**

- Incorporates and organises most of our school's major proactive strategies
- Follows the 'Harmony Matters' ideals incorporating school/classroom and playground expectations.
- Ensures students take responsibility for own learning, behaviour and encourages students to act appropriately
- Encourages students to wear the appropriate school uniform (This is a 'uniform school' endorsed by the P&C)
- Exhibits characteristics of school catch cry- Better, Better, Better (Better Learning)
- Better Opportunities, Better Behaviour)

**Success and Rewards:** Possible positive reinforcement strategies for our Harmony Matters strategy include:

- Gotcha Awards
- Classroom awards (weekly announcements on assembly & published in newsletter)
- "Deal or No Deal"- on assembly
- Contact parents (call from Teacher, Principal or Deputy Principal)
- Verbal praise
- Positive feedback on work
- Sharing work with Principal/ Deputy Principal

**Possible outcomes:** Students will:

- Maintain good behaviours
- Maintain good communications and relationships with all members of the school community
- Students feel valued and feel respected members of the school community
- An environment of mutual respect is created

### **Targeted behaviour support**

Targeted support occurs when students breach the **Responsible Behaviour Plan for Students**. These students require additional support and guidance beyond that developed through the whole school behaviour support process.

#### **Classroom Support:**

- Teachers respond to inappropriate behaviours of individual students with incidental teaching strategies to help students learn, understand and develop more acceptable and effective social and learning behaviours
- Teachers develop with the student, a short term plan to support the students with their behaviour.
- Teachers monitor and gauge when administration and specialist support is warranted.

#### **Playground Support:**

Students are supported in the playground in their understanding of appropriate behaviour through:

- Reminders of the "Harmony Matters" ideals by playground duty staff



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- Short withdrawals from the playground eg. sitting out for 2-5 mins or walking with the teacher
- Withdrawal from the playground for one or more play sessions.

**Administration Support:**

When students do not respond to classroom strategies or playground withdrawal, administration support may be sought. In consultation with the teacher, parent and student, learning is further scaffolded and supported to prevent or minimise the occurrence of inappropriate behaviour.

**Intensive behaviour support**

Students who exhibit persistent or serious breaches of behaviour may be referred to the Student Welfare Committee for consideration for additional behaviour support. Support may include:

- referral for appraisal to determine whether or not learning may be impacting on the student's behaviour.
- referral to guidance officer for assessment and/or counselling
- referral to Advisory Visiting Teacher (Behaviour Management) for support

In some cases, a child's behaviour is such that it is necessary for an Individual Behaviour Management Plan to be implemented. This plan aims to increase the child's self control and skills in order for him/her to use appropriate social behaviour, and to become responsible for that behaviour. Relevant staff members are informed, so that the child's behaviour can be managed positively and consistently according to the plan. The plan is reviewed on a needs basis.

**Consequences for unacceptable behaviour**

| BEHAVIOUR   | POSSIBLE STRATEGIES  | POSSIBLE OUTCOMES   |
|---|--|---|
| <p><b>REACTIVE</b></p> <p><b>Minor Behaviours</b>- where behaviours are inappropriate. An example of these types of behaviours:</p> <ul style="list-style-type: none"> <li>• Not following directions</li> <li>• Interruption to school routine</li> <li>• Inappropriate language</li> <li>• Playing in non-designated areas</li> <li>• No hat during PE, sport or playtime</li> <li>• Failure to complete set tasks</li> <li>• Late arrival to class.</li> </ul> | <p>Classroom or supervising teacher:</p> <ul style="list-style-type: none"> <li>• Cues</li> <li>• Prompts (verbal/non verbal)</li> <li>• Gives clear directions</li> <li>• Reminders of expectations</li> <li>• Acknowledges students positive behaviour</li> <li>• Teacher conferences with student</li> <li>• Offer choices</li> </ul> | <ul style="list-style-type: none"> <li>• Student reflects on incident</li> <li>• Opportunity for student to correct behaviour/ make appropriate choices.</li> </ul> |



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|  |   |  |
|--|---|--|
| <p><b>Moderate Behaviours-</b> where behaviours could endanger the safety of others. An example of these types of behaviours:</p> <ul style="list-style-type: none"> <li>• Throwing objects</li> <li>• Obscene language</li> <li>• Persistent disruption</li> <li>• Persistent teasing</li> <li>• Minor physical assault against other student</li> <li>• Minor bullying incidences</li> <li>• Fighting</li> <li>• Minor vandalism</li> </ul>  | <p>Classroom or supervising teacher:</p> <ul style="list-style-type: none"> <li>• Reinforces appropriate behaviour and choices</li> <li>• Withdraws student from activity</li> <li>• Gives appropriate consequence to student</li> <li>• Administration advised for persistent behaviours- entry on school database</li> <li>• Additional structures may be enforced to support student</li> <li>• Parent contact for persistent breaches of behaviour</li> </ul> | <ul style="list-style-type: none"> <li>• Student reflects on incident</li> <li>• Consequences carried out by student</li> <li>• Opportunity for student to correct behaviour/ make restitution</li> <li>• Parent/ School partnerships fostered and developed</li> </ul>  |
| <p><b>Major Behaviours-</b> serious offences where behaviours are categorised as being violent, threatening and anti-social. An example of these types of behaviours:</p> <ul style="list-style-type: none"> <li>• Dangerous behaviour</li> <li>• Major vandalism</li> <li>• Sexual harassment</li> <li>• Racial harassment</li> <li>• Inappropriate touching</li> <li>• Major theft</li> <li>• Inappropriate exposure</li> <li>• Major physical assault against others</li> <li>• Verbal harassment to others</li> <li>• Illegal drugs</li> </ul> | <p>Classroom or supervising teacher:</p> <ul style="list-style-type: none"> <li>• Immediately refers student to administration</li> <li>• Administration interviews students and conduct investigation</li> <li>• Details entered onto school database</li> <li>• Parent informed</li> <li>• Behaviour modification program implemented which may include suspension</li> <li>• Referrals for additional support if required</li> </ul>                           | <p>Support structures for all stakeholders are initiated:</p> <ul style="list-style-type: none"> <li>• Student withdrawn from activity and sent to administration</li> <li>• Student behaviour recorded on school database</li> <li>• Parents/ class teacher informed</li> <li>• IEP for behaviour</li> <li>• Referral to Behaviour Management Team</li> <li>• Referral to Guidance Officer</li> <li>• Suspension, Behaviour Improvement Condition, or Exclusion may be considered when students and/or staff are at serious risk</li> </ul> |

## The network of student support

The staff at Sunnybank Primary work as a team to support students at the whole school level. Specifically this network of support includes:

- Principal
- Deputy Principal
- Classroom Teachers
- Specialist Teachers
- Support Teacher Learning Difficulties
- ESL Teacher
- Guidance Officer
- Advisory Visiting Teachers
- Non Teaching Staff

The Student Welfare Committee provides advice and recommendations on the support for students who require targeted or intensive support. The Committee consists of the Principal or Deputy Principal, Guidance Officer and Support



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Teacher Learning Difficulties. A referral process exists for teachers to access support for students, including behavioural support.

#### **District and Community Based Support includes:**

- Adopt- A-Cop Program
- Department of Child Safety
- Child Youth and Mental Health
- Juvenile Aid Bureau
- Queensland Health Services

#### **Consideration of individual circumstances**

The diverse individual circumstances of students including the environmental, cultural, social, family and special backgrounds of each individual child must be taken into account at all times. Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the student and the needs, rights and responsibilities of school community members.

As Sunnybank Primary School is a school with a diverse student population, the individual considerations of the student include:

- Age
- Family circumstances
- Cultural background, experiences and expectations
- Severity of incident
- Precursor to incident
- Student intent
- Student honesty and remorse
- Student history of behaviour
- Level of understanding of English Language
- Disability

#### **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*
- *Transport Operations (Passenger Transport) Regulations 2005*

#### **Related policies**

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-022: Student Dress Code



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- [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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