



**WESTWOOD STATE SCHOOL
Responsible Behaviour Plan**



The Code of School Behaviour

Better Behaviour
Better Learning

1. Purpose

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

Westwood State School is strongly committed to providing a quality education that enables all students to achieve their full potential. Our Responsible Behaviour Plan for Students promotes high expectations, equity, inclusiveness, a supportive school environment and a curriculum, which engages all learners. We are a community that works together as we systematically strive for improvement.

Westwood State School consists of one class. We have 9 students across all year levels. We have one full-time teaching principal and another part time teacher. Two teacher aides work with the students. It is an expectation, from every adult in the school that the students work to their very best ability every day.

Literacy and numeracy are key priorities of Westwood State School, as these life skills underpin all aspects of the teaching and learning process. Learning outcomes are achieved through the implementation of explicit instruction, and high expectations. We aim to provide high quality education that makes a positive difference to the lives of our students, while creating life-long learners who can participate successfully in society.

2. Consultation and data review

Westwood State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during Term 4 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 informed the development process. Legislation changes from Education Queensland were also considered.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in Term 1, 2013.

3. Learning and behaviour statement

Our school community believes in the development of the individual - academically, personally and emotionally. It is the belief of this community that students should become literate, numerate, responsible, democratic, creative, engaged and resilient citizens. The school community is ambitious for all students and want the students to become life long learners and ultimately to make a difference.

The community at Westwood believes in taking positive steps to develop the skills of all students. We believe that behaviour management is only one component in the development of the individual. A number of strategies are embedded into our practices which are designed to have a positive impact. Our ideal is for the students at Westwood to manage their own behaviour by having strong values, strong self worth, team work skills, a clear understanding of what it means to be responsible, a strong sense of direction and to be community minded. Students with more skills add to the tone in the playground and reduce cases of bullying in the playground. Therefore, the strategies outlined support the school's anti-bullying policy.

At Westwood we believe that student learning is paramount. Our Responsible Behaviour Plan fits with our pedagogical framework where explicit instruction is the basis of our teaching and learning. This approach is featured by strong expectations, goal setting, greater levels of student concentration, outstanding bookwork, class displays with outstanding work, and rigorous timetable routines. The approach recognises the need for strong student and teacher relationships and that friendship and a caring school climate assists learning. We understand



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that an effective responsible behaviour assists explicit instruction and that explicit instruction improves student behaviour.

The Key Priorities of our School Improvement Agenda is to improve student reading, writing and numeracy skills. These areas are integral to learning, which means that a certain level of behaviour is expected when in the classroom. At all times, students must behave in a manner that:

- Allows themselves to learn,
- Allows others to learn,
- Allows teachers to facilitate learning.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

The development of positive behaviour at Westwood relies on a number of deliberate strategies that have become part of the school's everyday life.

- Development of a Responsible Behaviour Management plan based on logical steps and consequences. Positive behaviours will be viewed as responsibilities to develop the notion of responsible behaviour. Values, including those values that have been identified by the community and The Code of School Behaviour, will underpin the behaviour expectations (see below). At Westwood we understand that values are taught through everyday actions and not from lectures. Strong expectation and logical consequences are at the heart of our approach
- The further development of values will be taught through the organisation of events to mark Anzac Day, Book Week and Education Week and NADOC week. In addition the students will be given the opportunity to give to charities and this also assists in the development of values.
- The staff at Westwood addresses all behaviour and crisis situations in a calm, respectful and systematic manner. At Westwood we understand that students respond to a firm, fair and calm approach.
- Classroom and playground responsibilities will be allocated to all students to develop the notion of taking on responsibilities as well as being responsible.
- The staff at Westwood acts in an inclusive manner and demonstrates a degree of respect for all students.
- Year 7 students will be inducted as school leaders and taught leadership skills to enhance the positive mood that exists at Westwood State School.
- Students set and evaluate personal goals each 5 weeks and write their own reports at the end of each semester. Work samples will be kept and parents will be invited to school and students will discuss their own learning. The aim of this program will be for students to develop an understanding of their own learning, develop a sense of direction, and a sense of pride in achievements. Ultimately our aim is for the students at Westwood to have a positive self image about themselves as learners.
- Parents and the community are invited to school on a regular basis and students assist in community events that are held at school by setting up for events, welcoming guests and by participating in events. In addition a community atmosphere will be encouraged in the classroom with students making decisions about the classroom and assisting each other to display work and decorate the room. Our desire is for the students at Westwood to have a clear understanding of being in a community.
- Team work skills will be taught to students in many situations. For example, cooperative groups will be a tool to develop understanding as well as team work skills.
- The students will celebrate achievements. Awards will be presented to students on Fridays and they will reflect the school's values. A presentation night will occur at the end of each year.
- At Westwood there is a clear understanding that student behaviour is improved when lessons are engaging and when students know what they are learning and



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when they have learnt something. Our explicit lessons ensure that this occurs. There is also an understanding that students behave better when they are learning at their own level.

- At Westwood the teachers and teacher aides understand that positive relationships underpin positive behaviour. The staff actively fosters positive relationships with all students.
- At Westwood we develop programs to foster friendship and ensure all students have at least one friend.
- Our bookwork policy ensures quality work and our classroom displays also feature quality work. This instils a sense of pride and assists with student behaviour.
- Positive classroom reward schemes will be conducted at different times to assist in maintaining high standards of behaviour.
- Humour, which is inoffensive, will be encouraged at Westwood. This will involve staff and students. The students have fun at Westwood. Students respond to humour and fun and behave better when they are happy.

• **Universal behaviour support**

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Westwood State School Winning Values



The values above are identified with consultation of students and the community, as values that are required and expected of Westwood State School students. These values are referred to with all behaviour management issues. Below is an explanation of what the values look like.

<p>Trustworthiness</p> <ul style="list-style-type: none"> • Be honest, sincere and seek the truth. • What it looks like in the classroom and playground: <ul style="list-style-type: none"> ○ I mean what I say and say what I mean ○ I am reliable and follow through ○ I ask permission to leave the classroom ○ I use equipment correctly ○ I seek help when I need it ○ I make good choices ○ I show new people around ○ I help others who may need it 	<p>Respect</p> <ul style="list-style-type: none"> • Treat others with consideration and regard, respect another person's point of view. • What it looks like in the classroom and playground: <ul style="list-style-type: none"> ○ I use appropriate language ○ I listen to others' ideas ○ I speak courteously ○ I treat others how I wish to be treated myself ○ I use people's names ○ I give people eye contact ○ I use my manners ○ I apologise when I need to ○ I respond politely to adults' requests ○ I speak courteously ○ I share space ○ I respect my environment ○ I play well with others ○ I consider others' feelings ○ I care for sports and play equipment ○ I keep the school clean
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<p>Responsibility</p> <ul style="list-style-type: none"> • Be accountable for your own actions, resolve differences in a constructive, non-violent way and peaceful way, contribute to society and civic life and take care of the environment. • What it looks like in the classroom and playground: <ul style="list-style-type: none"> ○ I use self-control ○ I report problems to adults ○ I follow directions ○ I keep my body to myself ○ I place my rubbish in the bin ○ I complete my roster jobs ○ I keep my bag closed ○ I sit on chairs correctly ○ I use self-control ○ I report problems to adults ○ I keep my body to myself ○ I wear a sun safe hat and shoes at all times ○ I return equipment to where it came from ○ I keep to my correct play area and share spaces ○ I play safely and take turns ○ I am a good sport <p>I use equipment correctly</p>	<p>Fairness</p> <ul style="list-style-type: none"> • Pursue and protect the common good where all people are treated fairly • What it looks like in the classroom and playground: <ul style="list-style-type: none"> ○ I deal with challenges ○ I try to be flexible ○ I try to move past upsets ○ I am open to change ○ I am positive and optimistic ○ I consider new possibilities ○ I am confident and in control ○ I share with others ○ I am open to new ideas and accept differences ○ I am considerate to everyone ○ I show others I am a friend ○ I listen to others ○ I show new people around ○ I help others who may need it ○ I am sensitive to others' needs ○ I care, share and take turns <p>I use my manners and smile</p>
<p>Caring</p> <ul style="list-style-type: none"> • Care for self and others • What it looks like in the classroom and playground: <ul style="list-style-type: none"> ○ I include others ○ I am courteous and listen ○ I try to really 'know' everyone ○ I help and work with others well ○ I try to be the best friend I can ○ I consider the impact of my actions on others ○ I look after myself and others ○ I am considerate to everyone ○ I show others I am a friend ○ I listen to others ○ I show new people around ○ I help others who may need it ○ I am sensitive to others' needs ○ I care, share and take turns ○ I use my manners and smile 	<p>Citizenship</p> <ul style="list-style-type: none"> • Be aware of others and their cultures, accept diversity, being included and including others • What it looks like in the classroom and playground: <ul style="list-style-type: none"> ○ I encourage and praise others ○ I try my best at all times ○ I practise my skills ○ I complete work neatly ○ I strive to improve in all areas ○ I proudly share my work ○ I show a 'have a go' attitude ○ I am an eager and creative ○ I recognise others' efforts ○ I work enthusiastically ○ I encourage and praise others ○ I take pride in keeping our school neat and tidy ○ I strive to do my very best ○ I practise my skills ○ I 'have a go' at new games and sports and take safe risks ○ I recognise the efforts of others ○ I am positive and enthusiastic <p>I am keen to learn new skills</p>

Negative Consequences:

1. Warning
2. Time Out
3. Wipe, fix, clean, and apologise
4. Complete missed work
5. Implement more intense consequences for repeatedly poor behaviour or for serious incidents (see below)



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Positive Consequences:

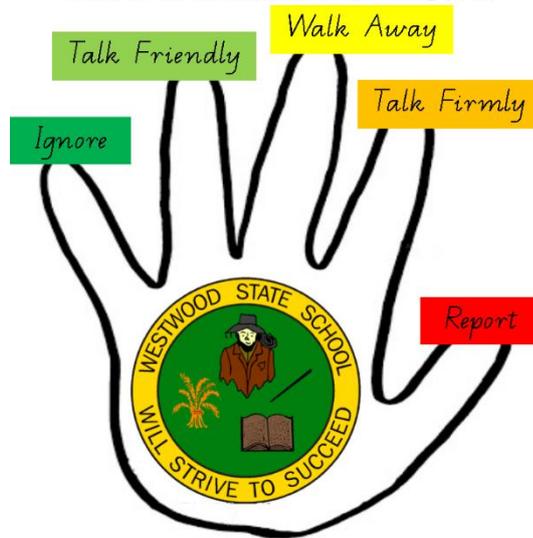
1. Stickers
2. Students encouraged to use language to reward themselves
3. Home Reading Awards
4. School Awards with winners published in School Newsletter
5. Presentation Night Awards

Students have also been given a strategy to deal with situations of conflict. The strategy has been labelled the Westwood High 5.

Westwood State Schools

High 5

What to do if someone is upsetting you.



• Targeted behaviour support

In the next three years there may be students at Westwood State School who are identified through our data as needing a little extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Individual Behaviour Management Plans will be designed should the need arise. They will be based on the individual and completed following consultation with the student, teachers, staff, parents and staff at District Office.

• Intensive behaviour support

On occasion there will be a need for Intensive support. There is a school support network which Westwood State School has partnerships with.

- Guidance Officer – Primary, Developmental
- School Psychologist
- Behaviour Support Teachers
- Senior Guidance Officers
- Collegial support from like and larger schools.

It must be acknowledged that one of the most important partnerships in the Responsible Behaviour Management is between family and school.

5. Emergency responses or critical incidents



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All staff have a shared understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This understanding ensures that appropriate actions are taken to make certain that students and staff are kept safe.

An **emergency situation or critical incident** is an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Steps in crisis management

Step 1: Prevention

- Create a safe and supportive environment which does not trigger a crisis.
- Adopt a planned approach.

Step 2: Teacher self-control

- Avoid triggering or escalating crisis behaviour.
- Stay rational and calm to manage the student's crisis behaviour.

Step 3: Early stage intervention (anxiety/agitation)

- Read the signs of student agitation and anxiety and respond to this by defusing the situation.

Step 4: Contain verbal aggression (defensiveness, acceleration)

- Answer any questions, repeat simple directions, offer choices.
- Allow the student to vent, but remove the audience.
- Listen to student, looking for real messages to use to resolve issues later.

Step 5: Manage physical aggression

- Move away from the student to a safe distance.
- Notify administration to instigate crisis procedures.
- Direct other students to a safe location.
- As a last resort, if trained, physically restrain the student.

Step 6: Recover and debrief (tension-reduction/de-escalation)

- Allow the student time and space to rest and reflect.
- Debrief any victims or witnesses and also self.
- Later, complete restitution /resolution with offending student.

Parents are contacted.

Step 7: Review and plan

- School examines details behind the incident.
- Review effectiveness of crisis management plan.
- Modifications to existing procedures.
- Further professional development of staff.

6. Consequences for unacceptable behaviour

Westwood State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Behaviour Management should be a unified system incorporating both an emphasis on preventative techniques through a positive approach and offering corrective measures for both minor and major behaviours.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team



The following pages include tables identifying unacceptable behaviours at Westwood State School. The behaviours listed are some of the possible behaviours that may arise. Other behaviours may also arise and will be dealt with accordingly, taking into consideration the situations as they occur.

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The following table outlines examples of major and minor problem behaviours:

	Area	Minor	Major
Safety	Online Behaviour	<ul style="list-style-type: none"> Breach of student ICT agreement 	<ul style="list-style-type: none"> Online bullying Any form of online conversations that affects the school, including both staff and students
	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (e.g. pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	
	Drugs/Other		<ul style="list-style-type: none"> Possession or selling of drugs
	Knives/ weapons at school		<ul style="list-style-type: none"> Possession of any type of knife at school.
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to reasonable adult request Non compliance Unco-operative behaviour 	
Respect	Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment/property Littering 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / harassment Minor dishonesty 	<ul style="list-style-type: none"> Major bullying / harassment Major disruption to class Blatant disrespect Major defiance Major dishonesty
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (e.g. lateness after breaks) Not being prepared for class Not in the right place at the right time Not completing set tasks 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Mobile Phone	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation





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Minor behaviours are those that:

- are minor breeches of the school rules
 - running on cement paths etc.
- do not seriously harm others or cause you to suspect that the student may be harmed
 - pushing and shoving etc.
- do not violate the rights of others in any other serious way
 - swearing during interactions between students etc.
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that student is displaying,
 2. asks student to name expected school behaviour,
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.



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Breach	Suggested Consequences
Bickering (Significant)	<ul style="list-style-type: none"> - Defuse - Counsel
Wilful Disobedience	<ul style="list-style-type: none"> - Supported Exit/Time Out - Time Out with Principal - Counsel - Advise parents/carers - Consider In School Suspension - Enter details on OneSchool
Disruptive Behaviours (Unintentional)	<ul style="list-style-type: none"> - Make child aware of unacceptable behaviour - Counsel - Positive reinforcement of appropriate behaviours - Supported Exit from class - Advise parents - Enter details on OneSchool
Lack of Application	<ul style="list-style-type: none"> - Telephone Parents/Carers - Parent/Carer/Teacher Interview - Counsel child/parent/carers as required
Harassment <ul style="list-style-type: none"> - Bullying - Teasing 	<ul style="list-style-type: none"> - Make child aware of unacceptable behaviour - Time Out with Principal / Implement Bullying Response Table - Counsel - Continued behaviour dealt with under Suspension Guidelines - Enter details on OneSchool
Littering <ul style="list-style-type: none"> - Individual - Group/Class 	<ul style="list-style-type: none"> - Staff on Playground Duty to rectify - Supervised clean up by individuals, groups or classes
Rudeness	<ul style="list-style-type: none"> - Oral apology to target - Written apology presented - Supported Exit from Classroom - Time Out - Counsel
Swearing <ul style="list-style-type: none"> - Inappropriate interactions with other students 	<ul style="list-style-type: none"> - Reminder of Expectations - Supported Exit/Time Out - Counsel - Written Apology - Incident recorded on OneSchool
Tantrum <ul style="list-style-type: none"> - Verbal 	<ul style="list-style-type: none"> - Time Out within Classroom - Time Out with Principal (Counsel) - Verbal/Written Apology - Enter details on OneSchool





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Major behaviours are those that:

- significantly violate the rights of others
 - swearing directly at an adult or in conversation with an adult etc.
- put others / self at risk of harm
 - bringing any form of knife to school, fighting etc.
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then:

- Escorts the student to Administration (if possible) and records the incident on ONESCHOOL; or
- Supervises the student while Administration is notified of a referral.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence.
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.



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EXAMPLES OF MAJOR BEHAVIOURS LEVELS AND SUGGESTED CONSEQUENCES

	MAJOR BEHAVIOUR LEVELS	CONSEQUENCES
← LEVEL 1 →	<p><u>Level One Major Behaviours</u></p> <p>Students may be doing one or more of the following -</p> <ul style="list-style-type: none"> - Intentionally causing bodily harm to self or others - Vandalism - Verbal abuse and swearing during interactions with other students - Insolence - Stealing - Offences against other students or staff - Bullying or sexual harassment - Inappropriate online behaviours both inside and outside school hours - Fighting and violence towards others - Assault – first offence - Being out of the grounds without permission - Displaying little or no effort to improve behaviour or attitude - Continued deterioration of behaviour 	<ul style="list-style-type: none"> - Your parents/carers will be contacted by telephone and letter regarding your behaviour, attitudes and placement on Level One - Whilst on this level, you may not be permitted to attend any excursions, camps or other extra-curricular activities - If this is a bullying incident (in person or online) then the bullying procedure will also be followed - You may have Time Out sessions to complete with the Principal for a period of up to three weeks - You may be placed in an In School Suspension between 1 and 5 days or an official School Suspension by the Principal - You may be placed on a Daily Report
← LEVEL 2 →	<p><u>Level Two Major Behaviours</u></p> <p>In addition to continued non-compliance, students on Level Two may be doing one or more of the misdemeanours listed in the previous level and/or the following-</p> <ul style="list-style-type: none"> - Drugs and/or cigarettes or alcohol being brought to school - Knives of any type being brought to school - Serious Vandalism - Swearing at and/or during conversations with staff. - Abusing staff - Continued verbal abuse and swearing during interactions with other students - Serious Internet infringements - Continued malicious bullying and fighting - Continued inappropriate online behaviour both inside or outside the school - Smoking - Possession of and/or use of alcohol or other prohibited substances/items - Assault – second offence in a term - Wilful destruction of property 	<ul style="list-style-type: none"> - Your parents will be requested to attend a meeting to discuss the situation with your teacher and the Principal - If this is a bullying incident (in person or online) then the bullying procedure will also be followed - You may be placed on an In School Suspension or official School Suspension for 1 to 5 days or 6 to 20 days - You may only return to class after you have agreed to change your behaviour and attitudes
← LEVEL 3 →	<p><u>Level Three Major Behaviours</u></p> <p>A student may be suspended pending a decision to exclude for-</p> <ul style="list-style-type: none"> - Disobedience so serious that suspension of the student is inadequate to deal with the behaviour - Misconduct so serious that suspension of the student is inadequate to deal with the behaviour - Other conduct of the student that is prejudicial to the good order and management of the school - So serious that suspension of the student from the school is inadequate to deal with the behaviour contravention of a BIC. 	<ul style="list-style-type: none"> - You may be suspended (with a proposal/recommendation for exclusion) from Westwood State School. Before a suspension (with recommendation for exclusion) is applied a Behaviour Improvement Condition (BIC) may be given.



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Bullying Response Table

STEP	RESPONSE	CONSEQUENCES
1.	A student reports an incident. The incident is recorded in OneSchool .	The Bully is given a warning and they are placed on Step 1 . They are reminded of what the process will be if there is another incident.
2.	A student is on Step 2 when they have two reports about them bullying. It does not have to be the same person they are bullying or even the same day.	The student misses play at <u>big lunch</u> for one day.
3.	A student is on Step 3 when they have three reports about them bullying. It does not have to be the same person they are bullying or even the same day.	The student misses play at <u>big lunch</u> for five days. A <u>letter</u> will be sent home to their parents or carers.
4.	A student is on Step 4 when they have another report about them bullying. It does not have to be the same person they are bullying or even the same day.	Formal Interview Two teachers facilitate a specific interview with the student and the students they have been bullying. A letter will be sent home to the parents or carers with a request for a meeting. This is the <u>last opportunity</u> for the students to resolve their issues.
5.	A student is on Step 5 when there is another report about them bullying. It does not have to be the same person they are bullying or even the same day.	Suspension Internal or external at the Principal's discretion.



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Relate problem behaviours to expected school behaviours

When responding to inappropriate behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Westwood State School all staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the appropriate manner to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

7. Network of student support

The students are generally known by many people in the community and this becomes an informal, but effective support network. The students are frequently provided with opportunities to interact with students from other schools. The staff at Westwood has contacts with other state schools which help to ensure smooth transitions. For example, this applies when students commence high school.

Positive Partnerships

- Students' Parents/family
- Adopt a cop
- Staff
- School community
- Behaviour Management teachers
- Senior Guidance Officer
- Principal Advisor, Regional Services
- Executive Director (Schools) FCW Queensland.

8. Consideration of individual circumstances

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

Westwood State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students



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- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code, ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs,

Westwood State School considers the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. We understand that each student is an individual which means that the behaviour displayed is specific to the student. Not all behaviours can be dealt with by enforcing a blanket rule. Each student, their behaviour and their consequence will be dealt with individually using the RBP as a guide.

When implementing a consequence for inappropriate student behaviour, a range of significant factors are considered, including, context, emotional wellbeing, culture, gender, race, socioeconomic situation and impairment.

The reasoning behind the behaviour is also considered before actioning a consequence. For instance, why is the student doing something that they know will get them suspended? Maybe they want to spend time at home and by implementing the suspension, ultimately we are giving the student what they want. A more appropriate consequence may be an internal suspension where the student is required to be at school, but is not able to interact with peers.

All of these factors can influence the way in which students act and react to adult responses. To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of the school community members will be considered at all times.

9. Student Disciplinary Absences

Student Disciplinary Absences will be issued after all other consequences for major behaviours have been considered.

When a student has received all of the appropriate consequences for continued inappropriate behaviours the Principal will issue the student with a Disciplinary Absence. The student will remain with the Principal while parents/ carers are notified. Students are to be collected from school if necessary. The student and the parents/carers will receive written confirmation of the Disciplinary Absence.

Re-entry from a Disciplinary Absence requires the student and parents/carers to attend a meeting with the Principal before attending class. The Students, Parents and Principal are to complete a Re-Entry Contract identifying the student's goals, the actions of both the school and the parents/carers that will enable the student to reach the set goals and the consequences of breaching the contract.





The Code of School Behaviour

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On Re-Entry Students will:

- Be placed on Weekly Behaviour Reflection Sheets for two weeks, where their behaviour is monitored and recorded daily by the teachers.
- Lose all school based privileges, including any school badges, for two weeks

10. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- 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
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

11. Related policies

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police Interviews and Police or Staff Searches at State Educational Institutions
- Using the Department's Corporate ICT Network
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
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12. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Principal's Action Flow Chart – Suspension, Cancellation of Enrolment
- Safe Supportive Disciplined School Environment
- Template Fact Sheet about Knives
- Uses of Personal Technology Devices at school



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Endorsement

Principal

P&C President

Date effective:

from6-3-2014..... to14-12-2014.....



**Queensland
Government**
Education Queensland