

## ***The Code of School Behaviour for Silkwood State School***

State Schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. The Staff are to maintain high standards of ethical behaviour as established in the Department of Education's Code of Conduct. All members of school communities are to abide by *The Code of School Behaviour* in accordance with the following standards.

### ***All members of school communities are expected to:***

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

### ***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

### ***Parents / caregivers are expected to:***

- Show an active interest in their child's schooling and progress
- Co-operate 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
- Continue positively to behaviour support plans that concern their child

### ***Schools are expected to:***

- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents / carers
- Promote the skills of responsible self-management

### ***Principals are expected to:***

- Play a strong leadership role in implementing and communicating *The Code* in the school community
- Ensure consistency and fairness in implementing the school's *Responsible Behaviour Plan for Students*
- Communicate high expectations for individual achievements and behaviour
- Review and monitor the effectiveness of school practices and their impact on student learning
- Support staff in ensuring compliance with *The Code* and facilitate professional developments to improve the skills of staff to promote responsible behaviour.

### ***Regional Executive Directors or Executive Directors (Schools) are expected to:***

- Endorse the school's *Responsible Behaviour Plan for Students* that aligns with *The Code* and complies with legislation
- Ensure that school plans are implemented consistently, fairly and reasonably
- Exercise leadership in support of school principals' responsibilities under *The Code* and promote improvements of the professional skills of principals accordingly

### ***The Senior Management Team of Education Queensland is expected to:***

- Determine policy directions and monitor the efficiency and effectiveness of resource allocations and services to support responsible behaviour throughout Queensland schools.

### ***The Code of School Behaviour is based on the following Values and Principles.***

#### ***Values***

The Department's Strategic Plan defines the following values.

- **Professionalism:** committing to the highest standards of accountability and performance
- **Respect:** treating all people with respect and dignity
- **Innovation and Creativity:** fostering safe environments that support innovative and creative practice
- **Diversity and Inclusiveness:** encouraging all Queenslanders to participate in education and cultural activities
- **Excellence:** supporting the pursuit of excellence.

#### ***Principles***

*The Code* is underpinned by the following principles.

- State schools expect high standards of personal achievement and behaviour
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students
- Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership
- Partnerships with parents / carers, the wider school community and other support agencies contribute to positive behaviour in schools
- Staff expertise is valued and developed
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.

#### ***Consequences for Unacceptable Student Behaviour***

Student behaviour that does not comply with the expected standards is not acceptable. *The Responsible Behaviour Plan for Students* will set out the range and level of responses and consequences for student behaviour that is not consistent with these standards.

Consequences are to be applied to:

- Provide the opportunity for all students to learn
- Ensure the safety of staff and students
- Assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community will be considered members at all times

Schools use a range of consequences that are authorised by Education Queensland which include:

- Suspensions
- Exclusions
- Cancellations of enrolments

These consequences are to be used after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

# SILKWOOD STATE SCHOOL

## *Responsible Behaviour Plan for Students based on The Code of School Behaviour*

### Rationale

The successful implementation of the Code of Behaviour will be dependent upon

- Principal leadership
- Staff and school community engagement
- Professional development supported by cluster initiatives to develop a cluster approach to acceptable student behaviour
- Successful workforce planning to build capacity and ensure sustainability.

### School Beliefs about Behaviour and Learning

The school believes in:

- A child centred approach leading to development of the whole child physically, emotionally, socially and academically.
- The role of education in preparing students for life beyond school.
- Ensuring the continuity of the learning process within the P-10 framework
- Positive self-esteem and high morals for students and staff
- Creating a positive school environment
- Catering for individual differences and needs of students and teachers by providing equality of opportunities.
- Maintaining excellence in teaching through professional co-operation and consultation, professional support and professional development
- Collaborative planning with representatives of the total school community to achieve the mission of the school
- Commitment to incorporating advances in technology and the provision of enhanced facilities and resources
- The cultural diversity of the community and the role it can play in the educative process
- Maximising learning by negotiated and acceptable student behaviour
- The acceptance of the consequences related to our responsibilities
- All students in our school are entitled to a secure and safe environment characterised by the non-discriminatory, non-violent and tolerant behaviour of all members of the community

Processes for facilitation standards of positive behaviour and responding to unacceptable behaviour

### Whole-school behaviour support

Our Code of Conduct for the whole school environment – classroom and playground – covers 3 broad areas:

1. Respect for yourself and others.
2. Respect for our environment
3. Respect for the Safety of Yourself and Others.

Individual teachers are to negotiate a classroom agreement regarding behaviour in these three categories. Our School Code of Conduct incorporates the following:

### RESPECT FOR YOURSELF AND OTHERS

RULE	CONSEQUENCES FOR NOT FOLLOWING RULES
Rule 1. Respect other people and their belongings	- apologies - restitutions eg. clean up the mess made - time out
Rule 2. Have good manners when speaking to others. Remember – please, thank you, excuse me and I beg your pardon	- reminders - role modelling - time out - isolation
Rule 3. Walk away from conflicts	- apologies - Hi 5's - talk it out - seek an adult to help sort it out - do not blindly lash out - think of consequences to yourself and others
Rule 4. Verandahs, staircases and rooms are out of bounds during breaks unless supervised	- severe reminder - if repeated, write outs, possible detention or both
Rule 5. Neat and tidy appearance at all times with school shirts tucked in.	- reminders - repeat offenders, write outs

**RESPECT FOR THE SAFETY OF YOURSELF AND OTHERS**

Rule 1. Always walk slowly and quietly on verandahs, paths, stairs and under the covered area	<ul style="list-style-type: none"> <li>- student will be asked to sit down until allowed to go and play</li> <li>- continued non compliance will result in detention</li> </ul>
Rule 2. Walk all bikes into and out of the school grounds	<ul style="list-style-type: none"> <li>- student will be given initial warning</li> <li>- non-compliance will result in loss of play time</li> <li>- continued non-compliance will result in detention</li> </ul>
Rule 3. Wear your hat at all times when outside	<ul style="list-style-type: none"> <li>- student will be told to put hat on</li> <li>- if student persists in not wearing hat then the covered area without play</li> <li>- student who forgets hat will not be allowed out but will be allowed to play under the covered area</li> <li>- student who forgets hat on a regular basis will sit under the covered area but will not be allowed to play until they bring their hat</li> <li>- wide brimmed hats are the only hats allowed on students outside – no caps, or narrow brimmed hats.</li> </ul>
Rule 4. Play sensibly in your designated play areas	<ul style="list-style-type: none"> <li>- Prep to 3 at the front of the school</li> <li>- Year 4 to 7 in area at the back of the school</li> <li>- students not playing sensibly will be to sit down as long as staff member deems reasonable</li> <li>- any student damaging playing equipment through unnecessary abuse will be asked to replace it</li> <li>- any inappropriate behaviour by a student during a game will cause that student to be banned from playing that game until further notice.</li> <li>- any rough play in a game may cause that game to be banned until further notice.</li> </ul>
Rule 5. For safety, health and security reasons certain items are not allowed in the school and must be left at home.	<ul style="list-style-type: none"> <li>- any student with an item designated to be inappropriate will be told to leave it at home</li> <li>- if items are brought to school by a student after they have been told to leave them at home then that student will be put on detention.</li> </ul>

**RESPECT FOR OUR ENVIRONMENT**

RULE	CONSEQUENCES FOR NOT FOLLOWING THE RULES
Rule 1. Observe good hygiene rules	<ul style="list-style-type: none"> <li>- no playing in the toilets at all – action could involve loss of playtime and sitting down under covered area</li> <li>- students are not allowed to spit on school grounds – use tissues and then deposit in the bin</li> <li>- spitting on others will result in student being placed on detention – repeat offence will involve a letter being sent home to parents as spitting is considered to be unhygienic and degrading – student will also be spoken to determine reason for the offence.</li> </ul>
Rule 2. Sit down and eat and drink in covered area	<ul style="list-style-type: none"> <li>- reminder given on a casual basis</li> <li>- continued non compliance will result in student forfeiting play time</li> <li>- any mess in designated area will result in student being asked to clean it up</li> <li>- continued non-compliance will result in students eating in a designated area away from other students</li> </ul>
Rule 3. Keep your school environment clean	<ul style="list-style-type: none"> <li>- student not complying with the rule will be asked to clean up any designated area pointed out by staff member in charge of group</li> <li>- student found vandalising any part of school environment will be spoken to and if necessary will be put on detention</li> <li>- continued non-compliance will result in letter home to parents</li> </ul>

**MAJOR OFFENCES AND CONSEQUENCES**

OFFENCE	CONSEQUENCES
1. Severe swearing	<ul style="list-style-type: none"> <li>- student will be reported to the Principal who will then interview the student</li> <li>- a letter will then be sent home to the parent outlining what has gone on.</li> <li>- if the swearing is directed at a member of staff then immediate suspension may be the consequence Appendix A or B</li> </ul>
2. Fighting or assault	<ul style="list-style-type: none"> <li>- student will be reported to the Principal who will then interview the student</li> <li>- a letter will then be sent home to the parent outlining what has gone on.</li> <li>- if the assault is in the person of a member of staff immediate suspension will be the consequence. Appendix A or B.</li> </ul>
3. Vandalism of school property or student property	<ul style="list-style-type: none"> <li>- student will be reported to the Principal who will then interview the student</li> <li>- a letter will then be sent home to the parent outlining what has gone on.</li> <li>- the student will be expected to replace any damaged property both of the school and the students</li> <li>- failure to do so could result in students not being permitted to take part in school organised excursions</li> </ul>
4. Sexual offences ( includes harassment or assault)	<ul style="list-style-type: none"> <li>- student will be interviewed by the Principal with another senior member of staff in attendance</li> <li>- a letter will be sent home to parents or caregivers requesting an interview with the Principal and the school Guidance Officer immediately</li> <li>- the parents of the student who has been harassed or assaulted will also be asked to attend a meeting with possibly the police in attendance</li> <li>- depending on the outcome of the investigation suspension may be immediate – Appendix A or B.</li> </ul>
5. Major verbal abuse of any member of the school community	<ul style="list-style-type: none"> <li>- student will be reported to the Principal who will then interview the student</li> <li>- a letter will then be sent home to the parent outlining what has gone on.</li> <li>- if the verbal abuse is directed at a member of staff the immediate suspension may be a consequence. Appendix A or B</li> </ul>
6. Bullying	<ul style="list-style-type: none"> <li>-student will be reported to the Principal who will then interview the student</li> <li>- a letter will then be sent home to the parent outlining what has gone on.</li> </ul>
7. Theft	<ul style="list-style-type: none"> <li>- student will be reported to the Principal who will then interview the student</li> <li>- a letter will then be sent home to the parent outlining what has gone on.</li> <li>- student will also be required to replace stolen goods</li> <li>- failure to do so could result in students not being permitted to take part in school organised excursions</li> </ul>
8. Absenteeism with or without parent knowledge	<ul style="list-style-type: none"> <li>student will be reported to the Principal who will then interview the student</li> <li>- a letter will then be sent home to the parent outlining school's concerns about non-attendance</li> <li>- continued absenteeism will result in the matter being directed to the police for the parents to be interviewed</li> </ul>
9. Use or possession of illegal drugs	<ul style="list-style-type: none"> <li>- the student involved will be reported to the Principal immediately</li> <li>- the Principal will inform the Police and the parents if possible</li> <li>- a letter will be given to the parents voicing our deep concerns</li> </ul>

	- immediate suspension may be the consequence Appendix A or B
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In all major offences, the school will also involve the School Guidance Officer in the follow up strategies to talk to students who have been involved in the major offence. For any on-going discussions between the Guidance Officer and the student, parental approval must be given. If the student continues to be involved in major offences and is suspended then the Guidance Officer will also be involved in the re-entry process.

With any behaviour that is deemed to be inappropriate, a letter will be sent home with the student outlining the school's concerns. At any time during the process, parents will have an opportunity to contact the school to discuss the matter either with the Principal, the student's teacher or the school Guidance Officer. If a second letter is sent home concerning inappropriate behaviour by the same child then the student's parents or carers will be asked to visit the school to discuss some strategies that might be put in place to help prevent the student from getting into trouble again. If the student persists in displaying serious inappropriate behaviour for a third time, then the parents will be asked to attend the school where both the parents or carers and the student will be presented with a letter (Appendix A or B) outlining the third offence and other offences committed before and to inform them that the student has been suspended for a determined number of days. The student will then leave the school with their parents or carers and will only return accompanied by their parents or carers on the day designated in the letter. The school Guidance Officer will also be attendance on the day the student is allowed back at school to go through the re-entry process.

For extremely serious offences as outlined in the Major Offences and Consequences, students may be suspended immediately without the process of the three letters. Parents would be contacted, presented with a letter of suspension and asked to remove their child from the school for the designated time stated in the letter. Again this is only in extreme circumstances but it is an option that will be used if necessary.

In school suspension is also an option that will be used if it is deemed more appropriate in the circumstances. This will occur at the discretion of the Principal. In school suspension will involve the student being removed from their own class and placed in another class. Work covered in this class will be at the discretion of the Principal. The student on in-school suspension will not be involved with any students during the suspension time. They will not be involved in play time or any of the other specialist lessons that their class attends.

**Appendix A Letter of Suspension ( 1 to 5 days )**

**Date**

**Student's Full Name**

**Address**

**SUBURB Q 4xxx**

Dear **Student's First Name**

**Re: Your Suspension from School Name**

You are suspended from **School Name** commencing on **First Date** for **Total School Days**, under Section 29 of the *Education (General Provisions) Act 1989*.

The grounds for your suspension are...*(outline reasons why the student is suspended; refer to Section 28 of the Act)*

In making my decision, I considered the following information:

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On the basis of this information, I decided that the facts are:

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I made the decision for the following reasons:

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While you are suspended, your parents or caregivers are responsible for you and you are prohibited from attending this school. You may not attend classes or take part in school activities.

You should contact **Name** on **Phone**:

- to discuss anything you do not understand in this letter; and
- to arrange an interview before you return to school on **Return Date**.

If there is anything you do not understand in this letter, please contact me.

Yours sincerely

Principal's Name

**Principal**

Silkwood State School

## Appendix B Letter of Suspension ( 6 to 20 days )

### Date

Student's Full Name  
Street  
SUBURB Q 4xxx

Dear **Student's Full Name**

### Re: Your Suspension from School Name

I have decided to suspended you from **School Name** commencing on **First Date** for **Total School Days**, under Sections 29, 30 and 31 of the *Education (General Provisions) Act 1989*.

While you are suspended, you are prohibited from attending this school. You cannot go to classes or take part in school activities.

The grounds for your suspension are... (*outline reasons why the student is suspended; refer to Section 28 of the Act*)

In making my decision, I considered the following information:

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On the basis of this information, I decided the facts are:

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I made the decision for the following reasons:

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While you are suspended you will take part in an alternative education program that has been organised for you. **AEP Contact Name, (Contact Details)** will contact you as soon as possible to arrange the program.

You may appeal (called a submission) against the suspension to **Executive Director (Schools)'s Name, Address, (Phone)** stating your reasons for the appeal and providing any supporting facts. Information about what a submission is, and how to go about making one, is on the attached sheet.

The submission must be made within 5 school days of you receiving this letter. You may contact the Executive Director (Schools) before that date and request a longer period in which to make the submission if required.

Any information you provide in this submission will be used by the Executive Director (Schools) to review my decision and may be passed on to other relevant officers at the district office or this school.

You should contact **Name** on **Phone**:

- to discuss anything you do not understand in this letter; and
- to arrange an interview before you return to school on **Return Date**.

Yours sincerely

**Principal's Name**

**Principal**  
Silkwood State School

Appendix C Recommendation to Exclude

**Date**

**Student's Name**

**Address**

**SUBURB Q 4xxx**

Dear **Student's Name**

**Re: Your Suspension Pending Exclusion from School Name**

I have recommended to my supervisor **Principal's Supervisor's Name and Position** that you be excluded from **School Name/all Schools in District Name permanently/stated period of time** under Section 34 of the *Education (General Provisions) Act 1989*. The principal's supervisor will notify you of the decision in writing within twenty school days.

The grounds for this suspension with a recommendation to exclude are... *(please outline reasons why the student is suspended; refer to Section 33 of the Act)*

In making my recommendation I considered the following information:

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On the basis of this information, I decided that the facts are:

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I made the recommendation for the following reasons:

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While you are suspended you will take part in an alternative education program that has been organised for you. **Case Manager's Name and Position**, on telephone **Telephone** from **Location** has been appointed as your case manager and will contact you as soon as possible to arrange the program.

You may appeal (called a submission) against my recommendation to **Principal's Supervisor's Name, District Name, Address (Phone)**, stating the reasons for the appeal and providing any supporting facts. Information about what a submission is, and how to go about making one, is on the attached sheet.

The submission must be made within five (5) school days. You may contact the principal's supervisor before that date and request a longer period in which to make the submission if required.

Any information you provide in this submission will be used by **Principal's Supervisor's Name and Position** to review my decision, and may be passed on to other relevant officers at the district office or this school. If you decide to subsequently appeal at a higher level (eg: Director-General of Education or appeals court), your information may be passed on to other officers within Education Queensland.

You should contact **Name** on **Phone** to discuss anything you do not understand in this letter.

Yours sincerely

Principal's Name

**Principal**

Silkwood State School



