



### Rationale

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

The community of Carina State School is committed to learning, respect and optimism through a secure, supportive and cooperative environment, which recognises and accepts individual differences.

Our school engages in the explicit teaching of 'values' in a 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 teachers' fundamental right to teach without disruptive behaviours hindering their 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.

At Carina State School our beliefs about behaviour are embedded in our moral purpose which is the student acquisition of:

- Educational Excellence
- Social Responsibility
- Learning for the Future and
- Continued Personal Growth and Well-Being.

### School beliefs about behaviour and learning

As members of the Carina State School community, we believe that all members have the right to feel safe, secure and happy, to be treated with courtesy and respect and to be active members in a supportive school environment which values and promotes learning.

Our approach to the management of student behaviour is based on the following beliefs and values:

- For this school to operate effectively, the children, school staff and parents understand and accept that a high standard of behaviour is expected.
- We believe that everyone should be treated with courtesy and respect and that everyone has rights related to safety and security.
- These rights are related to responsibilities that must be recognised and respected.
- Positive consequences will result when these rights are respected and responsibilities carried out but negative consequences will occur when rights are infringed or when responsibilities are not carried out.
- Caring and respectful teacher-student relationships, a stimulating and productive classroom environment and a learner-centred relevant curriculum are fundamental in promoting positive behaviour.
- Students will accept responsibility for their own actions / decisions and will dress according to school policy.
- Consistent, responsible parenting, which models acceptable social behaviour, is an important influence on student behaviour.
- Managing student behaviour is a joint responsibility of students, parents and staff and requires open, honest and respectful communication.
- An annual review will be conducted to ensure that the school's organisation, curriculum and interpersonal relations maximise the effectiveness of the school's Behaviour Management Policy.

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

At Carina State School, a whole school approach means everybody committing to the provision of a safe and supportive learning environment. Appropriate behaviour is acknowledged and inappropriate behaviour is corrected through a variety of processes. If a child displays behaviour that does not meet the appropriate level he or she will move through the behaviour management process and receive ever-increasing amounts of support and resources to improve their behaviour. The more a child's behaviour needs to be managed, the more involvement is required from parents and outside school agencies.

### Whole-school behaviour support

At Carina State School, the staff encourages and recognises positive behaviour that demonstrates the Behaviour Benchmarks of Safety, Effort, Respect and Self-Responsibility. This is done in a variety of ways including, but not limited to, the following: student of the week awards, class rewards, newsletter contributions, leadership responsibilities, involvement in special events, running of weekly parades, presentation on parades, performances within and outside the school promoting our school, greeting visitors and participation in Student Council meetings / activities and special events.

### **CLASSROOM MANAGEMENT**

All staff must consistently apply behaviour management strategies.

- All members of the school community should be aware of the plan, including staff, students and parents.
- A copy of the Code of Behaviour and the School Values should be available in every classroom and be included in Parent and Staff Handbooks.
- All classes should develop and publish a class plan each school year.
- All student and parents should sign a Carina State School Responsible Behaviour Plan for Students agreement upon acceptance of enrolment.

### Proactive Strategies

Classroom rules are informed by the Carina State School Values of Safety, Effort, Respect and Responsibility.

Each class will have a plan, which is established via a collaborative process between the teacher and the class. The language of the classroom rules should be modified according to the classroom context, with regard to year level and expectations. The rule will be described in positive terms, emphasising desired behaviours.

Within the context of the classroom, the Values are:

- Safety – for self and others
- Effort – best effort, always
- Respect – for self, others, for individual differences (inclusivity) and property
- Responsibility – for learning.

The classroom rules will be upheld and modelled by staff and students at all times. Consistency in application, whilst acknowledging students' individual differences is important in applying consequences for the infringement of classroom and / or school rules. All classes will implement a step system when classroom rules are broken.

- Warning
- Time Out / Reflection in the classroom
- Time Out / Reflection in another classroom – Buddy Class
- Office referral

The Buddy Class is an alternative classroom environment, where a fellow teacher will support and maintain the significance of the Time Out / Reflection process, providing a 'cooling off' period for the concerned parties. The allocation of Buddy Classes should occur as early as possible at the beginning of each school year and can be used to aid the teaching, learning and development of the school's values. This can be achieved through mentoring and / or peer tutoring and inter-class activities. Buddy Class teachers should regularly discuss and evaluate the system and individual student requirements. Buddy classes are matched up as early as possible in the school year.

## Educating in Character and Values Program (Carina 'Values' Program)

Carina State School also targets values to educate and support students at a whole of school community level. This program began after consultation with the whole school community.

Carina State School Values	Standard / Appropriate Student Behaviour
<ul style="list-style-type: none"><li>Safety</li></ul>	<ul style="list-style-type: none"><li>Uses school property appropriately</li><li>Plays safely / plays fairly</li></ul>
<ul style="list-style-type: none"><li>Effort</li></ul>	<ul style="list-style-type: none"><li>Completes class work and homework</li><li>Wears school uniform</li><li>Takes pride in their appearance</li></ul>
<ul style="list-style-type: none"><li>Respect</li></ul>	<ul style="list-style-type: none"><li>Allows others to engage in learning</li><li>Shows respect towards staff, students and visitors</li><li>Uses good manners</li><li>Shows compassion and understanding towards others</li><li>Displays non-discriminatory behaviours</li></ul>
<ul style="list-style-type: none"><li>Responsibility</li></ul>	<ul style="list-style-type: none"><li>Tries their best</li><li>Never gives up</li></ul>

### Levels of Behaviour

#### *Appropriate Behaviours*

Students at this level (the majority of students) are able to manage their own behaviour. Students at this level are displaying the Carina spirit by consistently displaying the values of Safety, Effort, Respect and Self-Responsibility. They are able to have access to all privileges, rights and activities found in the school context. These students can be relied upon to represent the school in the wider community. These students may hold office bearer positions. They are role models and peer tutors. Class leaders and Sporting House leaders should be drawn from this group.

**Possible rewards** for student with this level of behaviour may include: special awards, Student of the Week, acknowledgement on parade and in the newsletter, class reward systems and involvement in the local and wider community.

#### *Inappropriate Behaviours*

Students who repeatedly display behaviours that are not in the spirit of Carina State School (as outlined in Appropriate Student Behaviour) may be placed to the Inappropriate Level. Such behaviours could include: unsafe behaviour, using disrespectful or inappropriate language, not wearing uniform correctly, being consistently late, poor manners, or disruptive behaviour. Illegal behaviour would be regarded as below standard behaviour.

Students at this level may not be able to represent the school at any venue in the wider community. This includes, but is not limited to, excursions, camps, sports events and music presentations.

**Possible consequences** of this level of behaviour may include: Warning / redirection, lunch time duty with teacher, apology letters, interview with administration, letter / phone call to parents, individual behaviour plan with class teacher, detention and withdrawal of privileges.

### Targeted behaviour support

Due to the size of Carina State School, with its country school in the city feel, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings can be used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents / caregivers are involved in the support through the classroom teacher.

Students who consistently display inappropriate behaviour after intervention from class teachers will be supported to redirect their behaviour. A number of strategies may be utilised including:

- Use of specific behaviour strategies incorporated in a negotiated behaviour plan for students which may include plans to deal with the environment the child is exposed to; the curriculum tasks being delivered and their appropriateness, interactions with other teachers and peers, and any special needs the student may have.

- Students should be referred through the Special Needs Committee and there would be input from the parents, teachers, administration and their support personnel,
- Students who exhibit ongoing behavioural issues will work closely with the administration team, the class teacher and the school guidance officer.

### **Intensive behaviour support**

Students who display long term behaviours that are prejudicial to the good order and management of classrooms and the school will require intensive behaviour support. This may include:

- Withdrawal from normal classes to complete supervised work in the office or other location.
- Supervised play time where students are monitored in a controlled environment ensuring safety of all students and the opportunity to promote appropriate social skills in the playground environment.
- Contracts with students to ensure participation in all school activities. Goals, expectations, consequences and timelines discussed, set and monitored.
- Mentoring program through the use of student leaders (if necessary).
- Other strategies that could be used include – risk management planning, in-class supervision / withdrawal (if possible), counselling from guidance officer and / or outside agencies, teacher aide support, peer mentoring, mediation, referral to external agencies, alternative education program, small group intervention and specialist support personnel intervention.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

### **Consequences for unacceptable behaviour**

Individual class or year level teachers will be primarily responsible for dealing with minor behaviours. Generally, the Special Needs Committee and/or the school Administration Team will be responsible for responding to students who exhibit persistent unacceptable behaviour or extreme unacceptable behaviour. When applying consequences, they will be:

- Supportive
- Fair
- Logical
- Consistent.

Any ongoing or extreme behaviour will be referred to the Principal. Further negotiations with significant stakeholders would occur to consider the individual circumstances affecting the student's behaviour, seriousness of actions in relation to safety of all other students and staff and the history of intervention provided to the student. Examples of behaviour may include, but are not limited to: swearing, repeated disruptive behaviour, damage to property, insolence, fighting, stealing, verbal misconduct and physical assault.

Consequences may include:

- behaviour contracts
- internal classroom withdrawal
- participation at off campus sites i.e. alternative education sites
- notifications to appropriate authorities
- 1-5 day suspensions
- 6-20 day suspensions
- suspensions recommending exclusion

### **The network of student support**

The network for support at Carina State School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:

- Classroom teacher and buddy class teacher
- School teaching and support staff
- School administration
- Parents
- School Guidance Officer
- District Senior Guidance Officer
- Advisory Visiting Teacher – Behaviour
- Police Liaison Officer
- Special Needs Committee

The Special Needs Committee provides support to students who require more targeted or intensive support. The Committee consists of the school Guidance Officer, the Principal, and a teacher representative from each of the early, middle and upper school.

Government agencies such as the local Child Youth Mental Health Service, Department of Communities, Department of Child Safety, Queensland Health Services and Juvenile Aid Bureau also work closely with the school to provide support when necessary.

## Consideration of individual circumstances

Consequences for breaking the rules or breaching the school's Responsible Behaviour Plan for Students vary according to a number of factors which may include:

- Age of the child
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse.

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 will be considered at all times.

## Related legislation

- *Education (General Provisions) Act 2006*
- *Education (General Provisions) Regulation 2006*
- *Criminal Code Act 1899*
- *Anti-Discrimination Act 1991*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Judicial Review Act 1991*
- *Workplace Health and Safety Act 1995*
- *Workplace Health and Safety Regulation 1997*
- *Freedom of Information Act 1992*

## Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SMS-PR-018: Information Sharing under Child Protection Act 1999](#)
- [SMS-PR-008: Family Law Matters Affecting State Educational Institutions](#)
- [SMS-PR-019: Mature Age Students](#)
- [SMS-PR-017: Enforcement of Compulsory Education Provisions](#)
- [SMS-PR-031: Flexible Arrangements](#)
- [SCM-PR-005: School Security](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [HLS-PR-012: Curriculum Activity Risk Management](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [CRP-PR-005: Drug Education and Intervention in Schools](#)
- [HLS-PR-009: Administration of Routine and Emergency Medication and Management of Health Conditions](#)
- [CMR-PR-001: Complaints Management](#)
- [LGS-PR-002: Freedom of Information](#)
- [SMS-PR-001: Publishing Student and Staff Information on School Web Sites](#)
- [IFM-PR-004: Managing Electronic Identities](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)

- [SMS-PR-029: Managing Student Absences](#)
- [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.valueducation.edu.au](http://www.valueducation.edu.au))
- National Framework for Values Education in Australian Schools – Queensland  
([www.education.qld.gov.au/curriculum/values/](http://www.education.qld.gov.au/curriculum/values/))
- National Safe Schools Week [www.safeschoolsweek.dest.gov.au](http://www.safeschoolsweek.dest.gov.au)
- Bullying. No Way! ([www.bullyingnoway.com.au](http://www.bullyingnoway.com.au))
- MindMatters ([www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters))
- School Wide Positive Behaviour Support  
([www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668))
- Code of Conduct for School Students Travelling on Buses  
<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>

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Principal

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P&C President

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Regional Executive Director or  
Executive Director (Schools)