Rossville 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.

Our Responsible Behaviour Plan reflects the very positive approach we have in our school towards all aspects of learning and development. Behaviour management is not just seen as control of children. We believe that behaviour management leads, guides, encourages and instructs children within a framework of rights, responsibilities and rules. These three strands work together to create a caring community atmosphere.

The program developed and implemented from will foster:

1. A caring and supportive school environment
2. An agreed code of behaviour centred around the three strands of the framework
3. An emphasis on recognition for positive behaviour

We believe:

1. Our school can positively influence students’ behaviour and academic performance
2. We can assist each child to acquire/maintain the skills necessary to have healthy relationships, sound values, strong self esteem and effective communication as pre-requisites to being effective members of our community.
3. We have a whole school approach to managing student behaviour and must be understood by children, staff and parents who all take responsibility for its implementation.
4. Our program requires honest and open communication between all concerned.
5. A problem solving approach utilizing the experience of staff members and parents will best address the issues of student behaviour.
6. A fundamental difference exists between the concepts of consequence and punishment. Punishment is retribution for behaviour and has no agenda for the improvement of attitude or behaviour. Consequences are viewed as arising naturally from a certain behaviour and are known and determined in advance by staff, parents and students.

Four guiding principles will determine our practice:

- In order for us to operate effectively and meet the needs of all students, we understand and accept that **certain kinds of behaviour are expected**.
- We all believe that each person should be treated fairly and that each group – students, teachers and parents – have **rights** which will be recognised by all those involved in the school community.
- Related to these rights are certain **responsibilities** that must be recognised and accepted by all those involved in the school community.
- It must be accepted that certain consequences will occur when these rights are infringed or these responsibilities are not accepted. These consequences will be

7th February 2007
implemented in a cohesive and consistent manner throughout the school community.

**School Profile**

Rossville State School has a current enrolment of 31 students, and is located 42km from Cooktown. The school provides primary education for children from Prep to Year 7.

The school is 4 Hectares (grounds and facilities)

The school community consists of families from a variety of backgrounds and occupations living in a rural setting. The school has an active P&C which strongly supports school activities.

The staff consists of:
- 1 Teaching Principal
- 1 Classroom Teacher
- 1 part time Administrative Officer (AAEP 13 hrs per fortnight)
- 3 Permanent Teacher Aides (43 hours per week)
- 3 Temporary Teacher Aides (20 hours per week)
- 1 Cleaner
- Grounds care (casual)

We are able to access a Guidance Officer and Speech Language Pathologist as required.

All staff display a professional approach and demonstrate a commitment to the students and school community.

Our school provides a wide variety of learning experiences for all students by offering Bound for Success curriculum. We also promote participation in many extra-curricula activities on and off campus, supported by the parents. This support includes the provision of private transport to and from many activities.

We aim to achieve an active and effective learning community by adopting the key principles of high expectations, focused teaching and engaged learning.

**School beliefs about behaviour and learning**

1. To ensure that curriculum, interpersonal relationships and the school are supportive of all learners and relevant to the real lives of the children.

2. To establish and implement an agreed code of behaviour for all learners that reflects the social and moral standards acceptable to the community. This includes the following values and beliefs:
   - Children need the ability to make responsible choices for themselves now and in the future.
   - Children need the opportunity to engage in learning experiences that will enable them to reach their full potential.
   - Children need to develop positive learning attitudes.
   - Children need to develop a positive self-concept and use their talents fully.

7th February 2007
Children need to be prepared to live as responsible members of a community.

3. To establish and implement an action plan to reinforce responsible behaviour and correct unacceptable behaviour.

4. To provide a Supportive School Environment where:
   - all members of the school community feel safe, welcome and valued
   - social and academic learning outcomes are maximized for all through quality practices in the areas of curriculum, interpersonal relationships and school organization
   - school practices involve a planned continuum from positive to preventative actions for all students, to responsive actions for specific individuals
   - non-violent, non-coercive and non-discriminatory language and practices are defined, modelled and reinforced by all members of the school community
   - suspension and exclusion procedures are considered only when all other approaches have been exhausted or rejected

BEHAVIOUR ACTION PLAN

- Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour
- Consequences for unacceptable behaviour

The Rossville State School Responsible Behaviour Plan outlines the rights and responsibilities of all members of the school community, the code of behaviour, rules and consequences and pro-active and positive activities that guide our behaviour in and out of the classroom.

The Responsible Behaviour Plan outlines five levels of student behaviour from self-discipline to enforced discipline and provides a guide that will assist us to respond to these levels of student behaviour.

The code of behaviour will be encouraged and maintained by all. The positive way in which staff interacts with students and the encouragement and recognition given to students who act responsibly will aid the success of the program.

School rules and consequences will be displayed in classrooms, as well as specific safety rules for particular areas e.g. Physical Education

Students will be involved in the making of classroom rules and consequences which will be stated in a positive way. Logical consequences will be made known to all students. Parents will be made aware of class/school rules and be involved where possible.

The program will be reviewed annually. All new and visiting staff members will become familiar with the document in order for there to be effective implementation of the strategies and processes involved.

7th February 2007
The program was developed and aligned with Education Queensland’s policy regarding the management of student behaviour in a Supportive School Environment.

Rossville State School employs a number of strategies to reinforce positive behaviour and participation through a positive approach.

THE FOLLOWING ARE EXAMPLES OF WHOLE SCHOOL ACTIVITIES:

1. **Student of the Week** – All students demonstrate qualities (academic, social, problem solving, honesty, sportsmanship, etc) that can be rewarded. The Student of the Week award is given at the discretion of the teacher and is for all students in the school. Certificate presented weekly and published in the school newsletter. A Student of the Year award is presented annually at our School’s Presentation Night.

2. **Sticker Books and Rewards** are awarded to deserving students each day throughout the year. All staff recognise individual students’ achievement and award the students with these stickers on an on-going basis.

7th February 2007
**LEVEL 1**

**POSITIVE INDIVIDUAL BEHAVIOUR**
Staff positively reinforce behaviour with appropriate comments and specific feedback (refer Micro skills)
- Student of the Week
- Individual Awards
- Parent contact

**Classroom Behaviour**
- disturbing rights of others
- failing to work
- lateness
- back chatting/bad language

<table>
<thead>
<tr>
<th>Playground Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g.</td>
</tr>
<tr>
<td>littering</td>
</tr>
<tr>
<td>bad language</td>
</tr>
<tr>
<td>out of bounds</td>
</tr>
<tr>
<td>dangerous activities</td>
</tr>
<tr>
<td>back chatting</td>
</tr>
</tbody>
</table>

**Major Offence e.g.**
- physical violence to staff/student
- wilful damage to property
- verbal abuse to staff/student
- possession of drugs
- theft
- offences of a sexual nature

**LEVEL 2**

**INDIVIDUAL MISBEHAVIOUR NON DISRUPTIVE**
Teacher manages the problem, seeks solution with the student (refer Micro skills)
- Parent contact at the discretion of the teacher

**LEVEL 3**

**DISRUPTIVE BEHAVIOUR AFFECTING OTHERS**
Teacher manages in consultation with Principal (refer Micro skills)
- Isolates in classroom/ from playground – time out procedure
- Behaviour contract
- Documentation to be kept
- Parent contact will be made by the teacher

**LEVEL 4**

**PERSISTENT DISRUPTIVE BEHAVIOUR**
Teacher and Principal manage the behaviour
(Refer Micro skills)
- Isolates in classroom/ from playground – time out procedure
- Individual Behaviour Plan
- Documentation to be kept
- Formal parent contact

**LEVEL 5**

**SERIOUS ANTI SOCIAL BEHAVIOUR**
Principal manages the behaviour (refer Micro skills)
- Isolates in classroom/ from playground – time out procedure
- Individual Behaviour Plan/ Documentation to be kept
- Referral to Guidance Officer/ Cairns Behaviour Management Unit
- Referral to Community Agency
- Suspension/exclusion
### LEVEL 1: FOCUS ON POSITIVE INDIVIDUAL BEHAVIOUR

<table>
<thead>
<tr>
<th>Student Behaviour</th>
<th>Teacher Action</th>
<th>Extra Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect the rights of self, others and school environment</td>
<td>Positively reinforce behaviour with appropriate comments and specific feedback</td>
<td>Involves fellow students, teachers and parents</td>
</tr>
<tr>
<td>Move appropriately</td>
<td>Language of acknowledgment</td>
<td>Share good work, successes with other teachers, parents, staff</td>
</tr>
<tr>
<td>Being on task</td>
<td>Verbal praise and encouragement</td>
<td>Eg make a phone call, make parent contact, acknowledge in newsletter.</td>
</tr>
<tr>
<td>Following instructions</td>
<td>Rewards – stickers</td>
<td></td>
</tr>
<tr>
<td>Listening to others</td>
<td>Privileges – help classmates; free time</td>
<td></td>
</tr>
<tr>
<td>Working quietly</td>
<td>Display work</td>
<td></td>
</tr>
<tr>
<td>Caring for others</td>
<td>Awards</td>
<td></td>
</tr>
<tr>
<td>Showing initiative</td>
<td>Give responsibilities</td>
<td></td>
</tr>
<tr>
<td>Being prepared</td>
<td>Share with others</td>
<td></td>
</tr>
<tr>
<td>Being courteous</td>
<td>Celebrate Achievements</td>
<td></td>
</tr>
<tr>
<td>Sharing and Turn-taking</td>
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</tbody>
</table>

Ancillary Staff and voluntary helpers praise, reward and model appropriate behaviour.

### LEVEL 2: FOCUS ON INDIVIDUAL MINOR MISBEHAVIOUR

<table>
<thead>
<tr>
<th>Student Behaviour</th>
<th>Teacher Action</th>
<th>Extra Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor disruptions.</td>
<td>Seek solution to problem with student. Consult with others. Employ strategies.</td>
<td>Gain help from other staff or parents (and occasionally peers.)</td>
</tr>
<tr>
<td>Not listening</td>
<td>Language of expectation, acknowledgement and correction.</td>
<td>Discuss strategies with fellow colleagues Parental input</td>
</tr>
<tr>
<td>Avoidance behaviours</td>
<td>Reinforce success</td>
<td></td>
</tr>
<tr>
<td>No effort with homework/extension work</td>
<td>Verbal reminders</td>
<td></td>
</tr>
<tr>
<td>Annoying others</td>
<td>Class meeting</td>
<td></td>
</tr>
<tr>
<td>Rudeness</td>
<td>Informal parent contact</td>
<td></td>
</tr>
<tr>
<td>Lateness</td>
<td>Remind of school rules</td>
<td></td>
</tr>
<tr>
<td>Not being ready</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not wearing hat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being in wrong play area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not playing correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Littering</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ancillary Staff and voluntary helpers deal with minor misbehaviours using appropriate supportive strategies. Report inappropriate behaviour requiring consequences to Teacher/Principal.

### LEVEL 3: FOCUS ON DISRUPTIVE BEHAVIOUR WHICH AFFECTS OTHERS

<table>
<thead>
<tr>
<th>Student Behaviour</th>
<th>Teacher Action</th>
<th>Extra Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violates the rights of others. Continual disruptions.</td>
<td>Consistent strategy to address behaviour – 3 step approach – Remind, Warn (choice) and Act.</td>
<td>Link with Principal, ST/LD, Guidance Officer, Behaviour Teachers for advice and support.</td>
</tr>
<tr>
<td>Poor attitude to learning and work</td>
<td>Reinforce success (positive behaviours, positive actions)</td>
<td></td>
</tr>
<tr>
<td>Rude and / or uncooperative in class</td>
<td>Language of expectation, acknowledgement and correction</td>
<td></td>
</tr>
<tr>
<td>Calling out unnecessarily</td>
<td>Keep anecdotal records</td>
<td></td>
</tr>
<tr>
<td>Continually arriving late</td>
<td>Use behaviour contracts</td>
<td></td>
</tr>
<tr>
<td>Continued refusal to accept responsibility for actions</td>
<td>Use appropriate time out</td>
<td></td>
</tr>
<tr>
<td>Leaving classroom without permission</td>
<td>Exclude from playground</td>
<td></td>
</tr>
<tr>
<td>Playing dangerously</td>
<td>Exclude from class activity</td>
<td></td>
</tr>
<tr>
<td>Damage to clothing, equipment or environment</td>
<td>Formal parent contact</td>
<td></td>
</tr>
<tr>
<td>Being in an inappropriate place</td>
<td>Incident report to Principal</td>
<td></td>
</tr>
<tr>
<td>Using objects dangerously</td>
<td>Use re-referral form (Special Needs Policy/Procedure)</td>
<td></td>
</tr>
<tr>
<td>Disobeying instructions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ancillary Staff and voluntary helpers report inappropriate behaviour requiring consequences to Teacher/Principal.

7th February 2007
LEVEL 4: FOCUS ON PERSISTENT DISRUPTIVE BEHAVIOUR
(Teacher and Principal manage the behaviour)

<table>
<thead>
<tr>
<th>Student Behaviour</th>
<th>Teacher Action</th>
<th>Extra Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breaches the rights of others. Regular and serious infringements of other’s rights.</td>
<td>Consistent strategy to address behaviour – 3 step approach – Remind, Warn (choice) and Act. Reinforce success (positive behaviours, positive actions) Language of expectation, acknowledgement and correction Keep anecdotal records Use behaviour contracts Use appropriate time out Exclude from playground Exclude from class activity Formal parent contact Incident report to Principal Special Needs Referral</td>
<td>Appropriate support after Special Needs Referral – Behaviour Support Service; Guidance Officer.</td>
</tr>
</tbody>
</table>

| Persistent disruption Deliberate misbehaviour Physical assault Verbal assault Damage to property Leaving school grounds without permission Ignores attempts to help Refusal to cooperate with person on duty. | | |

LEVEL 5: FOCUS ON SERIOUS ANTI SOCIAL BEHAVIOUR
(Principal manages the behaviour)

<table>
<thead>
<tr>
<th>Student Behaviour</th>
<th>Teacher Action</th>
<th>Extra Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seriously breaches rights of others and shows no signs to wanting to change.</td>
<td>Language of Correction Formal suspension or exclusion Referral to Behaviour Support Services Referral to community agency</td>
<td>Principal deals with the student</td>
</tr>
</tbody>
</table>

| Abusive Affects whole class Dangerous activity Uncontrollable Uncooperative | | |

While these levels will be used to label behaviour, they will not be used to label students. Students and their carers will be required to meet with the principal, according to the flowchart, where behaviour at levels 4 and / or 5 will be discussed. This will not, however, lead to the child being labelled as “a level 4 / 5 student”; rather, their inappropriate behaviour will be addressed, and the expectation set, that the student should strive to consistently achieve behaviour at an acceptable level.
The network of student support

This program was developed and aligned with Education Queensland’s Code of School Behaviour and is concerned with the management of student behaviour in a Supportive School Environment.

A team approach to behaviour support includes the involvement of our school’s teaching principal, staff, students’ parents and members of the wider community and personnel from other agencies. The Eastern Cape Cluster Guidance Officer, staff from the Flexible Learning Centre and Mental Health staff if required.

The Rossville State School Responsible Behaviour Plan for Students outlines the rights and responsibilities of all members of the school community, the code of behaviour, rules and consequences and pro-active positive activities that guide our behaviour in and out of the classroom. The Responsible Behaviour Plan for Students outlines five levels of student behaviour from self-discipline to enforced discipline and provides a guide that will assist us respond to these levels of student behaviour.

The code of behaviour will be encouraged and maintained by all. The positive way that staff interact with students and the encouragement and recognition given to students who act responsibly will aid the success of the program. School rules and consequences will be displayed in classrooms, as well as specific safety rules for particular areas e.g. Physical Education. Students will be involved in the making of classroom rules and consequences which will be stated in a positive way. Logical consequences will be made known to all students. Parents will be made aware of class/school rules and be involved where possible.

The program will be reviewed annually. All new and visiting staff members will become familiar with the document in order for there to be effective implementation of the strategies and processes involved.

General Rules and Consequences
  • Consideration of Individual Circumstances

The following are rules specific to Rossville State School. It is expected that all staff become familiar with these rules so that there is a consistent approach to student management. All students will become aware of the rules and consequences.

Responses to inappropriate behaviour will consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members.

<table>
<thead>
<tr>
<th>Responsibility and Cooperation</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Seats are for sitting on only</td>
<td>A fundamental difference exists between the concepts of consequences and punishment.</td>
</tr>
<tr>
<td>• Injured people and no more than two buddies report to duty person</td>
<td>Punishment is retribution for behaviour and has no agenda for the improvement of attitude or behaviour.</td>
</tr>
<tr>
<td>• Each student is responsible for his/her own belongings</td>
<td>Consequences are viewed as arising naturally from certain behaviour and are known and determined in advance by staff, parents and</td>
</tr>
<tr>
<td>Safety o Students will be allowed in classrooms only with permission and with a staff</td>
<td></td>
</tr>
</tbody>
</table>

7th February 2007
Consequences will be logical and appropriate to match the behaviour. It is expected that staff will take into consideration all the factors involved and use their professional judgment when setting consequences for students.

### Respect
- Treat all school property and grounds with respect. Vandalism will not be tolerated.
- Malicious comments/actions, or swearing at staff will not be tolerated.
- Swearing, inappropriate language or gestures inside classrooms or any area of the school will not be accepted.
- All school community members will be treated with respect.
- Hats will not be worn in the classroom.

### Health
- No hat, no play. Stay in undercover area.
- Use toilets properly.
- Students will sit to eat food/drink in the undercover play area.
- All litter will be placed in bins provided.

### Related legislation
- Education (General Provisions) Act 1989
- Section 21 of the Education (General Provisions) Regulation 2000
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Freedom of Information Act 1992
- Transport Operations (Passenger Transport) Regulation 2005

### Related policies
- SM-06: Management of Behaviour in a Supportive School Environment - Schools and Discipline
- SM-16: School Disciplinary Absences
- HR-07-1: Code of Conduct
- CS-01: Gender Equity in Education
- CS-05: Educational Provision for Students with Disabilities

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7th February 2007
Some related resources

- National Safe Schools Framework
  (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools
  (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland
  (www.education.qld.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses