Responsible Behaviour Plan for Students

based on The Code of School Behaviour

'Better Behaviour – Better Learning'

Revised February 2015
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Foreword

In 2005, Goondiwindi State Primary School, as part of the Partnership Agreement, identified the goal of implementing the School Wide Positive Behaviour Support Program as a means towards creating strong and dignified human relationships within our school community. The implementation of SWPBS in our school took place over a three year timeframe, with ongoing training and support provided by the Leading Behaviour Change Team, Disability Services Support Unit; and SWPBS Coordinator in DDSWQ Region.

The teams that have subsequently formed have been instrumental in the shaping and review of this document, and in developing and introducing the range of initiatives that form part of the Responsible Behaviour Plan for Students.

In addition to input from staff, P and C and the SWPBS team, the following information has been used as a source of data to review behaviour within our school:

- EBS survey results (all staff, annually)
- SET survey results (random sampling of staff and students, annually)
- Report Card ratings on behaviour, based on our criteria sheet for GREAT Expectations (all students, each semester)

From 2015, SWPBS is to be known as Positive Behaviour for Learning (PBL)

Goondiwindi State Primary School
Positive Behaviour for Learning Team

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Specialist Teacher
Support Staff Member
Internal Coach
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D/Principal
Parent
CARE Goondiwindi
Behaviour Support Teacher
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Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. To allow this to occur, 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.

This Plan has been developed to replace our Behaviour Management Plan initially written in 1998, and revised in 2001. The original Behaviour Management Plan focused on the management of problem behaviours exhibited by students through the application of consequences. From 2005, our school commenced participation in School Wide Positive Behaviour Support (now PBL), and this plan represents the adoption and acceptance of this approach. In this plan, our focus is on supporting and promoting the positive behaviours of all students while acknowledging that problem behaviours occur and need to be addressed within a framework of positive behavioural support.

The Positive Behaviour for Learning program assists schools to implement evidence based approaches to managing student behaviour and related complex support issues at the local community level including:

- Capacity building of school staff to deal with behaviour issues within existing resource and skill base
- Competing values and changing community expectations that can mismatch with legislative and policy requirements
- Impact on staff productivity, absenteeism, illness and stress related issues
- Re-establishing the connection between learning, behaviour and engagement

Successful individual student behaviour support is linked to host environments or school climates that are effective, efficient, relevant, & durable

(Zins & Ponti, 1990)
Goondiwindi State Primary School’s Responsible Behaviour Plan for Students focuses on developing a supportive school environment and responsible, positive behaviour in all students. The Plan provides a framework for teaching students to use positive and appropriate behaviours, which demonstrate respect for themselves and others and are acceptable within the community.

As well as identifying and reinforcing existing positive behaviours, our Plan focuses on teaching students to use positive behaviours and supporting them as they learn these skills. The plan acknowledges that positive behaviours cannot be taught effectively in isolation but are best fostered in a supportive environment. A supportive school environment is created by positive, quality interpersonal relationships. The Goondiwindi State Primary School community has a supportive team (students, parents and staff) where ownership and responsibility are shared and every member is valued. The Responsible Behaviour Plan for Students is the means by which we ensure that this supportive school environment is established and maintained.

Our approach to developing responsible behaviour is focussed on relationships and takes place in a caring supportive environment where all members feel safe and welcome. We believe that self-control is necessary for children’s welfare and happiness and their ability to function effectively in society.

Good discipline is internalised, rather than imposed from outside and so this plan aims to encourage responsibility, self-control and social competency. Self-discipline is a learned process and is achieved through implementing appropriate strategies. The school cannot work alone in creating a disciplined environment and the involvement of parents is therefore of paramount importance. Parents have a joint responsibility to encourage students to be accountable for their behaviour and that, in turn, will contribute to the wider school community in a positive manner. Good discipline comes from the students themselves.
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School beliefs about behaviour and learning

Our school mission is . . . .

. . . . to empower students to strive for excellence in all aspects of learning, giving
them the necessary skills and knowledge, to contribute to and thrive in the wider
community as life-long learners.

At Goondiwindi State Primary School, we value:
Care and Compassion
Doing Your Best
Fair Go
Freedom
Honesty and Trustworthiness
Integrity
Respect
Responsibility
Understanding, Tolerance and Inclusion

(National Framework for Values Education in Australian Schools, 2005)

About Behaviour at Goondiwindi State Primary School, we believe:

Staff and students at Goondiwindi State Primary School have the right to work to their
potential, free from disruption, abuse or threat in a safe and supportive environment. To
enable this productive learning to occur, we believe different learning styles and abilities
must be catered for and appropriate behaviours need to be taught, modelled, encouraged
and developed.

As a staff we believe that Positive Behaviour for Learning is the most appropriate
approach to use with students. We have agreed to collaborate to consistently use this
non-aversive approach at the school. We know that no single strategy will achieve
positive outcomes for all students and, as a result, we have adopted this multi-element
approach. We believe that our students respond best to positive reinforcement. Positive
behaviours are established through teaching new social skills in context while responding
effectively to problematic behaviours.

Self-discipline can be learned, but only when all stakeholders are involved in accepting
joint responsibility and encouraging students to be accountable for their behaviour. Our
school alone cannot effectively discipline without the support of parents and the wider
community. With the common goal of strengthening relationships and encouraging a
socially responsible attitude, in our students, we can have a safe and supportive
environment for the entire school community.
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Processes for facilitating standards of behaviour and responding to unacceptable behaviour

In keeping with the Positive Behaviour for Learning approach we address the behaviour support needs of all students within a whole school context. Goondiwindi State Primary School's approach considers support from the following perspectives:

- Whole school support
- Targeted and classroom support
- Intensive individual student support

Through a process of professional development, analysis, consultation and feedback involving all sectors of our school community, we have developed our school expectations. These expectations are displayed in every area of our school.

It's Just ......

Give your best - Whatever You Do, Do Well
Respect - yourself, others and property
Enjoy - a positive attitude towards sharing, learning and playing
Act Safely - for yourself and towards others
Teamwork - cooperation, consideration and courtesy

.....At Gundy State!

Whole School Behaviour Support
Whole school behaviour support procedures and processes at Goondiwindi State Primary School apply to all students and staff across all settings. Our Positive Behaviour for Learning Team oversees implementation, adjustment, and evaluation of our whole school approaches and related school activities. Strategies include having:

- A clearly stated, positive purpose and a set of positively stated expectations as outlined in the Responsible School Behaviour Plan for students
- Active engagement by students
- Procedures for teaching school-wide expectations.
The approach is outlined in the following diagram:

*PBL – Positive Behaviour for Learning

Procedures for teaching school-wide expectations:
The process for developing an understanding of the expected behaviours involves:
- Working collaboratively with the whole school community
- Modelling of expected behaviours by all staff at all times
- Systematically teaching and reinforcing the expectations at the whole school level (assemblies, newsletters, special events etc) and at the classroom level (focussed lessons on relevant topics and using a common teaching framework along with incidental but focussed learning situations)
- All staff repeatedly re-teaching the expectations and correcting students as part of their everyday practice.

Systematic Teaching of Expectations across the Whole School
An integral facet of Goondiwindi State Primary School is the explicit teaching of expected behaviours. Our common values have been encapsulated under the banner of our GREAT Expectations. The school expectations based on these values are detailed across all school contexts within the Behaviour Expectations Matrix. A teaching framework has been developed to reinforce the GREAT Expectations and to ensure consistency of approach across the whole school. A series of lessons around the expectations have been developed for the main areas of the school. Each lesson follows a similar format which provides a clear and simple structure for teachers to implement.
Engaging Curriculum & Effective Teaching
Classroom teachers have a duty of care to monitor and promote standards of behaviour of students in their classes. Engaging curriculum, inclusive practices and effective teaching are the starting point of our behaviour support strategies. Classroom teachers are supported in these endeavours through:
- Access to relevant professional development
- Coaching/Mentoring from the Admin Team or PBL team
- Observation and feedback from trained Classroom Profilers
- Open and informed communication from school leaders.

Positive Reinforcement
Positive reinforcement is a well documented means of promoting and maintaining acceptable and appropriate behaviours. At Goondiwindi State Primary School, energy is directed by classroom teachers, administration and support staff into reinforcing positive behaviours through actions such as:
- Praise and public recognition
- Encouragement
- Privileges and rewards – levels systems and Gold Rewards Days
- Appointment as Year 6 school leaders.

Active student involvement
Active student participation is taught through a participative student council, school celebrations that foster student success, student surveys and improving school climate through a range of class, year level, whole school and community events, excursions and school guests.

Classroom Management Plans
Teachers:
- Devise a plan in consultation with the class and then display
  - It is important for students to be familiar with the classroom expectations and consequences – these are linked to the whole-school GREAT expectations
  - Students are more likely to respect a classroom plan if they have been involved in its creation
  - Revisit the plan on a regular basis throughout the year
- Engage in quality teaching and learning
  - Ensure learning experiences are relevant and meaningful
  - Ensure that there is an appropriate level of challenge for each student
  - Match learning experiences and assessment techniques with student interests and learning styles
  - Encourage co-operative learning
  - Provide opportunities for students to make decisions about their own learning
  - Clearly communicate fair and reasonable expectations
  - Encourage students to set goals and persist in problem solving situations
  - Assist students to develop time management and study skills
  - Use the productive pedagogies
  - Application of the Professional Standards for Teachers
  - Utilising feedback from trained Classroom Profilers
• Develop supportive interpersonal relationships
  - Catch students being good
  - Communicate a genuine interest in and care for the students
  - Establish rapport with and welcome the involvement of parents
  - Develop a sense of responsibility for students’ own progress and personal behaviour goals

• Establish ways to develop self esteem
  - Plan for success by breaking tasks into manageable steps which ensure individual success
  - Acknowledge success — use praise, notes, awards and certificates to make students feel special and communicate success to parents
  - Minimise criticism and accept mistakes as part of the learning process
  - Communicate regularly with all students
  - Create a sense of belonging to the classroom group
  - Give students responsibility

**Strategies for Teachers**
• Communicate openly and honestly with students and parents.
• Ensure effective communication using verbal and non-verbal cues at all stages including prevention, intervention and follow-up.
• Remain calm and in control.
• Establish and publish classroom rules with clear expectations and consequences, visit regularly and review.
• Ensure children understand and are familiar with all aspects of the Code of School Behaviour and the Responsible Behaviour Plan for Students
• Know your students, their patterns of behaviour, needs and triggers for misbehaviour
• Reinforce, reward and praise appropriate behaviours
• Address children’s concerns immediately, or at an appropriate time and place, recording when necessary.
• Avoid confrontation at all costs
• Share responsibility with all staff for all students
• Use fair and consistent strategies that are in line with the school’s beliefs and values.
• Use ‘Essential Skills for Classroom Management’ (Appendix)

**Targeted behaviour support**
Targeted behaviour support occurs around a specific setting, issue, student or group of students. Development and implementation of targeted support is team based and develops strategies that prevent or minimize the occurrence. Where targeted or individual support occurs in the classroom setting this support is in alignment with our whole school positive behaviour support approach and procedures. The Classroom Problem Solving Team is an accepted Tier Two intervention process which teachers can access to assist them in dealing with persistent medium level behaviours.
Individual Behaviour Plan
Students identified as requiring targeted support may require an Individual Behaviour Plan. Teachers, the student and parents/carers are involved in the collaborative process of preparing the Individual Behaviour Plan. Teachers are made aware of teaching strategies and acceptable goals for the student. Students on an Individual Behaviour Plan may be required to have attendance records and negotiated goals for class lessons. A record sheet, based around the GREAT expectations, is taken to each lesson, where the teacher, in consultation with the student, identifies goals that have been achieved in that lesson.

Record sheets of goals and lesson attendance are used when reviewing the Individual Behaviour Plans.

Intensive behaviour support
Students identified as needing intensive behaviour support are those who have had targeted support through the above strategies and are still at risk of significant educational underachievement due to their inappropriate behaviours. The student's Individual Behaviour Plan has been reviewed regularly and further support is now deemed appropriate.

Administration staff and the Behaviour Support Team assist in the co-ordination of Case Management involving specialist services. A collaborative consultation process is facilitated, involving the appropriate teachers, the student, the parents/caregivers, and relevant school support personnel such as the Guidance Officer. Support, advice and funding (where necessary for a program or personnel) are obtained through the Cluster Behaviour Management funds.

A Functional Behavioural Assessment is now integrated, as appropriate, throughout the process of developing, reviewing and revising the student's Individual Behaviour Plan. The Functional Behavioural Assessment is focused on identifying significant, pupil-specific social, affective, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviours. Interagency groups are used to coordinate services to meet the needs of students identified with persistent or extreme problem behaviours. Agencies contributing may include those listed in the Networks of Student Support Section.

From the Functional Behavioural Assessment and interagency input, the following supports may be put in place in the Individual Behaviour Plan:
- Counselling with the school Guidance Officer
- Modified timetable or attendance
- Teacher Aide support through school or cluster behaviour funding
- Invitation to parents/caregivers to attend Triple P program
- Recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner

The Individual Behaviour Plan continues to be reviewed and adjusted if necessary every fortnight.