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

Consequences for Unacceptable Behaviour

At Goondiwindi State Primary School, individual class or year level teachers will be primarily responsible for dealing with minor behaviours. Generally, the school Administration Team and the Classroom Problem Solving Team, or the Behaviour Support Teacher will be responsible for responding to students who exhibit persistent unacceptable behaviour or extreme unacceptable behaviour.

When applying consequences, they should be:
- Supportive
- Fair
- Logical
- Consistent

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

Strategies to implement supportive, fair, logical and consistent consequences include:

1: Classroom / Playground Management
The teacher responds to low level misbehaviour and classroom disturbance by selective attending and tactical ignoring of inappropriate behaviour where possible; orally responding by giving clear directions, using student’s name, questioning to redirect, talking closely with an individual; reinforcing positive behaviour with verbal feedback, reward systems and acknowledgements; and using non verbal messages (pause, proximity, smile, gesture) to alert or cue the student.

2: Restatement, Rule Reminders
The teacher adds a combination of the following strategies to address the student’s behaviour: restatement of the rule, giving a specific direction, giving the student a choice eg to work/play appropriately or move to a different area/activity.

3: Accepting Responsibility
This may include: Restorative Justice – authentic fixing-up and authentic apologies and plans for the future; informal/formal talks with parents; litter duty; loss of privileges
4: Time Away/Time Out
The student is sent to a different part of the current classroom, another classroom, the administration office or a different area until the student is willing and able to comply. This may include missing out on special activities, accompanying the teacher whilst on playground duty, or spending their own time in the Reflection Room. It is critical to support re-entry in a planned, solution focussed, non-punitive manner. Continual or serious disturbances may result in the student being referred to the Administration and parents/carers being notified.

5: Teacher and Student Plan of Action
If a student’s behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted. If additional support is required to implement the plan the teacher will make a referral to the school’s Student Welfare Action Team (SWAT).

6: School Intervention and Recording of Student’s Inappropriate Behaviour
The student is referred to the school’s SWAT and a Case Manager (usually the class teacher) will be appointed. The school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded in OneSchool.

7: External Assistance
A practical functional behaviour assessment is completed in consultation with the relevant people such as parents/carers, teachers, the student, Guidance Officer or other behaviour support specialists and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.

8: Monitoring and Review
Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.

In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.

9: Suspension/Exclusion Procedures – School Disciplinary Absences
After due consideration has been given to other consequences, these consequences may be implemented in line with the Education Queensland policy SMS-PR-021: Safe, Supportive and Disciplined School Environment.
Responsible Behaviour Plan for Students
based on The Code of School Behaviour

Use of Electronic Devices

The use of mobile phones and other electronic equipment (including those with Bluetooth functionality) by students at school, if unmonitored, can become disruptive. At our school, we believe that mobile phones and other equipment are not required by students during class time, and in general, should not be brought to school.

Mobile phones and other electronic equipment are brought to school and used at their owners’ risk. No liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the departments’ negligence.

What are Electronic Devices?

These include, but are not limited to:

Mobile phones and other personal electronic devices (including those with Bluetooth functionality), games devices (eg: PSP, Gameboy), laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a phone or MP3 player), iPods, iPads, tablets and devices of a similar nature.

Expectations and Responsibilities

Students have a responsibility to:

- ensure electronic devices or other items of value are always turned off and stored in a safe and secure place (at the office)
- ensure that mobile phones are not used in any way during school hours
- ensure adherence to the school’s Acceptable Use Policy and do not use electronic devices in an inappropriate manner
- report any suspected inappropriate use to the supervising teacher or Principal
Students need to be aware that:

- Invasion of privacy through the recording of private conversations or daily activities and/or the further distribution (eg: via MMS service, Bluetooth) of such material will result in disciplinary action and contravenes the Invasion of Privacy Act 1971.

- the send of text messages or posting of statements to websites that contain obscene language and/or threats of violence may amount to bullying and harassment or even stalking, and will be subject to disciplinary action and potentially police investigation.

Parents and caregivers have a responsibility to:

- discuss the conditions of the schools’ Acceptable Use Agreement with their child

- notify the school in a timely manner concerning incidents of inappropriate use of the internet or other electronic devices, either through classroom teachers or the Administration team.

- support all students and staff of the school to deal effectively with incidents of inappropriate use of the internet or other electronic devices.

Goondiwindi State Primary School has a responsibility to:

- regularly involve students in classroom activities that point out the possible dangers and inappropriate uses of the internet and electronic devices, and the relationship to other forms of harassment and bullying.

- review and display the schools’ Acceptable Use’ agreement on an annual basis in each classroom.

- ensure that appropriate support and/or disciplinary action, as outlined in the Responsible Behaviour Plan for Students, are implemented for any student who is found to be using an electronic device during class time, or in a way which is disruptive to school activities; photographs or films other individuals; uploads these images to websites; or who sends harassing/threatening messages.

- clearly and regularly advise students, parents and caregivers of the schools’ expectations with regard to the use of electronic devices at school. During school related activities and while students are representing the school (eg: wearing school uniform to and from school)

- report and incident the breaches Departmental policy IFM-PR-006: Maintaining the Security of Department Information and Systems, for example, students using the corporate ICT network to distribute inappropriate images/footage and accessing the network via Bluetooth technology, which is prohibited.

- take action to remove and report the uploading of inappropriate images/footage to websites, particularly where school staff and students are involved or the school is in some way.
It's Just GREAT At Gundiy State!

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

Bullying

Any inappropriate behaviour that gets in the way of teaching and learning at our school and interferes with the wellbeing of students cannot be accepted. Students at our school have the right to expect that they will spend the school day free from the fear of bullying, harassment, intimidation and victimisation. Students, teachers, parents caregivers and members of the wider school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

At Goondiwindi State Primary School, EVERYONE has a responsibility to behave appropriately, respecting individual difference and diversity.

What is bullying behaviour?

Bullying can be defined as intentional, repeated behaviour by and individual or group that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender) humiliation, domination, intimidation and victimisation of others.

Types of Bullying Behaviour can be:
- verbal eg: name-calling, teasing, abuse, putdowns, sarcasm, insults, threats
- physical eg: hitting, punching, kicking, scratching, tripping, spitting
- social eg: ignoring, excluding, ostracising, alienating, making inappropriate gestures, controlling
- psychological eg: spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

The Effect of Bullying can be:
- to devalue, isolate and frighten
- to affect an individual’s ability to achieve
- to have long term effects on those engaging in bullying behaviour, those who are the subjects, and the onlookers or bystanders.
Expectations and Responsibilities

Students can expect to:
- know their concerns will be responded to by school staff
- be provided with appropriate support (for both subjects of, and those responsible for the behaviour)

Students have a responsibility to:
- demonstrate our GREAT expectations
- notify staff of bullying they have observed or know about

Parents and Caregivers have a responsibility to:
- support children in all aspects of their learning
- notify the school early concerning incidents of bullying, either through classroom teachers or the Administration Team.
- support all students and staff of the school to deal effectively with bullying

All staff have a responsibility to:
- respect and support students in all aspects of their learning
- model appropriate behaviour
- respond in an appropriate and timely manner to incidents of bullying

Goondiwindi State Primary School has a responsibility to:
- follow up complaints of bullying, harassment, intimidation and victimisation, and take appropriate action to deal with the incident:
  - interview all parties involved
  - document and record the incident in OneSchool
  - refer to the Administration Team if necessary
  - notify parents if necessary

- provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities of those engaging in bullying, those who are the subjects, and onlookers or bystanders.

- provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences of inappropriate behaviour.

- communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children.
Responsible Behaviour Plan for Students
based on *The Code of School Behaviour*

The Network of Student Support

**Core Support Structures**

The network for support for students within Goondiwindi State Primary School includes the involvement of a team of personnel. This network includes, but is not limited to:

- Class teaching and ancillary staff
- Specialist teaching staff
- School administration team
- Parents/caregivers
- School Guidance Officer
- School Chaplain
- Intervention Team
- Student Welfare Action Team
- Classroom Problem Solving Team
- Staff trained in Crisis Prevention Institute Programs (Non-Violent Crisis Intervention)

The Intervention Team provides support to students with disabilities who require more targeted or intensive support. The Team consists of the Support Teacher Literacy and Numeracy, Head of Special Education Services, School Guidance Officer, Advisory Visiting Teachers, Speech-Language Pathologist and Special Education Unit staff.

The Student Welfare Action Team focuses on students who require more targeted or intensive behaviour support. The Team consists of the Principal, Deputy Principal, School Guidance Officer, Behaviour Support Teacher, STLaN.
Extended Support Structures

The school may access external support services and agencies to support, advise, counsel and assist students who may experience difficulty in demonstrating our school expectations. This network includes, but is not limited to:

- Regional Senior Guidance Officer
- GSHS/GSPS Guidance Officer and Year Seven Coordinator
- Darling Downs/South-West Queensland Regional Education Services
- MacIntyre Principals Cluster Group
- Commonwealth Department of Education, Science and Training (Toowoomba)
- Centrelink
- Centacare
- Adopt A Cop and Police Liaison Officers
- Police Citizens Youth Club (Goondiwindi)
- Goondiwindi Training & Technology
- CARE Goondiwindi
- Child Youth Mental Health Service
- Local General Practitioners
- Specialist Paediatricians
- Department of Communities
- Department of Child Safety (Qld)
- Department of Community Services (NSW)
- Disability Services Queensland
- Queensland Health Services (including Community Health and Indigenous Health)
- Queensland Bush Children's Health Scheme
- Autism Association of Queensland
- Cerebral Palsy League.
Responsible Behaviour Plan for Students
based on The Code of School Behaviour

Consideration of Individual Circumstances

Gooniwindi State Primary School teachers use strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses. Students with additional special needs will have their individual circumstances and challenges considered when evaluating behaviour incidents and enacting consequences.

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.

Consequences for not demonstrating our expectations 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.
- Any other mitigating factors such as the capacity of the family to support the student and school in the application of consequences

In addition, students who are faced with suspension or exclusion have the right to natural justice. This includes being advised why the proposed action is being taken and being given opportunity to respond (either by written or verbal statement) to the allegations and present their case prior to any decision being made. This opportunity must be given in relation to all relevant adverse evidence.
# ENDORSEMENT
GOONDWINDI STATE PRIMARY SCHOOL
RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

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<thead>
<tr>
<th>Principal</th>
<th>Responsible Behaviour Plan for Students</th>
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<td>✓</td>
<td>The Plan is conducive to a safe and supportive school environment.</td>
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<td>The Plan aligns with the values, principles, standards and expectations within The Code of School Behaviour.</td>
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<td></td>
<td>The Plan aligns with relevant policy and legislation. (* See below)</td>
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<td>The Plan has been developed in consultation with the local school community.</td>
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<td>The Plan outlines school beliefs about behaviour and learning and these are consistent with The Code of School Behaviour.</td>
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<td>The Plan outlines appropriate proactive and preventive, whole-school processes for facilitating expected standards of behaviour.</td>
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<td>The Plan outlines a range of supportive strategies and consequences, from whole school positive preventive action for all students, through to intensive intervention for specific individuals or groups.</td>
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<td>The Plan outlines a range of supportive strategies and consequences to respond to persistent/serious misbehaviour.</td>
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<td>The Plan states that Student Disciplinary Absences are to be used after consideration has been given to all other responses.</td>
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<td>The Plan outlines the provision of a range of support mechanisms and personnel available at the school, within the region and external to the Department.</td>
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<td>The Plan outlines processes that consider both the individual circumstances and actions of the student and the needs and rights of school community members.</td>
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Narelle Aust  
Chair, Positive Behaviour for Learning Team

President, Parents and Citizens Association

Carmel Schaumburg  
Principal

Don Grobe  
Assistant Regional Director

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Education (General Provisions) Act 1992 - Part 4: Good order and management of State educational institutions and non-State schools
Education (General Provisions) Regulation 2000 - Part 2: School Management
Education (General Provisions) Amendment Act 2003 - Div 7: Directions and orders about conduct or movement at, or entry to, premises of State educational institutions
Education and Other Legislation (Student Protection) Amendment Act 2003 Part 4 146A: Obligation to report sexual abuse of student under 18 years attending State school.