

South Johnstone 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 purpose is to provide the best outcome for every child at our school by providing **QUALITY TEACHING, QUALITY LEARNING** and promoting **QUALITY BEHAVIOUR** for all.*

*All stakeholders of the South Johnstone **community contribute** to a school that **values all children**. We promote and develop **standards of excellence** for all by operating an **inclusive program**. Students are prepared for their future by developing **responsibility** and practising **problem solving skills** in a **supportive environment**.*

*To achieve this vision we work together as a **TEAM**, because together everyone achieves more.*

School beliefs about behaviour and learning

We, at South Johnstone State School operate by the following beliefs about behaviour and learning.

Our school's fundamental beliefs:

- We are all responsible for our own behaviour, as the only behaviour we can control is our own.*
- We are constantly trying to meet our needs for – fun, freedom, power, belonging and survival.*
- All behaviour, whether effective or ineffective, is made up of 4 components – thinking, acting, feeling and physiology.*

Respect is our foundational rule.

- Respect for self, respect for others and respect for property.*

What this looks like in our school:

- Negotiable and non-negotiable rules being established with students.*
- Class meetings being used to problem solve, plan and discuss, establish or negotiate rules.*
- The school community providing appropriate role models.*
- Parents being involved in classroom activities, school planning, and student behaviour improvement planning.*
- Direct teaching of virtues, conflict resolution and assertiveness training is part of the educational offering.*
- Students meeting their needs in responsible ways.*
- Students participating in activities that promote teamwork and leadership.*
- Students having productive and effective partnerships with others.*
- Students expressing their ideas, needs and feelings to others.*
- Students self-reflecting on their own behaviour.*




The Code of
**School
Behaviour**

Better Behaviour
Better Learning



**Queensland
Government**
Education Queensland



Processes for facilitating standards of behaviour and responding to unacceptable behaviour

Whole-school behaviour support

Proactive strategies/programs to build resilience and engage the learner are developed to build resilient children who have social competencies, problem solving skills, autonomy, the ability to self-reflect and a sense of purpose and hope for the future.

Effective classroom management relies on **CONSISTENCY** and **CONSTANCY**.

- Establishing strict expectations and clear boundaries.
- Supporting students and building positive relationships between home and school
- Developing mutual respect between students and staff
- Managing incidents through clear and well-understood processes
- Use of prompt language from “Social Skilling” to promote common understanding of behaviour expectations throughout the school community.
- Use of 10 micro-skills for Positive Student Behaviours.
- Use of behaviour specific feedback to students.
- Rewarding positive behaviour with class and parade awards
- Adherence to the “Anti-Bullying Policy”
- Staff access to professional development
- Reflecting on teaching practices and professional standards.

Targeted behaviour support

In a small school, such as South Johnstone, staff are involved with every student every day. Staff meetings are used to identify students who may require targeted support and a team approach to support can be considered.

- Curriculum Adjustment where a student works with a teacher-aide, class work is adjusted or the student works with a peer or older student..
- Specific verbal and non-verbal feedback.
- Increased attention from staff or another student to re-inforce appropriate behaviour
- Communication with the parents/caregivers for both positive and negative behaviour issues.
- Added responsibility for classroom and school jobs can help build self-esteem in the student.

Intensive behaviour support

Intensive behaviour support is required for students who demonstrate chronic and /or severe and challenging behaviour. The behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and /or serious injury to the student or to others. This level of support occurs when other support strategies have been used but have not fully met the student’s learning support needs.

The flowchart provided in Appendix 1 provides a reference tool to identify the level of support and consequences which may be required in order to meet school community expectations.

The Code of
**School
Behaviour**

Better Behaviour
Better Learning

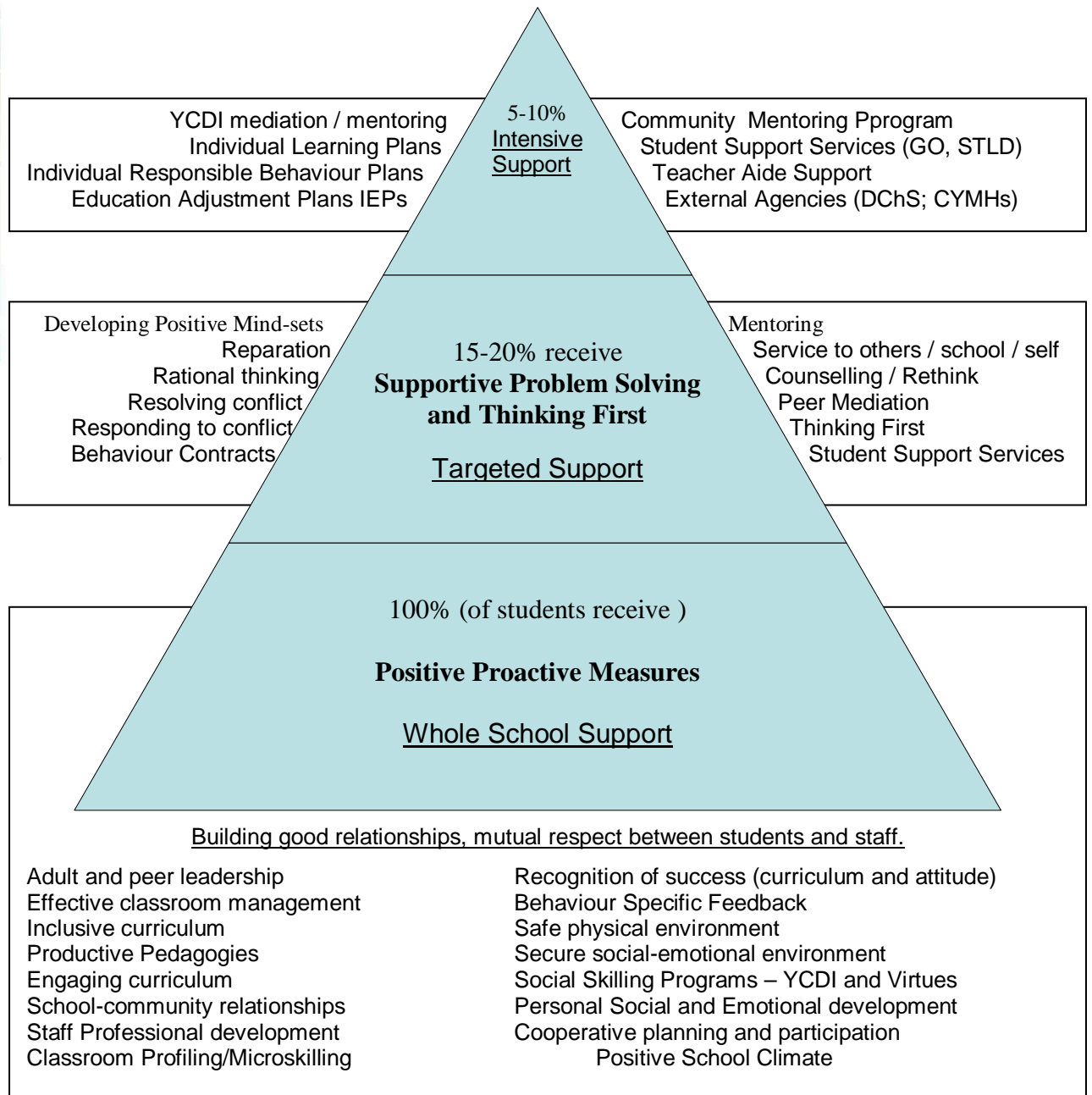


**Queensland
Government**
Education Queensland

Appendix 1 Strategies, Intervention and Consequences in our Responsible Behaviour Plan



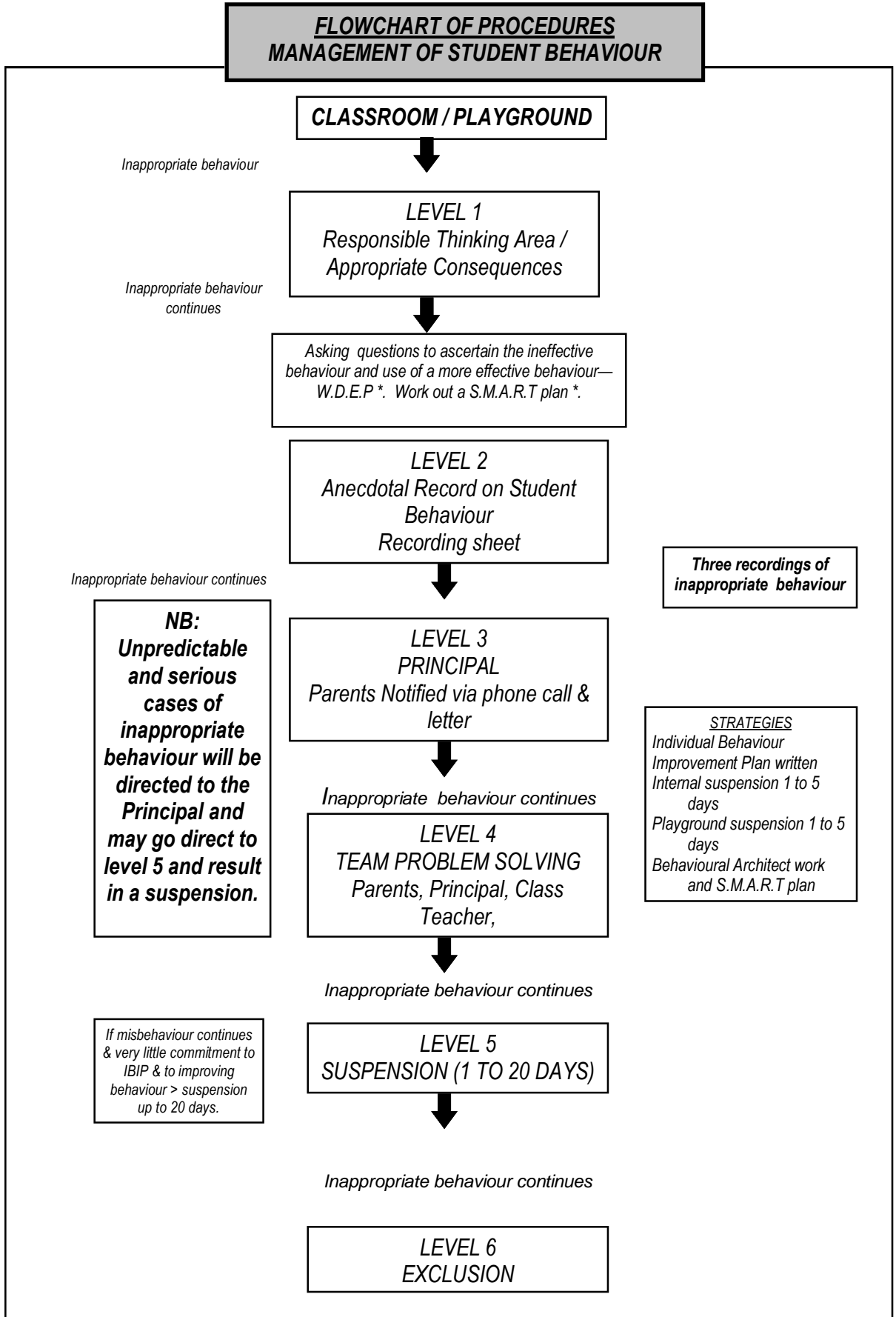
The Code of School Behaviour
Better Behaviour
Better Learning



Appendix 2 Flowchart of Procedures



The Code of School Behaviour
Better Behaviour
Better Learning



Consequences for unacceptable behaviour

We operate within a framework for setting appropriate and logical consequences for unacceptable behaviour. The school CODE OF CONDUCT links to the FLOWCHART FOR MANAGING STUDENT BEHAVIOUR which clearly outlines the consequences for inappropriate behaviour.

In all cases we work to keep the student engaged in our school and follow the Education Queensland's policy on suspension and exclusion. Student Disciplinary Absences are used after consideration has been given to all other responses.

The network of student support

Students accessing this Intensive Behaviour Support will have an Individual Behaviour Plan, prepared in consultation with staff, student, parents and the Guidance Office.

Behaviour Incidents will be recorded using "One School" so that consistency can be maintained in the management of a student's behaviour.

Involvement can range from a small group to information sought from other members such as:

- Primary and Special Education Sectors
- Staff (teaching, administration, support and ancillary)
- Students
- Parents and carers
- Community Support Centre
- Department of Child Safety
- Child and youth Mental Health
- Queensland Police Service
- Medical Specialists
- Assorted Therapy Services

Consideration of individual circumstances

We respect the importance of the individual's intellectual, social, emotional and physical growth, whilst maintaining that individual rights must contribute to a positive community spirit.

Sheryl Cooke
Principal

Queenie Moyle
P&C President

Colin Allen-Waters
Executive Director (Schools)



The Code of
**School
Behaviour**

Better Behaviour
Better Learning



**Queensland
Government**
Education Queensland



The Code of School Behaviour

Better Behaviour
Better Learning

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 Act 1995*
- *Workplace Health and Safety Regulation 1997*
- *Freedom of Information Act 1992*

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*
- *CS-10: Drug Education and Intervention in Schools*
- *CS-15: Principles of Inclusive Curriculum*
- *CS-16: Cultural and Language Diversity*
- *CS-17: Anti-Racism*
- *LL-14: Hostile People on School Premises, Wilful Disturbance and Trespass Issues*
- *SM-05: Physical Restraint and Time Out Procedures - Students with Disabilities*

Related school documents

- *South Johnstone State School Behaviour Management Plan including Student Code of Conduct and Anti-Bullying Policy*

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)
- *Bullying. No Way!* (www.bullyingnoway.com.au)
- *MindMatters* (www.curriculum.edu.au/mindmatters)
- *School Wide Positive Behaviour Support*
(www.learningplace.com.au/deliver/content.asp?pid=24668)
- *You Can Do It Education* (www.youcandoit.com.au)
- *The Virtues Project* (www.virtuesproject.com/index.php)

