Innisfail 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.

A quality learning environment is achieved through quality programs that address the academic and affective domains. Improving the quality of teaching and learning drives improvements in the standard of student behaviour - therefore the focus needs to shift from ‘behaviour’ management to ‘learning’ management (Macer Report p, 15).

School beliefs about behaviour and learning

We aspire to our motto – LABORATI MELIORA; WORKING TOWARDS GREATER THINGS. This applies to personal development and academic achievement.

Essential to effective learning is a safe, supportive and disciplined environment that respects the rights of students to learn; teachers to teach and safety for all. This is demonstrated through responsible behaviour which is respectful of self, others, property and the environment. Classroom learning requires high levels of cooperation between staff and students.

Learning

- Engaged Learners
- Rigour in Learning
- Self Evaluation and Reflection

Corollary for Teaching

- Engaged Learning Time
- Focused Teaching Time
- High Expectations

At Innisfail State School we Play by the Rules:

- Show Respect
- Do Quality Work.
- Think First
- Be safe

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

Resilient children have social competence; problem solving skills; autonomy; the ability to self-reflect and a sense of purpose and hope for the future.

Effective Classroom Management relies on the consistent and constant:

- Establishing strict expectations and clear boundaries.
- Using the 10 Microskills for Positive Student Behaviour.
- Use of the “You Can Do It!” Program and Language.
- Use of the “Virtues Project” Strategies and Language.
- Use of the “Prompt Language” from the “Social Skilling” Program each fortnight.
- Use of Behaviour Specific Feedback.
- Reflection
  - By teachers on our teaching practices (Classroom Profiling).
  - By students on their behaviour and learning, through Classroom Reflection Activities.
- Application of appropriate consequences for behaviour such as:
  - Class Awards and Gold Stars for students whose behaviour is appropriate and
  - Service, Behaviour Contracts and Plans for those whose behaviour is inappropriate.
- Implementation of our “Anti-Bullying Policy”.

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- Early liaison with the home environment.
- Building Positive Relationships through lunchtime interactions such as clubs and sports’ training.
- Use of community resources such as our Community Based Mentoring Scheme.
- Following of the Behaviour Process (Thinking First Table, Buddy Room …)

**Targeted behaviour support**

**EFFECTIVE LEARNING IN A POSITIVE, SOCIALLY JUST ENVIRONMENT**

Standards of student behaviour are made explicit through the Innisfail State School Student Code of Behaviour; clear observable classroom rules and behaviour specific feedback. Students who do not respond to these processes above are deemed to require behaviour support.

- 5-10% Intensive Support
  - Community Mentoring Program
  - Student Support Services (GO, STLD)
  - Teacher Aide Support
  - External Agencies (DChS; CYMHs)

- 15-20% receive Supportive Problem Solving and Thinking First
- Targeted Support
  - Mentoring
  - Service to others / school / self
  - Counselling / Rethink
  - Peer Mediation
  - Thinking First
  - Student Support Services

- 100% (of students receive )
- Positive Proactive Measures
- Whole School Support

- Building good relationships, mutual respect between students and staff.
  - Adult and peer leadership
  - Effective classroom management
  - Inclusive curriculum
  - Productive Pedagogies
  - Engaging curriculum
  - School-community relationships
  - Staff Professional development
  - Classroom Profiling
  - Recognition of success (curriculum and attitude)
  - Behaviour Specific Feedback
  - Safe physical environment
  - Secure social-emotional environment
  - Social Skilling Programs – YCDI and Virtues
  - Personal Social and Emotional development
  - Cooperative planning and participation
  - Positive School Climate

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The Code of School Behaviour
Better Behaviour
Better Learning

The Code of
School Behaviour
Better Behaviour
Better Learning

Queensland
Government
Education Queensland

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Intensive behaviour support

The school responds to unacceptable behaviour on a continuum of behaviour support along which students are provided with the opportunity and learning to make smart choices. Early notification and involvement of parents is crucial to improved outcomes for all students. Consistency of expectations and consequences and co-support are essential.

Staff members identify such students and refer the case to the weekly Student Support Meeting. Minutes of these minutes form the basis of Individual Responsible Behaviour plans for students.

Student Disciplinary Absences are to be used after consideration has been given to all other responses.

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**Warning**
- Student is made aware of unacceptable behaviour and consequences.
- Teacher initiates the Behaviour Process Record Sheet.
- Accurate records of behaviour are kept and maintained.
- Service to others, school or self.

**Buddy Room (Level 1)**
- Reflection/Re-entry activity.
- Service to others, school or self.
- Parents are informed and consulted.
- Classroom Responsible Behaviour Contract is implemented.
- Teacher informs principal.

**Rethink Room (Level 2)**
- Principal involved through Rethink Room.
- Referral to Student Support Committee.
- Parent interview.
- Individual Responsible Behaviour Plan is implemented.
- GO is involved.

**Rethink Room (Level 3)**
- Interview with Parent, GO and Principal.
- Review Individual Responsible Behaviour Plan.
- Parents and Student are informed that suspension is imminent if behaviour does not change.

**Suspension or exclusion**
(After suspension there is review of the incident after a suitable time lapse.)
Consequences for unacceptable behaviour

We operate with a framework for setting appropriate consequences for unacceptable behaviour. The framework has been outlined in the section: Targeted Behaviour Support. There is an expectation that all consequences are logically or naturally linked to the behaviour. The most natural consequence is a service in reparation. Service may be to others, the school or self. We work to keep all students safe and engaged in learning at our school. In all cases the school follows Education Queensland’s policy on suspension and exclusion.

The network of student support

Student Support is derived from Whole School Community Planning

The School Philosophy explains our whole school approach to providing a disciplined, safe and supportive environment based on building respectful relationships between staff and students.

A formal Network of student support is provided through our Student Support Meetings which is the hub of the Student Support network. Children whose needs are not being met in some way (“at risk”) are identified and discussed at these meetings. It supports teachers in their planning, outlines future actions and enlists assistance from outside agencies.

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

Consideration of individual circumstances

School Response to inappropriate student behaviour considers both the individual circumstances and actions of the student and the needs and rights of the school community members.

We believe that responses to inappropriate student behaviour must consider the circumstances of the student(s) as well as the needs and rights of all school community members.

We therefore use a team approach to gain greater awareness and understanding of the personal history of the student. This team may consist of the class teacher, parents and caregivers, the Student Support Committee, the Guidance Officer and representatives from other community agencies. A variety of consequence options may be taken, depending on the child and his/her circumstance. Children who require special consideration are identified within the Behaviour Support Process and have Individual Behaviour Support Plans. These plans allow for individual circumstance to guide the application of the consequence. Although it is expected that every member of our school community abide by our Responsible Behaviour Plan, it deliberately allows some flexibility in the choice of consequence applied, in order to cater for individual circumstance.

Students who may require special consideration include:
- Children with a disability.
- Children for whom English is a Second Language.
- Children in Care.
- Children targeted with challenging behaviours.

Social Justice is not about treating everyone the same. It is about giving people what they need. Individual students require individual consideration.
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

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

- Innisfail State School Philosophy Document
- Innisfail State School Manual for Responsible Behaviour
- Innisfail State School Anti-bullying Policy
- Innisfail State School Student Code of Behaviour
- Innisfail State School Behaviour Review

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.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- You Can Do It Education (www.youcandoit.com.au)
- The Virtues Project (www.virtuesproject.com/index.php)