Dunkeld State School

Responsible Behaviour Plan for Students
based on The Code of School Behaviour
Updated July 2013

Rationale
Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. A major part of the teacher’s role is to ensure that children will learn and develop within their school environment without disruptive behaviour hindering their success and enjoyment of learning. It is also expected that students will respect the teachers’ fundamental right to teach without disruptive behaviours hindering his/her success and enjoyment of teaching.

We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions by both teaching explicitly and practising problem solving skills. The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school.

School beliefs about behaviour and learning
The school community values a safe, friendly and happy environment for the children to learn in. The community would like the values of good citizenship (as set out in the National Framework for Values Education) honesty, doing ones best, respect for others, pride in self and fairness to be reinforced through a positive and consistent approach to learning and behaviour. The community believes that parents must support the school by supporting school actions. They value a good communication network and value a dedicated teacher who will set fair but consistent rules and regulations in order to achieve the best educational outcomes for each student. The community believes that all students have a right to a positive school experience and that all avenues of management should be employed prior to the use of suspension and exclusion.

The community holds the following beliefs with regard to developing a positive learning environment.

- Each child is unique with different needs, interests and motivations
- A school environment must be safe
- Real life activities are important in classroom learning
- Acceptable behaviour maximises learning
- Children need to learn self-discipline (therefore a self-monitoring approach is a good strategy. Is what I am doing helping me to learn?)
- The school and home see ‘resolving conflicts’ as a process children need to learn and see modelled. (Avoid being horrified by an inappropriate reaction by a child but rather target this as a learning outcome for that child.)
- Parental involvement in education makes a difference.
- Children learn in a variety of ways, so a variety of teaching strategies will be employed. Learning must be engaging.

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- It is important for children to learn to respect the traditions of school, state and nation.
- Treating others with respect and dignity is fundamental to a positive environment.
- A pro-active approach with regards to student behaviour is more effective than re-active. (Therefore a planned approach to increase and maintain appropriate behaviour is focussed on more heavily than wait until a misbehaviour then rely upon consequences to do the job.)

Appendix 2. See Student Document: Guidelines for following the school rules.

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

Typically a school tends to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However about 10 to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

Whole-School Behaviour Support (100% of students)

- Include social skills which promote appropriate behaviour in HPE.
- Ensure a high level of praise in the learning environment.
- Plan to consider students ability.
- Employ fair and consistent expectations and consequences.
- Build onto strengths by ensuring all children experience success and build up weaknesses by targeting specific behaviours for individuals.
- Make lessons interesting and relevant to children’s world.
- All staff model the behaviour which is required.
- Use a variety of behaviour management techniques.
  - Re-direction, voice tone, choice, earning tickets for group etc.
- Include choice in activities so students develop taking responsibility.
- Give instructions clearly. (Make sure children are absolutely sure of what is required.
- Use a problem-solving approach when dealing with misbehaviour.
- Be attuned to outside school influences. (Issues in the community, home or child’s physical well-being can affect behaviour)
- Keep rules for school, simple, few ,meaningful and easy for children to understand (See appendix 2)
- Involve students in making the rules.
- Keep in mind that healthy children who feel good about themselves usually behave in an acceptable manner.
  - The word respect is part of school language.
  - Provide professional development for all staff.

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Targeted Behaviour Support

- Make some adjustments to the learning program.
- Verbal and non-verbal reminders of particular behaviours.
- Increased attention towards certain aspects of behaviour and increase of positive reinforcement for those behaviours.
- Weekly Behaviour card to be sent home.
- Added responsibilities (this can increase self-esteem. Classroom jobs, being a reading buddy, etc)
- Adjusted work setting if required occasionally (move to a different place in room)
- Short-term individual behaviour management programme

Intensive Behaviour Support

Strategies and processes are incorporated into Individual Behaviour Support Plans which are developed and implemented by a network of support staff, including Guidance Officers. The Individual Behaviour Support Plan is reviewed regularly through the collection of further data and the ability of the small school setting to meet the needs of the student is also reviewed. The students progress is discussed through case conferencing with the Guidance Officer. Very close communication with home at this stage.

Consequences for unacceptable behaviour

Whilst the focus is on proactive and preventive whole school approaches, certain types of behaviour are unacceptable and responses can include the most stringent step of exclusion. This consequence would only be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered. For example, students involved in selling or supplying drugs, violent assaults or use of weapons could expect to be recommended for exclusion.

The network of student support

A team approach to behaviour support includes the involvement of the school principal, staff, students, parents, Guidance Officer and health and family welfare agencies. Support is also offered by Adopt – A – Cop.

Consideration of individual circumstances

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

Related legislation

- Education (General Provisions) Act 1989
- Section 21 of the Education (General Provisions) Regulation 2000
- Criminal Code Act 1899
- Anti-Discrimination Act 1991

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- 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
- CS-10: Drug Education and Intervention in Schools
- CS-15: Principles of Inclusive Curriculum
- CS-16: Cultural and Language Diversity
- CS-17: Anti-Racism
- CM-15: Guidelines for Appropriate Use of Mobile Telephones by Students
- SC-09: Student Dress Code
- LL-14: Hostile People on School Premises, Wilful Disturbance and Trespass Issues
- SM-05: Physical Restraint and Time Out Procedures - Students with Disabilities

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)
- ‘Focus on The Management of Student Behaviour’ document (Roma District - School Performance and Development Officer L.A. Treichel)

J.A. Foott
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