Bartle Frere State School Responsible Behaviour Plan for Students
2012-2013
based on The Code of School Behaviour

Responsible Behaviour Plan for Students

Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to receive a quality education in a safe environment.

Our Responsible Behaviour Plan reflects the very positive approach we have in our school toward all aspects of learning and development. Behaviour management is not seen as a reactive approach to conflicting situations but rather a proactive strategy at Bartle Frere.

Consultation and data review

At the last two meetings the P&C have reviewed our current plan and wish to continue with the school's proactive strategies of positive reinforcement. There were no recorded behaviours in One School and nil suspensions. The P&C reviewed the school's Social Skilling Program and believe the knowledge and skills developed in this program have supported positive behaviours at this school. Upon review of the draft at the next P&C Meeting the plan will be endorsed by the President of the P&C Mrs Humphris, Executive Director of Schools Mr Richard Huelin and the Principal Danielle Weirman.

Learning and behaviour statement

Our belief as a school community reflects proactive approaches to behaviour and learning by:
Ensuring that curriculum, interpersonal relationships and the school are supportive of all learners and relevant to the real lives of the students we teach.

Establishing and implementing an agreed code of behaviours for all learners that reflects the social and moral standards acceptable to the community and beyond.

Students making responsible choices for themselves now and in the future.

Teachers and staff providing opportunities to engage in learning experiences that will enable them to reach their full potential as active citizens.

**Bartle Frere State School 2012-2013**

Students developing positive learning attitudes and self-concepts about themselves.

Explicit teaching and role modelling about fairness, resilience, honesty and respect in school everyday.

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

- To ensure that curriculum, interpersonal relationships and the school are supportive of all learners and relevant to the real lives of the children now and in the future.

- To establish and implement an agreed code of behaviour for all learners that reflects the social and moral standards acceptable to the community. This includes the following values and beliefs:

  - Children need the ability to make responsible choices for themselves now and in the future.

  - Children need the opportunity to engage in learning experiences that will enable them to reach their full potential.

  - Children need to develop positive learning attitudes.

  - Children need to develop a positive self-concept and use their talents fully.

  - Children need to be prepared to live as responsible members of a community.
• To establish and implement an action plan to reinforce responsible behaviour and correct unacceptable behaviour.

To provide a Supportive School Environment where:

• all members of the school community feel safe, welcome and valued

• social and academic learning outcomes are maximized for all through quality practices in the areas of curriculum, interpersonal relationships and school organization

• school practices involve a planned continuum from positive to preventative actions for all students, to responsive actions for specific individuals

• non-violent, non-coercive and non-discriminatory language and practices are defined, modelled and reinforced by all members of the school community

• suspension and exclusion procedures are considered only when all other approaches have been exhausted or rejected

Universal behaviour support

The Bartle Frere State School Responsible Behaviour Plan outlines the rights and responsibilities of all members of the school community, the code of behaviour, rules and consequences and pro-active and positive activities that guide our behaviour in and out of the classroom.
Inclusive practices have maintained a very high culture at Bartle Frere. Transparency and honesty enable staff and parents to work together to improve Bartle Frere State School 2012-2013
The code of behaviour will be encouraged and maintained by all. The positive way in which staff interacts with students and the encouragement and recognition given to students who act responsibly will aid the success of the program.
School rules and consequences will be displayed in classrooms, as well as specific safety rules for particular areas e.g. Kitchen; Physical Education.
Students are involved in the making of classroom rules and consequences which will be stated in a positive way. Logical consequences will be made known to all students. Parents will be made aware of class/school rules and be involved where possible. The program will be reviewed annually. All new and visiting staff members will become familiar with the document in order for there to be effective implementation of the strategies and processes involved to allow for consistency. The program was developed and aligned with Education Queensland’s policy regarding the management of student behaviour in a Supportive School Environment.

Bartle Frere State School employs a number of strategies to reinforce positive behaviour and participation through a positive approach.

THE FOLLOWING ARE EXAMPLES OF WHOLE SCHOOL ACTIVITIES:

1. **Student of the Week** – All students demonstrate qualities (academic, social, problem solving, honesty, sportsmanship, etc) that can be rewarded. The Student of the Week award is given at the discretion of the staff and teacher and is for all students in the school. A certificate and small prize is presented weekly and published in the school newsletter. A Student of the Year award is presented annually at our School’s Presentation Night.

2. **Sticker Books and Rewards** are awarded to deserving students each day throughout the year. All staff recognise individual students’ achievement and award the students with these stickers on an on-going basis.

3. **Student of Term/Year** are awards to students who consistently apply themselves in learning and interacting with others positively. This student positively engages in supporting other students in the school to develop social and academic skills.

4. **Social Skilling** is a weekly activity at this school. We believe that resilience is an important concept in learning tolerance. Each week time is set aside to develop skills using our social skilling program. Role-play is an important element to explicitly teach both good and inappropriate behaviour. All students are involved with developing friendly kids in a friendly classroom.

5. **Multi-age classrooms** develop social skills quickly as all students play and learn with each other everyday. Mixed ability learning enables the development of older students supporting younger students in the classroom. During play older students learn to be more flexible in accommodating younger students into their games. Fairness prevails in most situations and patience is a quality that all students learn quickly.

6. **Community events** showcasing our achievements (Sir Thomas Covacevich Bursary, parades, Babinda Respite)
## Targeted behaviour support/Intensive Behaviour Support

### LEVEL 1: FOCUS ON POSITIVE INDIVIDUAL BEHAVIOUR

**Student Behaviour**
- Respect the rights of self and others

**Teacher Action**
- Positively reinforce behaviour with appropriate comments and specific feedback
- Language of acknowledgement
- Verbal praise and encouragement
- Rewards – stickers
- Privileges – help classmates; free time
- Display work
- Awards
- Give responsibilities
- Share with others (Newsletters, email)
- Social Skilling Program
- Teach values of EQ (honesty, respect, fair-go, resilience etc)

**Extra Support**
- Involve fellow students, teachers and parents
- Share good work, successes with other teachers, parents, staff
- Send home a Happy gram, make a phone call, make parent contact
- Role-Play- both positive and negative

<table>
<thead>
<tr>
<th>Staying in seat</th>
<th>Language of acknowledgement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being on task</td>
<td>Verbal praise and encouragement</td>
</tr>
<tr>
<td>Following instructions</td>
<td>Rewards – stickers</td>
</tr>
<tr>
<td>Working quietly</td>
<td>Privileges – help classmates; free time</td>
</tr>
<tr>
<td>Caring for others</td>
<td>Display work</td>
</tr>
<tr>
<td>Showing initiative</td>
<td>Awards</td>
</tr>
<tr>
<td>Being prepared</td>
<td>Give responsibilities</td>
</tr>
<tr>
<td>Being courteous</td>
<td>Share with others (Newsletters, email)</td>
</tr>
<tr>
<td>Sharing</td>
<td>Social Skilling Program</td>
</tr>
<tr>
<td></td>
<td>Teach values of EQ (honesty, respect, fair-go, resilience etc)</td>
</tr>
<tr>
<td></td>
<td>Role-Play- both positive and negative</td>
</tr>
</tbody>
</table>

### LEVEL 2: FOCUS ON INDIVIDUAL MINOR MISBEHAVIOUR

**Student Behaviour**
- Basically respects the rights of others but has difficulties which affect self esteem. Minor disruptions.

**Teacher Action**
- Seek solution to problem with student. Consult with others. Employ strategies.
- Language of expectation, acknowledgement and correction.
- Reinforce success
- Soft verbal reminders
- Class meeting
- Informal parent contact
- Remind of school rules
- Social Skilling Program
- Teach values of EQ (honesty, respect, fair-go, resilience etc)
- Role-Play- both positive and negative

**Extra Support**
- Gain help from other staff or parents.
- Discuss strategies with fellow colleagues
- Parental input

<table>
<thead>
<tr>
<th>Not listening</th>
<th>Language of expectation, acknowledgement and correction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoidance behaviours</td>
<td>Reinforce success</td>
</tr>
<tr>
<td>No effort with homework/extension work</td>
<td>Soft verbal reminders</td>
</tr>
<tr>
<td>Annoying others</td>
<td>Class meeting</td>
</tr>
<tr>
<td>Rudeness</td>
<td>Informal parent contact</td>
</tr>
<tr>
<td>Not being ready</td>
<td>Remind of school rules</td>
</tr>
<tr>
<td>Not wearing hat</td>
<td>Social Skilling Program</td>
</tr>
<tr>
<td>Being in wrong play area</td>
<td>Teach values of EQ (honesty, respect, fair-go, resilience etc)</td>
</tr>
<tr>
<td>Not playing correctly</td>
<td>Role-Play- both positive and negative</td>
</tr>
<tr>
<td>Littering</td>
<td></td>
</tr>
</tbody>
</table>

Ancillary Staff and voluntary helpers praise, reward and model appropriate behaviour.
<table>
<thead>
<tr>
<th>LEVEL 3: FOCUS ON DISRUPTIVE BEHAVIOUR WHICH AFFECTS OTHERS Student Behaviour</th>
<th>Teacher Action</th>
<th>Extra Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violates the rights of others. Has continuing problems.</td>
<td>Consults with others. Employ strategies.</td>
<td>Gain help from other staff or parents</td>
</tr>
</tbody>
</table>

**Poor attitude to learning and work**
- Rude and unresponsive in class
- Calling out unnecessarily
- Continually arriving late
- Continued refusal to accept responsibility for actions
- Leaving classroom without permission
- Playing dangerously
- Damage to clothing, equipment or environment
- Using objects dangerously
- Disobeying instructions

**Teacher Action**
- Consistent strategy to address behaviour – 3 step approach – Remind, Warn (choice) and Act.
- Reinforce success (positive behaviours, positive actions
- Language of expectation, acknowledgement and correction
- Keep anecdotal records
- Use behaviour contracts
- Use appropriate time out
- Exclude from playground
- Exclude from class activity

**Extra Support**
- Link with Principal, ST/LD, Guidance Officer, Behaviour Teachers for advice and support.

**Link with Principal**
Incident report to Principal
Use re-referral form (Special Needs Policy/Procedure
Social Skilling Program
Teach values of EQ (honesty, respect, fair-go, resilience etc)
## LEVEL 4: FOCUS ON PERSISTENT DISRUPTIVE BEHAVIOUR

<table>
<thead>
<tr>
<th>Persistent disruption</th>
<th>Deliberate misbehaviour</th>
<th>Physical assault</th>
<th>Verbal assault</th>
<th>Damage to property</th>
<th>Leaving school grounds without permission</th>
<th>Ignores attempts to help</th>
<th>Refusal to cooperate with person on duty.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Behaviour</strong></td>
<td>Breaches the rights of others. Regular and serious infringements of other’s rights.</td>
<td><strong>Teacher Action</strong></td>
<td>Consistent strategy to address behaviour – 3 step approach – Remind, Warn (choice) and Act. Reinforce success (positive behaviours, positive actions Language of expectation, acknowledgement and correction Keep anecdotal records (One School) Use behaviour contracts Use appropriate time out Exclude from playground Exclude from class activity Formal parent contact Incident report to Principal Special Needs Referral Social Skilling Program Teach values of EQ (honesty, respect, fair-go, resilience etc)</td>
<td><strong>Extra Support</strong></td>
<td>Involve Principal and support staff</td>
<td>Appropriate support after Special Needs Referral – Behaviour Support Service; Guidance Officer.</td>
<td></td>
</tr>
</tbody>
</table>

## LEVEL 5: FOCUS ON SERIOUS ANTI SOCIAL BEHAVIOUR

<table>
<thead>
<tr>
<th>Abusive</th>
<th>Affects whole class</th>
<th>Dangerous activity</th>
<th>Uncontrollable</th>
<th>Uncooperative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Behaviour</strong></td>
<td>Seriously breaches rights of others and shows no signs to wanting to change.</td>
<td><strong>Teacher Action</strong></td>
<td>Language of Correction Formal suspension or exclusion Referral to Behaviour Support Services Referral to community agency One School</td>
<td><strong>Extra Support</strong></td>
</tr>
</tbody>
</table>
Ancillary Staff and voluntary helpers report inappropriate behaviour requiring consequences to Teacher/Principal. While these levels will be used to label behaviour, they will not be used to label students. Students and their carers will be required to meet with the principal, according to the flowchart, where behaviour at levels 4 and / or 5 will be discussed. This will not, however, lead to the child being labelled as “a level 4 / 5 student”; rather, their inappropriate behaviour will be addressed, and the expectation set, that the student should strive to consistently achieve behaviour at an acceptable level.

Emergency responses or critical incidents
All staff will become familiar with Level 1 to Level 5 of the Target Behaviour Support (Appendix 1). This flow chart outlines levels of behaviour and associated consequences. Through following this, consistent approaches to behaviour are maintained. This flowchart will be laminated and in view so that it is easily accessible to everyone in the school. Emergency responses to behaviour will be addressed by the Principal in consultation with District Office, the Guidance Councillor and other external agencies where relevant (Flexible Learning Centre).

Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like phones, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.
All students using the school’s MP3 players and other assisted technologies to enhance learning must ensure that their use is strictly adhered to. Failure to comply will result in discipline in which the student will be banned from using them.
All students and parents sign an agreement at the beginning of the year to ensure the safe use of technologies at this school.

Consequences for unacceptable behaviour
The following are rules specific to Bartle Frere State School. It is expected that all staff become familiar with these rules so that there is a consistent approach to student management. All students will become aware of the rules and consequences.
Responses to inappropriate behaviour will consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members.
<table>
<thead>
<tr>
<th>Responsibility and Cooperation</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Seats are for sitting on only</td>
<td>A fundamental difference exists between the concepts of consequences and</td>
</tr>
<tr>
<td></td>
<td>punishment.</td>
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<tr>
<td></td>
<td>Punishment is retribution for behaviour and has no agenda for the improvement</td>
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<tr>
<td></td>
<td>of attitude or behaviour.</td>
</tr>
<tr>
<td></td>
<td>Consequences are viewed as arising naturally from certain behaviour and are</td>
</tr>
<tr>
<td></td>
<td>known and determined in advance by staff, parents and children.</td>
</tr>
<tr>
<td></td>
<td>Consequences will be logical and appropriate to match the behaviour. It is</td>
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<tr>
<td></td>
<td>expected that staff will take into consideration all the factors involved and</td>
</tr>
<tr>
<td></td>
<td>use their professional judgment when setting consequences for students.</td>
</tr>
<tr>
<td></td>
<td>Restitution of vandalised property</td>
</tr>
<tr>
<td></td>
<td>One day minimum suspension for verbal/physical abuse of staff.</td>
</tr>
</tbody>
</table>

|                                        |                                                                             |
| o Injured people and no more than two  |                                                                             |
| buddies report to duty person          |                                                                             |

|                                        |                                                                             |
| o Each student is responsible for his/  |                                                                             |
| her own belongings                      |                                                                             |

| Safety                                 |                                                                             |
| o Students will be allowed in classrooms|                                                                             |
| only with permission and with a staff  |                                                                             |
| member’s presence.                      |                                                                             |

|                                        |                                                                             |
| o Walk on concrete                      |                                                                             |

|                                        |                                                                             |
| o All games will be played safely      |                                                                             |

| o Physical violence and other unsafe   |                                                                             |
| behaviour will not be tolerated        |                                                                             |

| Respect                                |                                                                             |
| o Treat all school property and grounds|                                                                             |
| with respect. Vandalism will not be    |                                                                             |
| tolerated.                             |                                                                             |
- Malicious comments/actions, or swearing at staff will not be tolerated.
- Swearing, inappropriate language or gestures inside classrooms or any area of the school will not be accepted.
- All school community members will be treated with respect.
- Hats will not be worn in the classroom.

**Health**
- No hat, no play. Stay in undercover area.
- Use toilets properly.
- Students will sit to eat food/drink in the undercover play area.
- All litter will be placed in bins provided.

**Network of student support**

This program was developed and aligned with Education Queensland’s Code of School Behaviour and is concerned with the management of student behaviour in a Supportive School Environment. A team approach to behaviour support includes the involvement of our school’s teaching principal, staff, students, parents and members of the wider community and personnel from other agencies. The Babinda Cluster Guidance Officer and Special Education Officer offer professional development.
and support to the school on a regular basis and have been consulted in the review of this behaviour plan. Staff from the Flexible Learning Centre and Mental Health are also available to the school if required.

The code of behaviour will be encouraged and maintained by all. The positive way that staff interact with students and the encouragement and recognition given to students who act responsibly will aid the success of the program. School rules and consequences will be displayed in classrooms, as well as specific safety rules for particular areas e.g. Kitchen; Physical Education. Students will be involved in the making of classroom rules and consequences which will be stated in a positive way. Logical consequences will be made known to all students. Parents will be made aware of class/school rules and be involved where possible.

The program will be reviewed annually. All new and visiting staff members will become familiar with the document in order for there to be effective implementation of the strategies and processes involved.

**Consideration of individual circumstances**

Responses to inappropriate behaviour will be considered with regard to the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members.

**Related legislation**

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- 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
Right to Information Act 2009
Information Privacy (IP) Act 2009
Bartle Frere State School 2012 – 2013

Related policies

SMS-PR-021: Safe, Supportive and Disciplined School Environment
CRP-PR-009: Inclusive Education
SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
SMS-PR-022: Student Dress Code
SMS-PR-012: Student Protection
SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
ICT-PR-004: Using the Department's Corporate ICT Network
IFM-PR-010: Managing Electronic Identities and Identity Management
SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
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)


Social Thinking http://www.socialthinking.com/

Gateways-Together we Can www.autismhelp.info

Endorsement
Principal
P&C President
Acting Regional Director

Date effective:
from ..........2012................. to .......... 2013

Bartle Frere State School