

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.

At Camp Hill Infants and Primary School our plan aims to create a safe, supportive and caring environment for teaching and learning which emphasizes rights and responsibilities of all members of our school community.

School beliefs about behaviour and learning

At Camp Hill Infants and Primary School we believe:

- Clearly defined expectations allow all members of the school community to feel safe and valued.
- Social and academic learning outcomes are maximized through consistent quality practices in curriculum delivery, interpersonal relationships and school organization.
- Promoting skills of responsible self management and assisting students with challenging behaviours to accept responsibility for themselves and their actions is a priority.
- Social and academic learning outcomes are maximized through the encouragement and development of children's capacity to act as agents of their own learning and for their views to be heard.
- Positive behaviour practices are defined, modelled and reinforced by all members of the school community in many ways including explicit teaching.
- Children exhibit positive behaviour when they are engaged and interested in their learning.
- Flexibility is required in the application of consequences to ensure consideration is given to an individual's circumstance, background and ability.
- Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

We expect that all members of the school community are:

- Courteous and respect the rights and feelings of others;
- Considerate of the rights of all to be working in a safe, supportive and productive environment;
- Cooperative in working together to achieve shared goals;
- Committed to doing their best and being positive.

To realise these expectations, we implement a process based around four key elements.
These are:

- Outcomes – academic and behaviour standards and targets that are endorsed and emphasized by students, parents, staff.

- Practices - interventions and strategies that are proven good practice.
- Data – information that is used to monitor behaviour, need for change and effects of interventions.
- System – supports that are needed to implement positive behaviour practices.

Outcomes:

- Academic and behaviour standards are developed and shared with students, parents and staff.
- Targets set in relation to these standards and outcomes are reviewed each year.
- Expectations match academic and behaviour standards and targets.

Practices:

- Values Education, Social Skills, Leadership Skills and Anti-Bullying are explicitly taught to promote non-violent, non-coercive and non-discriminatory attitudes and actions.
- The ethos of the school and classrooms is safe, positive and encouraging to promote development of individual's self-esteem.
- Curriculum programs are developed collaboratively to ensure a balanced, relevant and engaging curriculum.
- The participation of students in suitable artistic, musical, academic, sporting and recreational pursuits is encouraged to ensure opportunities for development of potential.
- Strategies and interventions are implemented to support positive behaviour and address inappropriate behaviour.
- There is consistency in expectations, communication, teaching strategies and approaches to supporting and managing students' behaviour.
- Individual circumstances and actions of students, and the needs and rights of school community members are considered in determining responses to inappropriate student behaviour.

Data:

- Children's behaviour is monitored in the playground and the classroom to inform practices and programs.
- School data is collated and analysed to monitor school-wide behaviour; to determine outcomes in relation to established standards and targets; and to inform planning and decision-making.
- Parents are:
 - kept informed of their child's behaviour
 - advised of strategies, programs and interventions implemented to support/address identified behaviour
 - expected to support school practices and reinforce at home.

System:

- Students are explicitly taught pro-social behaviour and provided opportunities to develop/practise skills and strategies.
- Staff expertise in relation to the development and support of pro-social behaviour is valued and developed.
- New staff is mentored in the development of behaviour support methods, curriculum knowledge and quality teaching and learning practices.
- The requirements of special needs groups, as well as mainstream students, are addressed to empower all children as learners.
- Positive partnerships are developed with the school and wider community to assist in the development and support of pro-social behaviour. These include:
 - Engagement of a range of support agencies to assist teachers, parents and/or students in addressing behaviours;
 - Involvement of community to assist/support a range of school activities;

Whole-school behaviour support

- Within the school community specific values, rights and responsibilities of students, parents and staff guide our Responsible Behaviour Plan.
- All staff at CHSI&PS have a duty of care for the children attending our school to ensure the children are safe, happy and treated fairly. The duty of care extends beyond the classroom, to the playground and when children leave the school on excursions, camps and other related activities.
- Clearly defined school rules are articulated. It is important for all children and teachers to be familiar with these so that expectations and management of behaviour are consistent.
- A Classroom Management Plan, co-constructed by the class teacher and children explains classroom rules, consequences and routines.

Whole-school programs and practices foster responsible behaviour. These include:

- programs to develop Social Skills, Leadership, Enrichment, Peer Support
- practices and Strategies – modelling, scaffolding, role-play, drama
- activities that engage children, foster values and pro-social behaviours eg camps, excursions, sport, team-events, lunch-time activities, ceremonies, events
- activities that recognise achievement and celebrate success eg showcasing of work, achievement awards, displays

Targeted behaviour support

Some groups of children and individuals require additional support and assistance to demonstrate positive behaviour. Behaviour support for these children involves:

- A consistent approach, with consistent language used by staff

Tailored programs and practices to explicitly address identified behaviour. These include:

- Social Skills Program, Play Program,
- Stop Think Do, Friendly Kids Friendly Classrooms
- Mentoring, coaching, counselling
- Additional playground support

Involvement of parents to develop coordinated approach

Keeping parents informed through:

- Keep-In-Touch book,
- Phone calls, meetings

Intensive behaviour support

At times, a child's behaviour is such that it is necessary for an Individual Behaviour Plan (IBP) to be initiated. It aims to increase the child's self-control and skills in order for him/her to use appropriate social behaviour, to support and maximise participation in the learning environment.

An IBP is developed:

- in consultation with a member of the Administration Team, the classroom Teacher, the Guidance Officer, the parent and sometimes the AVT Behaviour or a member of an external agency.
- A case manager (usually other than the classroom teacher) is appointed.
- The plan is guided by relevant data collection.
- It identifies the target behaviour/s and management strategies to be implemented.
- It is explained to the child and his/her parents so they are familiar with procedures.
- Specific behaviour plans are disseminated to all staff.
- Individualised behaviour support similar to the Targeted Behaviour Support is provided.

Consequences for unacceptable behaviour

- While the focus is on proactive and preventative approaches, certain types of behaviour are unacceptable.
- Consequences for unacceptable behaviour are consistently applied.
- When applying consequences consideration is given to both the individual circumstances and actions of the student and the needs and rights of the school community members.

- Where possible, natural and/or logical consequences are applied. eg The consequence for disrupting a game results in sitting out the game.
- Students' unacceptable behaviour is monitored and recorded.
- Persistent inappropriate or unacceptable behaviour (eg wilful disobedience) and/or unacceptable behaviour of a severe nature (eg conduct prejudicial to the good order and management of the school) may result in suspension or exclusion. Such responses will be used after consideration has been given to all other responses.
- Data on nature and frequency of unacceptable behaviour is used to inform outcomes in relation to standards and targets, identify support required and evaluate programs and interventions.

The network of student support

Our approach to behaviour support includes involvement of all stakeholders in our school community.

These include:

- Administration
- Staff
- Students
- Parents/Caregivers
- Guidance Officer
- Behaviour AVT
- SEU
- External Agencies
- Chaplin
- Adopt-a-Cop
- Community Role Models

Consideration of individual circumstances

Responses to inappropriate behaviour will be determined through giving consideration to the particular situation and context, the individual circumstances and actions of the student and the needs and rights of the whole school community.

The circumstances surrounding the incident will be considered prior to determining the consequence. For example, was the behaviour pre-meditated, provoked, reactionary or as a result of a specific disability.

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
- Transport Operations (Passenger Transport) Regulation 2005
- Education Policy and Procedures Register

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)
- National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
- 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)
- Code of Conduct for School Students Travelling on Buses
<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>