



RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

Rationale

Goondi State School is committed to creating a respectful, positive and safe learning environment that is based on mutual trust, provides social support for all students and fosters positive attitudes to learning, participation and achievement.

This plan is integral to maintaining a school environment where students are able to learn and develop without disruptive behaviour hindering their success and enjoyment of learning, and where staff can teach without disruptive behaviours hindering the effectiveness and enjoyment of teaching.

Our ultimate goal is to have a school where people want to obey and follow rules because they care about each other and because it makes our school a better place.

School Beliefs About Behaviour and Learning

Our school community believes that the establishment of good discipline in our school is dependent on four key factors.

Consistency – Consistent approaches by all staff and clear expectations of student behaviour.

Ownership – Managing student behaviour in a variety of settings is the responsibility of all staff.

Dealing – All instances of misbehaviour have a consequence and are dealt with in a timely and effective manner in accordance with the plan.

Ethos – Developing a school ethos and culture where a high standard of behaviour is the norm.

These beliefs operate effectively in a supportive school environment where:

- All members feel safe and valued.
- Social and academic outcomes are maximised through quality curriculum, positive interpersonal relationships and good school organisation.
- Non-discriminatory, non-violent and fair actions are practised.
- There are programs in place to develop and acknowledge good behaviour and procedures to respond to misbehaviour.
- Suspension and exclusion are considered when all other approaches have been exhausted.

Facilitating Standards of Behaviour and Responding to Unacceptable Behaviour

Whole-School Behaviour Support

Our whole-school approach is based around the Goondi Behaviour Code framework (Appendix A) which has five foundations (The Goondi 5) – BE SAFE, PARTICIPATE and WORK HARD, SHOW RESPECT, GET ORGANISED and BOUNCE BACK. The framework draws elements from the Student Code of Behaviour and the You Can Do It! Program and forms the basis for the following whole-school strategies.

Teaching Positive Behaviour

Units of work have been developed to teach positive behaviour and are implemented throughout the year commencing with a one week unit at the beginning of the year and followed by focused one-day units each term. These teaching units ensure that students in all year levels have a good understanding of the Goondi Behaviour Code, school rules based on the code and the consequences that can result from inappropriate behaviour. More importantly, they help instil within students the internal qualities necessary for achievement and social-emotional development by explicitly teaching the foundations of *safety, participation and hard work, respect, organisation and resilience* as well as conflict resolution skills and strategies for responding to bullying and harassment.

Evaluating Student Behaviour

The school's Key system encourages students to use self-evaluation to develop self-improvement. Students work towards maintaining a key level (outlined in Appendix A) with the aim of achieving the highest standard. All students begin each new term on a C standard key level.

Behaviour reflection days are held in the middle and at the end of each term where teachers hold group and individual student conferences to acknowledge positive behaviours, identify areas in need of improvement and to allocate key level standards.

An important part of the process is acknowledging and rewarding good standards of behaviour. A *Goondi 5 Day* is held at the end of each term. Students who have attained key level status at the end of term participate in a number of special reward activities throughout the day. Students who achieve an A standard at the end of each term are recognised at a special assembly and rewarded with a certificate of achievement.

Targeted Behaviour Support

Teachers respond to low level misbehaviour by giving clear directions, reinforcing positive behaviour and using verbal and non-verbal messages to warn or cue the student.

When these misbehaviours continue the teacher may use the following targeted interventions:

- “Think Chair” –student rejoins class after completing reflection sheet and agreeing to comply.
- Use of reward/recognition program to encourage on-task and appropriate behaviour.
- Revisiting the *Goondi 5* key level with the student and reinforcing the positive indicators.
- Contact with parents if problems persist to develop a supportive and coordinated approach.
- Keeping a record of the student’s behaviour to gauge when more support is needed.
- Consulting with the school’s Guidance Officer and other support personnel.

When a student’s misbehaviour continues to disrupt the class, or when minor infringements move to more serious breaches of the school’s plan (Level 3 behaviours) more extensive support is warranted. A student at this level is issued with a “Red Slip” and is withdrawn from the classroom or playground to the administration area where they are supported by a member of the administration to complete a Level 3 Reflection Sheet, Personal Behaviour Plan and formal written apology. Parents are informed and incidents are recorded on the school’s behaviour database to monitor progress.

Intensive Behaviour Support

Intensive behaviour support is required when a student continues to exhibit serious breaches of the school’s plan (Level 3) and where there is a distinct risk of learning disengagement and or serious injury to students and others. The student is referred to the Student Support Team. An Individual Behaviour Support Plan is developed by members of the SST, teacher and parents. The plan may include:

- Referral to the Guidance Officer for assessment and regular counselling and behavioural support.
- Use of a mentor, buddy teacher or teacher aide to encourage positive behaviours.
- Modification of the class timetable, an alternative program and structured recess time activities.
- Daily Behaviour Record to provide daily updates to administration and parents.
- Referral to external agencies for specialised support.

Consequences for Unacceptable Behaviour

In alignment with The Code of School Behaviour when applying the consequences overleaf, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. Factors taken into consideration may include:

- Age of the child
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse

Network of Student Support

The network of support at Goondi State School includes the involvement of the Student Support Team and other agencies. The Student Support Team meets regularly to develop strategies for students who require more targeted or intensive support. The team consists of the Principal, Deputy Principal, Guidance Officer, Support Teacher Learning Difficulties, Students With Disabilities Teacher, Early Intervention Teacher and the Classroom Teacher.

Government agencies such as the local Child Youth Mental Health Service, Department of Child Safety, Queensland Health Services and Child Protection Investigation Unit also work closely with the school to provide support when necessary.

	BEHAVIOUR	POSSIBLE CONSEQUENCES
LEVEL 1	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> Littering Ignoring instruction Lateness to class Uniform/make-up/hair/jewellery transgressions Careless use of school or other equipment Minor safety issues – no hat, running on concrete etc Not meeting work expectations Playing in non designated areas eg gardens, other year level areas. Eating drinking in non-designated areas. Bringing toys, game cards, electronic games/media to school. Not getting ready for class or activity Minor arguments eg squabble over a ball. 	<p>Possible consequences could include:</p> <ul style="list-style-type: none"> Verbal negotiation or warning. Reminder of classroom or playground expectations and rules. Asking student to demonstrate understanding of school rule. Temporary confiscation of personal items. <p>If repeated applications of the above actions produce no improvement in the student's behaviour, then a Level 2 consequence may be applied.</p>
LEVEL 2	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> Continued level 1 behaviours. Refusal to participate in program of instruction. Disruptive behaviour in class. Disruptive behaviour in play ground. Disruptive behaviour at sport activities. Insolence. Disruptive behaviour on excursions. Minor teasing Inappropriate language (not including abusive language or swearing) eg put downs. Rough play and handling. Not completing homework or assignments. 	<p>Possible consequences could include:</p> <ul style="list-style-type: none"> In-class separation or isolation to the Think Chair where student completes a "Think About It" reflection sheet. Removal from classroom for one-on-one resolution with teacher. Removal from playground activity for one-on-one resolution with teacher. Time out from playground activity or sport activity. Assign student to accompany you on playground duty. Assign student a supervised lunchtime detention. Withdrawal of privileges. Parents notified for repeated "Think Chair" incidents. <p>If repeated applications of the above actions produce no improvement in the student's behaviour, then a Level 3 consequence may be applied.</p>
LEVEL 3	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> Continued Level 2 behaviours Wilful and persistent disobedience Harmful teasing All forms of bullying Physical aggression not resulting in a fight eg pushing, kicking, hitting etc Abusive language including swearing and racist remarks directed at other students. Use of vulgar language or actions. Significant verbal threats to students and intimidation of students. Vandalism – graffiti and breakage. Leaving school grounds without permission. Theft of valuables. Truancy. Possession and use of mobile phone. Inciting others to behave inappropriately. "Dacking" other students Chewing bubble gum. Unexplained absence from class or detention. 	<p>Possible consequences could include:</p> <p>ISSUING OF RED SLIP</p> <ol style="list-style-type: none"> Details of incident recorded on Red Slip Student attends detention session in Admin. Student completes Level 3 Reflection Sheet. Formal written apology completed. Details of incident entered into Behaviour Management database. Formal letter to parents explaining incident. <p>Other possible consequences:</p> <ul style="list-style-type: none"> Referral to Student Support Team for assessment or support – Guidance Officer, STLD, AVT. Individual Behaviour Support Plan Monitoring program – Daily Behaviour Record Resolution between coordinator aggrieved party and student. Peer mediation or restorative conference. Class or school community service. Restitution. Formal parent interview Interagency referral Excluded from attending camps, excursions or district sport events.
LEVEL 4	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> Continued Level 3 behaviours Fighting resulting in injury. Assault of other students Major vandalism Major theft. Abusive language directed at staff. Intimidation of staff. Smoking cigarettes and or possession of tobacco products. Possession and or consumption of alcohol. Gross indecency. Sexual harassment/misconduct. Pornography Using internet or other electronic means to direct abusive language or make threats. 	<p>Possible consequences could include:</p> <ul style="list-style-type: none"> Suspension in line with Education Queensland Policy SM-16 Student Disciplinary Absences (1-5 days) followed by re-entry meeting with parents and development of Individual Behaviour Contract. Restorative conference on return from suspension. Restitution Police notification. Outside agency referral.
LEVEL 5	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> Extreme or repeated incidence of level 4 behaviour. Possession, use and or supply of illegal drugs. Other substance abuse Possession of a weapon. Use of a weapon. Violent assault. Gross misconduct that is not in the power of the school to address or modify. 	<p>Possible consequences could include:</p> <ul style="list-style-type: none"> Suspension in line with Education Queensland Policy SM-16 Student Disciplinary Absences (6-20 days) followed by re-entry meeting with parents and development of Individual Behaviour Contract. Recommendation for exclusion in line with Education Queensland Policy SM-16 Student Disciplinary Absences. Police notification.

THE GOONDI CODE OF STUDENT BEHAVIOUR

Students are expected to:

BE SAFE – conduct themselves in a lawful, safe and responsible manner.

PARTICIPATE and WORK HARD – participate actively in the school’s education program.

SHOW RESPECT – demonstrate respect for themselves, members of the school community and the school environment. Behave in a manner that respects the rights of others including the right to learn. Cooperate with staff and others in authority.

GET ORGANISED – take responsibility for their learning.

BOUNCE BACK – react positively to set backs.

Maintain a key level and strive to reach the highest standard.

GOONDI 5! (Keys to Success)	KEY LEVEL			Improvement needed to reach Key Level	
	A	B	C	D	E
BE SAFE	<p>Always</p> <ul style="list-style-type: none"> • Uses playground/classroom equipment safely; • Demonstrates awareness of personal space of self and others; • Follows school rules and routines; • Moves safely through school environment; • Resolves conflict without aggression. • Takes care of own body- is sun safe. 	<p>Most of the time</p> <ul style="list-style-type: none"> • Uses playground/classroom equipment safely; • Demonstrates awareness of personal space of self and others; • Follows school rules and routines; • Moves safely through school environment; • Resolves conflict without aggression. • Takes care of own body- is sun safe. 	<p>Usually</p> <ul style="list-style-type: none"> • Uses playground/classroom equipment safely; • Demonstrates awareness of personal space of self and others; • Follows school rules and routines; • Moves safely through school environment; • Resolves conflict without aggression. • Takes care of own body- is sun safe. 	<p>Sometimes</p> <ul style="list-style-type: none"> • Uses playground/classroom equipment safely; • Demonstrates awareness of personal space of self and others; • Follows school rules and routines; • Moves safely through school environment; • Resolves conflict without aggression. • Takes care of own body-is sun safe. 	<p>Rarely</p> <ul style="list-style-type: none"> • Uses playground/classroom equipment safely; • Demonstrates awareness of personal space of self and others; • Follows school rules and routines; • Moves safely through school environment; • Resolves conflict without aggression. • Takes care of own body- is sun safe.
PARTICIPATE and WORK HARD	<p>Always</p> <ul style="list-style-type: none"> • Completes tasks to a satisfactory level. • Contributes to class discussions and activities. • Prepared to take risks and accept challenges • Stays on task. • Works tough and does not give up. 	<p>Most of the time</p> <ul style="list-style-type: none"> • Completes tasks to a satisfactory level. • Contributes to class discussions and activities. • Prepared to take risks and accept challenges • Stays on task. • Works tough and does not give up. 	<p>Usually</p> <ul style="list-style-type: none"> • Completes tasks to a satisfactory level. • Contributes to class discussions and activities. • Prepared to take risks and accept challenges • Stays on task. • Works tough and does not give up. 	<p>Sometimes</p> <ul style="list-style-type: none"> • Completes tasks to a satisfactory level. • Contributes to class discussions and activities. • Prepared to take risks and accept challenges • Stays on task. • Works tough and does not give up. 	<p>Rarely</p> <ul style="list-style-type: none"> • Completes tasks to a satisfactory level. • Contributes to class discussions and activities. • Prepared to take risks and accept challenges • Stays on task. • Works tough and does not give up.
SHOW RESPECT	<p>Always</p> <ul style="list-style-type: none"> • Shows respect for self. • Respects belongings of self and others; • Demonstrates awareness of rights and feelings of others; including the right to learn • Listens to and follows instructions and directions; • Cooperates with staff and others in authority. • Follows class/school expectations. 	<p>Most of the time</p> <ul style="list-style-type: none"> • Shows respect for self. • Respects belongings of self and others; • Demonstrates awareness of rights and feelings of others; including the right to learn • Listens to and follows instructions and directions; • Cooperates with staff and others in authority. • Follows class/school expectations. 	<p>Usually</p> <ul style="list-style-type: none"> • Shows respect for self. • Respects belongings of self and others; • Demonstrates awareness of rights and feelings of others; including the right to learn • Listens to and follows instructions and directions; • Cooperates with staff and others in authority. • Follows class/school expectations. 	<p>Sometimes</p> <ul style="list-style-type: none"> • Shows respect for self. • Respects belongings of self and others; • Demonstrates awareness of rights and feelings of others; including the right to learn • Listens to and follows instructions and directions; • Cooperates with staff and others in authority. • Follows class/school expectations. 	<p>Rarely</p> <ul style="list-style-type: none"> • Shows respect for self. • Respects belongings of self and others; • Demonstrates awareness of rights and feelings of others; including the right to learn • Listens to and follows instructions and directions; • Cooperates with staff and others in authority. • Follows class/school expectations.
GET ORGANISED	<p>Always</p> <ul style="list-style-type: none"> • Is prepared for class and school activities. • Manages time effectively • Completes homework and assignment tasks. • Can work independently. 	<p>Most of the time</p> <ul style="list-style-type: none"> • Is prepared for class and school activities. • Manages time effectively • Completes homework and assignment tasks. • Can work independently. 	<p>Usually</p> <ul style="list-style-type: none"> • Is prepared for class and school activities. • Manages time effectively • Completes homework and assignment tasks. • Can work independently. 	<p>Sometimes</p> <ul style="list-style-type: none"> • Is prepared for class and school activities. • Manages time effectively • Completes homework and assignment tasks. • Can work independently. 	<p>Rarely</p> <ul style="list-style-type: none"> • Is prepared for class and school activities. • Manages time effectively • Completes homework and assignment tasks. • Can work independently.
BOUNCE BACK	<p>Always</p> <ul style="list-style-type: none"> • Is resilient and reacts positively to setbacks. 	<p>Most of the time</p> <ul style="list-style-type: none"> • Is resilient and reacts positively to setbacks. 	<p>Usually</p> <ul style="list-style-type: none"> • Is resilient and reacts positively to setbacks. 	<p>Sometimes</p> <ul style="list-style-type: none"> • Is resilient and reacts positively to setbacks. 	<p>Rarely</p> <ul style="list-style-type: none"> • Is resilient and reacts positively to setbacks.

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*

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

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>
- 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)
- You Can Do It! Program – Dr Michael Bernard

Endorsement

Arthur Scippa
Principal

Andrew O'Farrell
P&C President

Colin Allen-Waters
EDS – Tablelands/Johnstone