Lower Tully 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.

The Lower Tully School Community is committed to learning, respect and
optimism through a secure, supportive and cooperative environment, which
recognises and accepts individual differences. Our school fosters a warm,
supportive environment where students can be happy and where optimal learning
can take place.

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
Our actions at Lower Tully State School are underpinned by the following beliefs
about behaviour and learning:

- positive behaviour and strong learning are linked decisively
- Students learn best in happy, comfortable environments
- Self confidence is fundamentally developed through an ethos of
  “having a go” and risk taking
- All students have a capacity to learn albeit at different rates
- a wide exposure to opportunities for learning needs to be fostered
  with engagement at different levels structured
- difference needs to be recognised and fearless self expression
  promoted
- tolerance and resilience are fundamentals
- education is a life-long process
- timely support and feedback assists learning tremendously
- all participants need to enjoy the learning journey without an
  overemphasis on the destination
- an attractive environment enhances learning
- students, parents and staff are team members
Our Philosophy
Staff and students at Lower Tully State School have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. To enable this productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed. Ultimately, each individual must be responsible for his/her own actions. The behaviours we foster and promote include good citizenship, are fair and non-violent and encompass such qualities as respect, politeness, self-discipline and co-operation. We respect the importance of the individual's intellectual, social, emotional and physical growth whilst maintaining that the exercise of individual rights and responsibilities must contribute to a positive community spirit. Parental consultation, support and involvement are essential to the Supportive School Environment at our school.

Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

Whole-School Behaviour Support
Our whole school approach provides a supportive learning environment through:

- open communication with the school community on The Code of School Behaviour and the school's Responsible Behaviour Plan for Students
- shared school values and a positive, inclusive culture
- establishment of agreed programs and procedures that are known and understood by all members of the school community
- staff, student and parent access to professional development, education or training
- managing of incidents through clear and well-understood processes
- supporting students and building strong community relationships.

A crucial component of our whole school approach to positive behaviour support is The Virtues Project across all year levels. This arose from the identified need to build character in our students through a systemic approach. Virtues are the content of our character, the elements of our spirit. They exist within each child in potential. Our approach needs to help children act on the best within them, “to be the best that they can be”. The project has very close ties with the Values in Education program developed through the National Framework for Values Education. However virtues are more elemental than values and are universally accepted by all cultures.

The Virtues Project has at it core five strategies which aim to transform the culture of our school and provide simple tools to use every day to make character education a natural part of the children’s education. The five strategies include:

- Speak the language of the Virtues
- Recognise Teachable moments
- Set clear boundaries
- Honour the Spirit
- Offer the art of Spiritual Companioning.
Procedures For Upholding The Code Of School Behaviour and Responsible Behaviour Plan for Students

Encouraging and maintaining positive behaviours

Classroom rules and expectations:
- reflect the values of the wider school community
- embody the key messages and a common language
- recognise and focus on positive practices and behaviours
- are fair, clear and framed in a positive way
- are developed collaboratively with the class and continually revisited
- are modelled by staff
- are implemented in a consistent, fair and just manner.

Teaching Expected Behaviours

Understanding Expectations Process

The process for developing an understanding of the expected behaviours involves:
- working collaboratively with the whole school community
- modelling of expected behaviours by all staff at all times
- systematically teaching and reinforcing the expectations at the whole school level (assemblies, newsletters, special events etc) and at the classroom level (focussed lessons on relevant topics and using a common teaching framework along with incidental but focussed learning situations)
- all staff repeatedly re-teaching the expectations and correcting students as part of their everyday practice.
# Targeted Behaviour Support

Due to the size of our school, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher. Strategies used for targeted behaviour support include:

| Curriculum Adjustment | Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:  
|                       | • working with a teacher aide or learning support teacher  
|                       | • adjusted class work  
|                       | • working with a peer or older student. |
| Verbal                | Verbal reinforcement, used every day in both the classroom and playground, includes:  
|                       | • specific reinforcement e.g. Thank you for sitting down.  
|                       | • Targeted direction giving. |
| Non-Verbal            | Non-verbal reinforcement, used every day in both the classroom and playground, includes:  
|                       | • body language – smile, thumbs up  
|                       | • privately understood signals  
|                       | • proximity to the child in terms of desk placement or where staff members are standing  
|                       | • awards. |
| Increased attention   | Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:  
|                       | • One on one curriculum support with the teacher  
|                       | • Teacher aide support  
|                       | • Work with another member of school staff  
|                       | • Curriculum support through an older classmate. |
| Communication within the school community | Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home. |
| Added responsibilities - meaningful roles | A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:  
|                       | • Peer tutoring  
|                       | • Working with a younger or older classmate  
|                       | • Classroom jobs  
|                       | • School jobs. |
TRP Philosophy

Additionally we’ll embrace the philosophy of the Taking Responsibility Programme to assist with the management of individual cases. The TRP endeavours to produce:

- A positive school and classroom climate
- Friendly, respectful relationships with others
- The ability for students to think before acting
- A safe environment
- The ability to self-regulate behaviour
- More on-task, purposeful learning experiences resulting in quality output.

Furthermore involvement in the program can mean:

- More open communication among parent, child and school
- Follow-up and follow-through of behaviour issues
- Clear guidelines and boundaries
- Targeted problem solving – students look at the why and how of their behaviour and actions and are shown strategies to help them take responsibility and make sensible, thoughtful choices
- Buy-in from the whole school community
- An individual approach as opposed the “one size fits all” approach.

Intensive Behaviour Support

At our school, all students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach.

A functional analysis approach to assessing behavioural problems is adopted involving a systems approach which looks at the ‘whole’ child. It covers such areas as:

Case Management:
The case manager for each student who is identified as “seriously at risk” should be the class teacher. However a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

- collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc
- referral for discussion with the Principal and class teacher
- referral to Guidance Officer for assessment and preliminary behavioural support
- referral to Advisory Visiting Teacher for Behaviour Support for consultation or support
- full team collaboration to undertake a functional behavioral assessment and develop an Individual Behaviour Support Plan.
Strategies used will be Preventative, Supportive and/or Corrective.

**Preventative** – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

**Supportive** – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

**Corrective** – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

**Consequences for Unacceptable Behaviour**

In alignment with The Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

**Strategies to implement supportive, fair, logical and consistent consequences include:**

1: **Classroom Management**
   The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non verbal messages to alert or cue the student.

2: **Restatement, Rule Reminders**
   The teacher adds a combination of the following strategies to address the student’s behaviour: restatement of the rule, giving a specific direction, giving the student a choice eg to work/play appropriately or move to a different area/activity.

3: **Time Away/Time Out**
   The student is sent to a different part of the current classroom, another classroom or a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, non-punitive manner. Continual or serious disturbances may result in the student being referred to the Principal and parents/carers being notified.
4: Teacher and Student Plan of Action
If a student’s behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted. If additional support is required to implement the plan the teacher will negotiate with the Principal and other specialists.

5: School Intervention and Recording of Student’s Inappropriate Behaviour
The school will provide counselling if required and make genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour will be recorded in the school’s Student Management System.

6: External Assistance
A functional behaviour assessment is completed in consultation with the relevant people such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.

7: Monitoring and Review
Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.
In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.

Step 8: Suspension Procedures
This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.

Step 9: Recommendation for Exclusion
This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.
The Network of Student Support
Consideration of Individual Circumstances

Our School uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

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<thead>
<tr>
<th>SCHOOL BASED SERVICES</th>
<th>DISTRICT &amp; OTHER E.Q. SERVICES</th>
<th>COMMUNITY SERVICES</th>
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<tbody>
<tr>
<td>Guidance Officer</td>
<td>District Advisory Visiting Teacher for Behaviour Support</td>
<td>Department of Child Safety</td>
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<tr>
<td>Special Education Teacher</td>
<td>Senior Guidance Officers</td>
<td>Juvenile Aid Bureau</td>
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<td></td>
<td>Access to Behaviour Management Funds</td>
<td>Police Liaison Officer</td>
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<td></td>
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<td>Qld Health Services (Nurse)</td>
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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