



Ramsay 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 school's purpose statement indicates that a supportive school environment needs to exist to provide students with the opportunity to gain maximum benefit from their school years. A supportive school environment is one in which the rights of all members of the school community are respected and this ensures that everyone has the opportunity to achieve their goals, safely and happily.

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School beliefs about behaviour and learning

We believe in a positive approach to managing behaviour using the Positive Behaviour for Learning approach. We encourage our students to be responsible for their own learning and behaviour, supported by appropriate modelling and teaching by staff and the school community. Home, school and community have complementary roles to play in setting and maintaining an acceptable standard of student behaviour. They have a joint responsibility to lead, guide and influence students to accept and observe that standard. This plan, integrated with curriculum and management strategies, will assist in developing a strong sense of pride, positive attitudes and future direction of Ramsay State School.

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

Individual management plans will be developed for those students who exhibit challenging behaviour, or with ongoing behavioural or developmental needs which require individual support to define desired behavioural outcomes. These students have not responded to the behavioural management strategies operating in the school, with potentially damaging effects on other students and staff and seem to be destined for suspension or exclusion. The Individual Management Plan is a management and teaching process rather than a disciplinary process as discipline options may have been exhausted.

To ensure clear expectations of our standards of behaviour for all students are set and agreed to by students, staff and parents, a behaviour contract system has been set up in negotiation with staff, students and parents. Our contracts operate at two levels: School Contract; Classroom Contract.

If a behavioural contract is required either at classroom level or school level, it will be negotiated with student and parents.

Whole-school behaviour support



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“School-wide Positive Behaviour Support is a systems approach to establishing the social, culture and behavioural supports needed for all children in a school to achieve both social and academic success. PBL is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies.” (G.Sugai, R. Horner; 2007)

Positive behaviour for learning can effectively address a range of behavioural needs- from students who just need minor support to those who require more intensive in-depth support.

The goal of PBL is to enhance the capacity of schools to educate all students, especially students with challenging social behaviours, by establishing an effective continuum of systems and practices.

The continuum is characterised by:

- a) An emphasis on prevention
- b) An increasing intensity of intervention for increasing intensities of problem behaviour using a three tiered approach
- c) A provision of basic proactive programming (primary prevention) for all students by all staff in all settings.

With PBL:

- Expectations for student behaviour are defined by a school based team with input from all staff and parent representatives.
- Effective behavioural support is implemented consistently by staff and administration.
- Appropriate student behaviour is **taught**.
- Positive behaviours are publicly acknowledged.
- Problem behaviours have clear consequences.
- Data is collected on student behaviour, monitored and used to target patterns of behaviour in the school.
- **Effective behavioural support strategies are designed to meet the needs of all students in all settings across the whole school**

Most students at Ramsay State School will only need the support provided through the school wide prevention program. The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Ramsay State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating, teaching and practising behavioural expectations is the universal behaviour support strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

Our three school expectations form the basis of our behaviour matrix- Respect, Responsibility and Resilience. The Expectations Teaching Matrix outlines our agreed values and specific behavioural expectations in all school settings.

Behaviour is shaped by the reinforcement it receives and the kind of consequences occurring after the behaviour, help to determine the way in which the behaviour continues.



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The staff reinforce positive behaviour through consistent recognition and rewards for appropriate behaviour.

Reinforcement is not manipulation. The ultimate goal of all external reinforcement is the natural reinforcement enjoyed as a result of the appropriate behaviour. The ultimate goal is to move from teacher intervention to self-reinforcement and thus expecting children to take responsibility for their own behaviour.

Reinforcing expected school behaviour

Communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. A recognition and monitoring system has been developed within classrooms and across the school. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

- Behaviour walls in each classroom display our expectations matrix including the school and classroom strategies to reinforce expected behaviours including a focus on positive consequences.
- Each week AWARDS are presented on assembly to students demonstrating our expectations. A student from each class is recognised for demonstrating an aspect of our expectations or improvement in either academic study or behaviour.
- For positive behaviour, students are awarded points that correspond with our expectations – for Respect, for Responsibility and for Resilience. The number of points is recorded each day and can be redeemed for rewards.

Targeted behaviour support

Each year a small number of students are identified through data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

A variety of strategies and adjustments will be implemented to assist these students to maintain expected behaviour.

Students whose behaviour does not improve or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support

Ramsay State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

Our Behaviour team:

- works together to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection



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- makes adjustments as required for the student, and
 - works with all staff to achieve continuity and consistency.
- Following referral, the principal contacts parents and any relevant staff members to begin the assessment and support process. In some cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

Consequences for unacceptable behaviour

Re-directing low-level and infrequent problem behaviour

- When students exhibit low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.
- Use the redirection prompt card below:-

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or using playtime for work completion.
- The staff member takes the student aside and:
 1. names the behaviour that student is displaying,
 2. asks student to name expected school behaviour,
 3. states and explains expected school behaviour and allows student to demonstrate and practise
 4. gives positive verbal acknowledgement for demonstrated expected school behaviour

Consequences for major behaviours may include:

- Time in office
- Removal from class and play routine
- Alternate programs
- Loss of privileges including withdrawal from excursions, school activities and special events. Duration of loss is at the discretion of the principal and will be determined by the behaviours.
- Restitution
- Referral to Guidance Officer and/or the Intensive Support Behaviour Team.
 - Internal suspension –child is withdrawn from instruction and the playground and given work to do isolated from other students.
- Suspension
- Cancellation of enrolment

The network of student support

Teacher, Principal, Teacher Aides, Administrative Assistant, Visiting Specialist Teachers including those from the PBL Behaviour Team, Guidance Officer,



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Support Teacher Learning Difficulties, Police including support from the Drayton Adopt-a-cop, Juvenile Aid Bureau, Kids Helpline

Consideration of individual circumstances

In responding to inappropriate behaviour, individual circumstances will be taken into consideration in any behaviour issues, having due regard for the particular situation and context, individual circumstances and actions of the student, 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*
- *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

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.bullingnoway.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>
- Rogers, Bill. (1995) *Behaviour Management A Whole School Approach* Scholastic. Australia.
- Rogers, Bill. (1997) *Cracking the Hard Class Strategies for Managing the Harder than Average Class*. Scholastic. Australia

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