APPLETHORPE STATE SCHOOL

Responsible Behaviour Plan for Students

Rationale

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

The **Applethorpe State School** community accepts its responsibility in promoting the ideal 'Better Behaviour – Better Learning' as outlined in the code. This document is a result of close consultation with the community including the opportunity for input by all stakeholders.

The school will regularly review the procedures outlined in this document and implement them in accordance with the guidelines of Education Queensland - The Code of School Behaviour
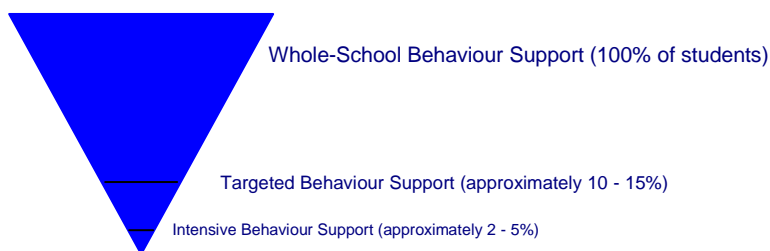
School beliefs about behaviour and learning

For any organization to function in society, structures must be in place that deals with different behaviours that may occur in any given societal setting. Managing behaviour in a responsible behaviour plan at **Applethorpe State School** refers to the functioning of the school community through a system of relationships, rules, rewards and sanctions designed to promote and develop self-discipline within students.

The correct mix of professionalism, respect, innovation, inclusiveness and high expectations will result in a better learning environment for all school community members.

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

All members of the school community must be aware of the power of positive reinforcement and praise. This can be the most effective form of behaviour management and should be used whenever possible to allow children to see the more positive consequences of acceptable behaviour.

Whole-School Behaviour Support (100% of students)

Targeted Behaviour Support (approximately 10 - 15%)

Intensive Behaviour Support (approximately 2 - 5%)

Whole-School Behaviour Support

Integral parts of our Supportive School Environment are the **Applethorpe State School Behaviour Management Procedures**. These procedures are based on the acceptance by all students and community members of the school's five **CORE VALUES.**

- Good Manners
- Respect for others
- Respect for ourselves
- Pride in our work   and
- Pride in our school.

 All students are encouraged to take responsibility for their own actions and understand that with rights come responsibilities.

Our school has a number of measures in place which focus on the recognition of positive behaviour by students as outlined below-

---

Recognition of Positive Behaviours

In class-   Classroom reward systems- (individual teachers)
              Principal's awards –good work / behaviour
              Student of the week awards

By School   Recognition of outstanding achievement-

- On parade
- In school newsletters
- In newspaper (if warranted)

Outstanding Behaviour Awards

- Blue card----   Term 1
- Bronze Card--- Semester 1
- Silver Card---   Term 3
- Gold Card --- Semester 2

Leadership Awards- Year 7 students

UNACCEPTABLE BEHAVIOUR

Bullying

Bullying has a negative effect on the social environment of a school and creates an atmosphere of fear among students. Bullying also reduces a student's ability to learn. In the school setting it is recognized that bullying can occur in many forms and guises.

Examples include-;
- **Physical**-includes hitting, kicking, spitting, pushing and taking personal belongings.
- **Verbal**-includes taunting, malicious teasing, name calling and threats.
- **Psychological**- spreading rumours, manipulating social relationships and engaging in social exclusion, extortion or intimidation.

In recent years, Cyber bullying after school has been an increasing problem in schools.
Bullying in all its forms has no place at **Applethorpe State School** and a no tolerance policy will be strictly enforced.

Inappropriate Behaviour

Students who choose to display inappropriate behaviour at school may have appropriate consequences imposed on them by members of the school staff.
In these cases it is important that the student be made aware of why certain behaviour is improper and realise that they should at all times think before they act.

Students who continually choose to ignore their responsibilities are subject to the **School's Behaviour Management Procedures**. The following procedures provide a broad outline of the school responses to inappropriate behaviour and encompass three levels of student behaviour-:

LEVELS OF STUDENT BEHAVIOUR

Level	Type	Procedure
Level I	Minor offences	- warranting staff intervention.
Level II	Major offences	- warranting Principal's intervention.
Level III	Serious offences-	- warranting suspension and exclusion procedures.

- The level of the offence will be determined by the teacher or Principal after all due facts have been ascertained and given due consideration.

- Suspension and exclusion procedures for Level 2 or Level 3 offences will be implemented only when all other approaches have been exhausted or rejected.

Exemplars for each Level are listed below-:

Level	Exemplars	Possible Sanctions
I	- Littering - Running on bitumen areas - Playing with dangerous objects - Minor damage to property - Misbehaviour - Failing to heed directions - Petty arguments/disputes	- Oral reprimand by teacher - Assigned task related duty Time - out of classroom. - Suspension of privileges such as involvement in school activities, eg sport, - Detention (lunchtime) - Sent to Principal
II	- Bullying - Non- compliance - Verbal abuse - Gross misconduct - Indecent behaviour - Harrassment - Truancy - Graffiti	- Formal Time- out procedures. - Sent to Principal for official reprimand and punishment. - School Police Officer involvement. - Negotiated behaviour plan involving school, student and parents/ caregivers - Suspension Procedures
III	- Unlawful behaviour - Intentional assault - Vandalism - Using and/or distributing Drugs/prohibited substances.	- School Police Officer involvement - Official **suspension** from school.* - Official **exclusion** from school*

*
- **[school to follow process set out by Department as per regulations]**

It is emphasised that at Applethorpe State School formal suspension and exclusion procedures will be implemented only when all other approaches have been exhausted or rejected.

Reviewed: November 2017

Targeted Behaviour Support

Strategies and tools for facilitating standards of behaviour will differ depending on age group, students groups, activity or experience.

Individuals or small groups may require additional strategies including-:

- Additional teacher aide support / supervision
- Behaviour diaries
- Defined play areas at break

Intensive Behaviour Support

- Monitoring by Guidance Officer
- Measured attendance
- Weekly conferences with students/ parents

The network of student support

At any time during the process of dealings with behaviour management, the school may arrange for assistance from personnel such as guidance officers who have training and can assist teachers in providing a programme designed to help modify their behaviour.

Access to other specialist personnel such as family counsellors, Bush Children Service, Qld Health networks may be facilitated. The school will also publish a range of documents (child safety, health articles etc) to support parents and students. These avenues should be used whenever appropriate to support a child with behavioural needs.

Consideration of Individual Circumstances

Any response to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the student, other students involved and the needs/rights of the school community members. Therefore school personnel must be made aware of such circumstances before appropriate responses can be implemented.

Parents/ caregivers will be kept informed of serious or repetitious behaviour so that communication links between the home and school are maintained and a unified, collaborative strategy is put in place.

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*

Related Policies

- Daily School Rules (see attached p.5)
- 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
- 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**)
- CyberBullying- **(www.cyberbullingstories.org.au**)
- Mind Matters (**www.curriculum.edu.au/mindmatters**)
- School Wide Positive Behaviour Support (**www.learningplace.com.au/deliver/content.asp?pid=24668**)

Martin Hodgson   **Ron McLean**   **Don Grobe**

Principal   **P&C President**   **Executive Director (Schools)**

Reviewed: November 2017