Greenmount State School
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Greenmount State School

Responsible Behaviour Plan for Students

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

The community of Greenmount State School is committed to learning, respect and confidence through a secure, supportive and cooperative environment, which recognises and accepts individual differences.

Our school fosters a warm, supportive family orientated 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.

2. Consultation and data review
- Principal draws up a draft RBP
- RBP open for staff discussion and adjustment
- RBP open for parent discussion and adjustment at P&C
- RBP open for student discussion and adjustment at class meeting
- RBP endorsed by principal, P&C president & EDS

3. Learning and behaviour statement
At Greenmount State School our strategy is grounded in the belief that:
- Students come to school to learn and to achieve their potential.
- Students need to take responsibility for their own learning and behaviour.

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- The practices and behaviours of teachers and other adult staff at the school can, and do, influence student behaviours.
- Students’ achievements are affected by their state of well being and that;
- Everyone has a right to learn and teach in a safe and supportive environment.
- All students irrespective of culture, gender, race, socioeconomic situation or impairment deserve the right to an education at Greenmount State School unless this causes undue hardship upon the school community.

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

- **Universal behaviour support**

  Our whole school approach provides a supportive learning environment through:

  Specific teaching of School Rules ie
  - Always do your best
  - Always follow adult directions straight away
  - Care for your self and others
  - Care for property

  Whole school values
  - *We are Strong, Safe & Successful*

  Whole school reward system-“Gotchas”
  - Student of the Week Awards
  - Community Spirit Awards
  - Recognition in the newsletter
  - Student of the Year Awards
  - Annual Community Spirit Award
  - Student Leader Recognition
  - Social Skill Programs- Rock & Water,
  - Mental health program- Kids Matter

  Positive reinforcement through verbal praise and gestures,
  - Free choice activities and extra computer time,
  - Stamps/stickers
  - Class reward chart

**We emphasise strategies to deal with bullying behaviour:**

- Remind students to:
  - Treat others as you want to be treated yourself
  - If you can’t say something nice don’t say anything at all
  - If you can’t do anything nice (to others) don’t do anything at all

- Students are instructed in “High Five” steps to counteract bullying:
  - Ignore
  - Walk away
  - Talk friendly
  - Talk firmly
  - Tell an adult

**We instruct students in appropriate phone and internet use and discuss strategies for dealing with cyber bullying including:**

- Telling teachers and parents
- Turning phones off
- Deleting or not replying to inappropriate texts, e-mails or face book messages
- Informing police
- Changing phone numbers or email addresses

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- Students are instructed to tell an adult every time they feel bullied. 'We can't help if you don't tell.'
- Adults are instructed to respond immediately, consistently and within the presence of the complainant, to complaints of student bullying.

Our whole school approach also encompasses:
- 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.

**Targeted behaviour support**

At Greenmount State School all staff are involved in the support of students who may need more targeted behaviour support. The staff works collaboratively to formulate and record strategies for implementation. Parents/caregivers are invited to be fully involved and informed in this process. Strategies used for targeted behaviour support include:

- curriculum adjustment
- verbal and non-verbal
- increased attention
- communication with the school community
- Added responsibilities.

<table>
<thead>
<tr>
<th>Curriculum Adjustment</th>
<th>Staff determines whether a student may need further support in curricular related areas, and adjustments are made where necessary. This may involve:</th>
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<tbody>
<tr>
<td></td>
<td>working with a teacher aide or learning support teacher</td>
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<tr>
<td></td>
<td>adjusted class work</td>
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<tr>
<td></td>
<td>Working with a peer or older student.</td>
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</table>

<table>
<thead>
<tr>
<th>Verbal</th>
<th>Verbal reinforcement, used every day in both the classroom and playground, includes:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Specific reinforcement e.g. Thank you for sitting down.</td>
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<tr>
<td></td>
<td>Targeted direction giving.</td>
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</table>

<table>
<thead>
<tr>
<th>Non-Verbal</th>
<th>Non-verbal reinforcement, used every day in both the classroom and playground, includes:</th>
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<tbody>
<tr>
<td></td>
<td>body language – smile, thumbs up</td>
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<td>behaviour charts/books</td>
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<td>privately understood signals</td>
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<td>proximity to the child in terms of desk placement or where staff members are standing</td>
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<tr>
<td></td>
<td>Awards/stickers/stamps</td>
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</tbody>
</table>

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<tr>
<th>Increased attention</th>
<th>Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:</th>
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<tr>
<td></td>
<td>One on one curriculum support and or adjustment with the teacher</td>
</tr>
<tr>
<td></td>
<td>Teacher aide support</td>
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<td></td>
<td>Work with another member of school staff</td>
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<tr>
<td></td>
<td>Regional support from Behaviour Management Team, Guidance Officer, Advisory Visiting Teacher</td>
</tr>
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</table>

| Communication within | Communication with the parents/caregivers occurs through all stages of targeted behaviour support. It includes informing parents of positive behaviours and |

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<table>
<thead>
<tr>
<th><strong>the school community</strong></th>
<th><strong>behaviours in need of support through formal and informal communication. This could involve an informal chat, letter or note home or phone conversation.</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Added responsibilities</strong></td>
<td><strong>A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:</strong></td>
</tr>
</tbody>
</table>
| **meaningful roles**     | **- Peer tutoring**  
                          | **- Working with a younger or older classmate**  
                          | **- Classroom jobs**  
                          | **- School jobs.** |

**Intensive behaviour support**

At Greenmount State 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. We look at how we can support the “whole child” when assessing the need for intensive behaviour support. This involves:

**Case Management:**

The case manager for each student who is identified as “seriously at risk” is the class teacher supported and working collaboratively with the rest of the staff. Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, proceed through a systematic assessment procedure. This includes:

- collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc
- 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.

5. **Emergency responses or critical incidents**

In responding to emergencies or critical incidences the risk factors need to be assessed quickly. If a high risk incident occurs the safety of students in the first priority. This may entail:

- Lockdown
- Evacuation

Everyone on the premises carries out the practiced procedures for the above

- First aide
- Isolating parties
- Calling parents/caregivers
- Sending students home

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- School completes and records critical incident report
- Records incident on OneSchool if necessary

6. Consequences for unacceptable behaviour

Examples of consequences for inappropriate classroom behaviour
- Reminder
- Writing out school rules
- Time away from other students (in classroom, other classroom, office)
- Written or verbal apology
- Work at lunchtime
- Missing out on an activity
- Restorative justice

Examples of consequences for inappropriate playground behaviour
- Sitting out
- Removal from area
- Written or verbal apology
- Restorative justice e.g. picking up papers for littering

Repeated or Escalation of behaviour
- Parent contact
- Isolation in office
- After school detention (with parent notification)

Student Disciplinary Absences such as
- suspension and
- exclusion

will be used only after consideration has been given to all other options.

7. Network of student support

The school is able to access support both within the Department of Education and the Arts and through the community. An outline of some of these includes:

<table>
<thead>
<tr>
<th>School Based Services</th>
<th>District and other EQ 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>
</tr>
<tr>
<td>Special education Teacher</td>
<td>Senior Guidance officers</td>
<td>Juvenile Aid bureau</td>
</tr>
<tr>
<td>STLaN teacher</td>
<td>Access to behaviour management Funding</td>
<td>Police Liaison officer</td>
</tr>
<tr>
<td>Gifted and talented Support teacher</td>
<td>Management of Young Children program</td>
<td>Qld Health Services (Nurse)</td>
</tr>
<tr>
<td>Gifted and talented on line websites</td>
<td></td>
<td></td>
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<tr>
<td>ICT devices for Students with Disabilities</td>
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8. Consideration of individual circumstances

Greenmount State 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

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9 Other areas

Student Dress Code

Greenmount State School is a Uniform school. We show pride in ourselves and our school through the wearing of a school uniform. Students are expected to attend school dressed in school uniform or other appropriate clothing if school uniform is temporarily unavailable. Students who are unable to obtain a school uniform due to financial hardship are not discriminated against.

Hostile People on School Premises, Wilful Disturbance and Trespass

Hostile people or people causing wilful disturbance or trespass will be asked to leave the school premises and could face a ban from entering school grounds, and/or having the police summoned.

Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

To avoid distractions and cyber bullying, student use of mobile phones or other personal electronic devices are in general deemed unnecessary except as a learning aide at Greenmount State School. Parents who feel their child has a need for a mobile phone or other electronic device at school should discuss this with the principal. If the principal agrees that the student needs the use of a mobile phone or personal electronic device, the device will be kept at the office or with the classroom teacher except when the student needs the use of the device. Information on a student’s phone will not be accessed by a staff member unless deemed absolutely necessary eg the safety of the child is at stake.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- 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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection

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- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

15. National Safe Schools Week www.safeschoolsweek.dest.gov.au

Endorsement

Andrea Moy  Rebecca Masters  Russell Simpson
Principal  P&C President  ARD

Date effective:

From January 2013 to December 2015

January 2013