

TAIGUM STATE SCHOOL RESPONSIBLE BEHAVIOUR PLAN

Taigum State School's Responsible Behaviour Plan is predicated on the Values and Principles of Education Queensland.

Principles

- State schools expect high standards of personal achievement and behaviour.
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
- Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership.
- Partnerships with parents/carers, the wider school community and other support agencies contribute to positive behaviour in schools.
- Staff expertise is valued and developed.

- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.

Values:

- Professionalism
- Respect
- Innovation and Creativity
- Diversity and Inclusiveness
- Excellence

Our Responsible Behaviour Plan Philosophy

At Taigum State School we are committed to providing a quality education for all students; one which will guide the students' progress towards the attainment of their full potential as individuals and valued members of society. The educational and welfare needs of students determine activities and experiences.

Our school will continue to build upon successful partnerships between students, staff, parents and the community. These partnerships are based on mutual respect. Our Responsible Behaviour Plan aims to guide students towards developing behaviour that is self monitored, responsible and appropriate. Thus the rights of all students, staff, and parents are based on mutual obligation and are recognised and respected. We believe that:

- Fundamentally all students want to behave in an acceptable manner.
- All students have strengths that can be identified and nurtured.
- Self discipline is more appropriate in our society than imposed discipline
- Self discipline is encouraged by the students being offered choice as opposed to instruction.
- Given enough time and encouragement all students can realise their potential.

Rights and Responsibilities for the School Community

Rights of Students – Students have the right to:

- Be an individual at school.
- Be respected and treated with fairness.
- Learn in a pleasant, healthy and safe environment.
- Feel safe and secure at school.
- Expect your property to be safe

Rights of Staff – Teachers have the right to:

- Be treated courteously by students and other members of the school community.
- Be free from verbal or physical abuse.
- Be free from intimidation and have their property treated with respect.
- Work in a clean and safe environment.
- Be free from discrimination.

Responsibilities of Students – Students have the responsibility to:

- Learn to the best of their ability.
- Complete their classroom work.
- Respect the rights and property of other students to learn.
- Attend school and classes on time.
- Cooperate with teachers and members of the school community.

- Practise good hygiene and cleanliness.

Responsibilities of Staff – Teachers have the responsibility to:

- Provide a stimulating learning environment.
- Treat students and other members of the school community with respect and care.
- Provide an appropriate social model within the school.
- Promote the use of appropriate processes for the resolution of conflict; and
- Implement the Responsible Behaviour Plan

Responsibilities of Parents – Parents have the responsibility to:

- Show an active interest in their child's schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child.
- Promote improvement of the professional skills of principals accordingly.

Our Responsible Behaviour Plan Mechanism

The rights and responsibilities of all groups within the school community are guided and protected by rules. We have attempted to produce broad categories of school rules to enable this to occur. Teachers develop classroom rules as a subset of these. We then use the Responsible Thinking Process as a medium to develop informed, appropriate and responsible behaviour in our school. Our Level System is used as a simple reference for all students to understand the impact, the consequences and the support mechanisms that are in place in relation to the severity of their behaviour.

School Rules – Broad Categories

1. Respect for all other people and their property
2. Follow teachers' instructions and directions.
3. Keep our buildings and playgrounds clean and safe.
4. Always observe health and safety rules.

Classroom Rules

Each classroom teacher is responsible for his/her own Responsible Behaviour Plan and establishes procedures for inappropriate behaviour. The classroom rules are displayed prominently in each class so that they are clearly understood by all class members. The Classroom rules are devolved from the school rules.

The Responsible Thinking Program

Taigum State School's Responsible Thinking Program teaches students to think and act more responsibly. It is a positive, successful program to reduce the number of disruptions to teaching and learning in the classroom. Staff are committed to delivering the highest quality education for each student.

About Responsible Thinking

We believe that when we tell children to do things we are doing the thinking. However, in order to achieve the goal of a child behaving responsibly, the child will have to start doing the thinking themselves. The Responsible Thinking Process (RTP) aids this by teaching students/children how to think responsibly. The RTP encourages students to think about the current choices they are making in relation to the rules and standards of wherever they are. The RTP has proven successful because it forces the student to think about their behaviour. Furthermore, it actively promotes responsible thinking in the long term, empowering students with skills that they can draw upon for future contexts.

How it works at Taigum State School

In each class, students and teachers have developed class rules and have clearly defined the procedure if any child disrupts the learning of others by breaking these rules. School rules ensure both safe and sociable behaviour in the playground. A child who continues to disrupt, be unsafe, or unsociable, is choosing to leave. The child will go to the RTC (Responsible Thinking Classroom) to make a plan. A staff member will be available to help students draw up a plan. Class teachers will discuss plans with their students, encouraging them to stay on task with their plans. Children who choose to leave a number of times will be referred to the Deputy Principal or the Principal. A discussion to refine the plan will take place. Parents will be informed if the child continues to disrupt or be unsafe or unsociable and doesn't show a commitment to the classroom or playground rules.

The Level System

At Taigum State School all students have a behaviour level. The level system outlines the steps in Behaviour Management from least intrusive and most positive (Level 1) to most intrusive and punitive (Level 5). At all levels, support mechanisms exist to help students responsibly reach a higher level. Each student automatically receives a Level 1 at the beginning of each new year. Level 1 means excellent behaviour and describes students who manage their own actions responsibly and effectively. Should a child exhibit inappropriate behaviour, their behaviour level may change. Level 2 means that 2 people are needed to manage a student's behaviour (student and teacher). Level 3 means 3 people are required (student, teacher, behaviour management specialist/DP). Level 4 and 5 follow in the same pattern. Movement up and down the levels is in response to behaviour and may be rapid (in the case of very serious behaviour) or may be slower (in the case of high frequency, low level poor behaviour). Every child's goal is to be Level 1. Behaviour levels are constantly being assessed. Students on each level have different rights and privileges. Reporting mechanisms are built in to the process. Further detail is provided below.

Responsible Behaviour Levels

LEVEL	REASONS FOR PLACEMENT ON THIS LEVEL	WHAT HAPPENS AT THIS LEVEL
Level 1 – <i>Self Managing</i>	<ul style="list-style-type: none"> • Everyone is placed on this level at the beginning of each year • Students on this level: <ul style="list-style-type: none"> ○ Cooperate with others ○ Are helpful and try to work well with teachers 	<ul style="list-style-type: none"> • You will be allowed to participate in all school activities • Your school report will indicate favourably on your behaviour • You receive regular praise
Level 2 – <i>Self and Teacher to Manage</i>	<ul style="list-style-type: none"> • Your teacher is worried about you because: <ul style="list-style-type: none"> ○ You are not cooperating with staff/fellow students, or • Perhaps you are doing one or more of these things: <ul style="list-style-type: none"> ○ Trying to disrupt the class which means that others cannot get on with their work ○ Endangering others in the playground ○ Being rude to staff, students or parents 	<ul style="list-style-type: none"> • Your teacher will give you the chance to work out your behaviour yourself • You may have to explain your behaviour to the Principal or Deputy Principal • You may be required to undertake some RTC time • You may be not allowed to participate in school activities such as: <ul style="list-style-type: none"> ○ interschool sport ○ excursions ○ school camps ○ special events • If you are not able to do something about your behaviour you should: <ul style="list-style-type: none"> ○ Talk to your parents ○ Look at what happens at Level 3
Level 3 – <i>Self, Teacher and Administrator or Parents to Manage</i>	<ul style="list-style-type: none"> • You have been placed on this level because no improvement has been noted in your behaviour or effort to cooperate at Level 2 • Your Teacher, Principal or Behaviour Mgt Teacher has already spoken to you about your behaviour • You are repeatedly causing disruptions in school and have been attending the RTC on a regular basis • You have been reported for an incident of a serious nature • You may have already been placed on an in school or out of school Suspension 	<ul style="list-style-type: none"> • You may be required to undertake more lengthy RTC time, sessional or daily reporting • You will be required to explain your behaviour to the Principal or DP • You will be counselled about your behaviour choices and how you can choose better alternatives • Your parents will be informed and may be invited to the school for an interview with your Teacher/ Principal/ Deputy Principal. They will be asked to <ul style="list-style-type: none"> ○ Examine the rights and responsibilities of students • You may be not allowed to participate in school activities such as: <ul style="list-style-type: none"> ○ interschool sport ○ excursions ○ school camps

		<ul style="list-style-type: none"> ○ special events • An IMP will be written in conjunction with an Administrator, the Class Teacher, the parent/caregiver and the student • You may be suspended for 1 to 5 days • Discussion of what happens if you are placed on Level 4
<p>Level 4 – <i>Managed by self, teacher, administrator and parent</i></p>	<ul style="list-style-type: none"> • You continue to ignore the rights of others in the school • You have not responded to the efforts of others to help you • You may be placed directly onto this level if you: <ul style="list-style-type: none"> ○ Steal ○ Seriously injure another student ○ Wilfully destroy school or student property ○ Continually harass or bully another student after repeated warnings ○ Leave the school without permission ○ Verbally abuse a teacher ○ Smoke on school property or misbehave in a way deemed serious or extreme 	<ul style="list-style-type: none"> • Your parents will be asked to attend a meeting at school with your teacher and the Principal or Behaviour Mgt Teacher • You may be required to attend this meeting • In school or after school RTC time may applied • Sessional or daily reporting may be put in place • You may be advised to seek Guidance Officer or Behaviour Management Team support. • You may be suspended for 1 to 5 days • You may be banned from: <ul style="list-style-type: none"> ○ School excursions ○ Sporting or cultural events/camps etc. ○ You may be placed on a daily behaviour report ○ You will be asked to consider what might occur at level 5
<p>Level 5 – <i>Managed by self, teacher, parent, administrator and external support person</i></p>	<ul style="list-style-type: none"> • You are ignoring all efforts to help you • You have not tried to help your self • There is a continued deterioration of your behaviour • Your effort and behaviour have been very poor and you are severely affecting the progress and comfort of others in the class/school • Your behaviour can be described as: <ul style="list-style-type: none"> ○ Gross Misconduct ○ Wilful and persistent disobedience ○ Conduct prejudicial to the good order and discipline of the school • You may be placed directly on this level for: <ul style="list-style-type: none"> ○ Serious violent behaviour ○ Serious abusive behaviour ○ The use of a prohibited substance such as drugs or alcohol 	<ul style="list-style-type: none"> • You will be counselled by the Principal/ Guidance Officer/ Deputy Principal and your behaviour plan reviewed and modified as necessary • Your parents will be notified by letter/telephone by the Principal asking for an URGENT interview • Your teacher will continue to complete a daily behaviour report on you • After discussions with your parents, the BM Personnel and you, the Principal may decide on suspension or exclusion (in accordance with Departmental Policy) though Student Disciplinary Absences will be used after consideration has been given to all other responses. • Suspension may include: <ul style="list-style-type: none"> • 6 to 20 days at a separate location following a set program or • 6 to 20 days with a recommendation to exclude • Exclusion will mean your parents/guardians will need to enrol you in another school