



The Code of
**School
Behaviour**
Better Behaviour
Better Learning

WONDAI P10 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.

OUTCOMES – what do we want for our students and our community?

- ◆ Our vision and values must be achieved. We want the best possible futures for all students at Wondai.
- ◆ Our expectations will be met. Every student and staff member should be safe, happy and learning.
- ◆ We will achieve our vision.

School beliefs about behaviour and learning

- ◆ Success is everyone's business - positive reinforcement is our first priority.
- ◆ Ownership of behaviours must be accepted by the individual.
- ◆ We are *all* learners. All students can learn, and learn well.
- ◆ Our collective actions will ensure we do *Grow together – produce the best*.

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

WHEN IS OUR RESPONSIBLE BEHAVIOUR PLAN USED?

- Positive reinforcement of behaviours reflecting our school values must occur ALL THE TIME! We refer to this as RAPP On! (Part A)
- Corrective action (Part B), referred to as "CHOICES and STEPS" at Wondai, is used when a student's behaviour interferes with a teacher's teaching and/or other students' learning or safety, or their own safety. We refer to this as RAPP Off!

Part A – RAPP On! – Positive behaviours reinforced through:

- A school wide approach to "social skilling" whereby all students learn and model (in an interactive manner) good behaviours and attitudes.
- All school practices develop the whole child and therefore reflect the schools agreed VALUES of "Respect and integrity", "Achievement and success", "Participation and commitment", and "Pride and resilience". (See sample classroom chart on page 3.)
- Celebrations of success and application of agreed values through the RAPP awards system eg. (show Respect, get Academic, Participate to the Max, be Proud)
- Classroom Responsible Behaviour Plans which are negotiated by teachers with individual classes (to support a safe, happy and learning classroom) and are displayed around each classroom.
- The concept of "climbing the ladder of success" is central to the Plan's operation.
- Simple and concise classroom rules which reflect the 4 values, and support the overall goal of having a safe, happy and learning school.
- Teachers using a range of "micro-skills" like praising, encouraging and talking issues through. See list below.
- Teachers engaging students through relevant curriculum that is purposeful, planned and developmental. (Refer to Wondai P10 SS's Curriculum Plan.)
- The whole community (students, parents and staff) being aware of, and understanding their rights *and* responsibilities, in order for everyone to uphold the agreed values of Respect, Achievement, Participation and Pride.



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We **VALUE!**
Respect
And **Integrity**

We **EXPECT** everyone to:



Achievement



Pride and
Resilience



Participation and
Commitment



We **SEE, HEAR** and **FEEL!**



MICROSKILLS USED BY TEACHERS TO ENCOURAGE AND MAINTAIN POSITIVE BEHAVIOURS

- | | |
|---|---|
| 1. Establishing expectations | Eg. Making rules (together) |
| 2. Instruction giving | Eg. Telling what to do (explicit, clear, consistent) |
| 3. Waiting and scanning | Eg. Stopping to look at what is happening. |
| 4. Cueing with parallel acknowledgement | Eg. Praising a particular student (or students) to make a point |
| 5. Body language | Eg. Smiling, nodding, encouraging, moving near, eye contact |
| 6. Descriptive encouraging | Eg. Using a particular type of praise (varied, relevant) |
| 7. Selective attending | Eg. Ignoring some behaviours |
| 8. Giving a choice | Eg. Describing the student's options and likely consequences |
| 9. Following through | Eg. Doing what you said you would <i>consistently</i> |
| 10. Defusing | Eg. Talking it through |



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Better Learning

Our whole school approach to Responsible Behaviour Planning supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However about 10 to 15% of students may need additional support and timely intervention on some occasions. We expect that 2% to 5% of students may not respond to early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

Whole-school behaviour support

Our proactive and preventative whole-school processes and strategies are developed directly from our agreed values (RAPP). Our vision to *Grow Together – Produce the Best* was developed through a collaborative process, which started from our agreed values. Our whole school RAPP program and procedures is embedded in this RBP. As a result, we aim to:

- ◆ facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for both learning and teaching,
- ◆ promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop,
- ◆ foster mutual respect, and
- ◆ encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.

Targeted behaviour support

Our RBP is structured into 2 levels or parts:

Part A – RAPP on!

- ◆ establishment and maintenance of routines, procedures, expectations,
- ◆ positive reinforcement of RAPP behaviours, and
- ◆ commitment by staff, students and community to Wondai's values and vision.

Part B – RAPP off!

- ◆ corrective mechanisms to support and redirect students' choosing non-RAPP behaviours,
- ◆ implementation of CHOICES – recording on Choices slips and database, weekly monitoring by RBP group, intervention as appropriate, and
- ◆ implementation of STEPS (if CHOICES isn't sufficient for students to choose RAPP behaviours consistently) See Table on page 4 outlining processes and timelines.

Intensive behaviour support

Individual Responsible Behaviour Plans are developed in consultation with parents, behaviour management teacher, Guidance Officer and classroom teacher/s, when intensive intervention is required. These individual plans support processes and/or programs that respond to unacceptable behaviours and support continued learning engagement.

Consequences for unacceptable behaviour

Part B – RAPP Off! - CHOICES – LINKS TO LADDER OF SUCCESS

A CHOICES slip has been introduced as an additional tool for students to re-think their choices. This may occur either before Step 1 or 2 (see STEPS on Page 4), or during. Teachers simply place the slip on the desk beside the student (or talk them through it if on playground duty). If they continue to make negative choices whilst having a CHOICES slip, they would then be placed on a STEP. However, if the student chooses then to make a positive choice, this is noted, and a STEP may not be necessary.

All CHOICES slips are kept by the teacher, and recorded onto a database, so any emerging patterns are monitored and corrective action taken. The Responsible Behaviour Team (RBT) meets weekly to review behaviour patterns, and plans for both pro-active and re-active processes for individuals and groups of students. The aim of CHOICES is to minimise any persistent low-level behaviours. Teachers may use CHOICE SLIPS and/or Communication Books with students and parents on a daily basis. This helps to track off-task behaviours, and ensure partnerships are occurring.

Part B – RAPP Off! - STEPS – LINKS TO LADDER OF SUCCESS



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STEP	CONSEQUENCE	STUDENT (first step/s)	STUDENT (follow up step/s)	SUPPORT FROM PARENT/S
1	Recorded warning.	<ul style="list-style-type: none"> Warning noted 		
2	Time out from lesson (or other negotiated action)	<ul style="list-style-type: none"> Reflection Sheet completed, taken home to discuss with parents. 	<ul style="list-style-type: none"> Returns signed Reflection Sheet to teacher (next day) 	<ul style="list-style-type: none"> Signs GREEN Reflection Sheet, contacts class teacher if wanting to discuss issue/s.
3	Recess time out – at Connection Room or with class/subject teacher in classroom (next 3 recesses after the incident) NOTE: (student to check in with Principal/HOD each afternoon for next 3 days, bringing their signed YELLOW SHEET with them)	<ul style="list-style-type: none"> Takes YELLOW SHEET to Principal/HOD after incident Behaviour Agreement for next 3 days drawn up (this is all on the YELLOW SHEET) 	<ul style="list-style-type: none"> Takes YELLOW SHEET home. Spends next 3 breaks in Connection Room. YELLOW SHEET taken to each class for next 3 days. Asks teacher/s to sign and rate their behaviour (at end of each lesson/day for primary.) 	<ul style="list-style-type: none"> Signs YELLOW SHEET (see letter at top of sheet) to acknowledge incident and level. Then, signs YELLOW SHEET daily for next 3 days. (to acknowledge students' commitment to Agreement). Interview with Principal or HOD, and class teacher if required. (Teacher must have had prior contact with parent/s).
4	Time away from others	<ul style="list-style-type: none"> Takes ORANGE SHEET to Principal/HOD. Supervised by another teacher/admin for remainder of lesson and next lesson. 	<ul style="list-style-type: none"> Behaviour Agreement drawn up for next 5 days. Next 5 breaks are spent in the Connection Room 	<ul style="list-style-type: none"> Interview with Principal or HOD, and class teacher if required.
5	Time away from others (1 day)	Same as (4) but for a full day.	<ul style="list-style-type: none"> Same as above. 	<ul style="list-style-type: none"> Same as above.
6	SUSPENSION – PARENTS ARE REQUIRED TO MEET WITH PRINCIPAL BEFORE and AFTER SUSPENSION: <ul style="list-style-type: none"> RE-ENTRY PROCESS will vary for individual students depending on reason for suspension All students returning from suspension will be placed on a Behaviour Card for day/s following return. Staff will be informed of RE-ENTRY conditions for each student. 			

EXAMPLES OF BEHAVIOURS REQUIRING *INCREASING* LEVELS OF INTERVENTION

CLASSROOM TEACHER (lowest level)	<ul style="list-style-type: none"> Poor attitude Low level teasing annoying others 	<ul style="list-style-type: none"> Talkative language or swearing Unacceptable language or inadvertent swearing 	<ul style="list-style-type: none"> Incomplete homework Unsafe classroom behaviour 	<ul style="list-style-type: none"> Not prepared Answering back
HOD/PRINCIPAL (medium level)	<ul style="list-style-type: none"> Persistent Level X behaviours 	<ul style="list-style-type: none"> Persistent refusal to follow directions 	<ul style="list-style-type: none"> Stealing, Cheating Walk outs, truancy 	<ul style="list-style-type: none"> Bullying Vandalism
HOD/PRINCIPAL (highest level)	<ul style="list-style-type: none"> Persistent Level Y behaviours 	<ul style="list-style-type: none"> Sexual/racially inappropriate behaviour 	<ul style="list-style-type: none"> Extreme defiance 	<ul style="list-style-type: none"> High level bullying

- Our *LADDER OF SUCCESS PROFILES* matches levels to movement up and down Ladder rungs.

LONG TERM SUSPENSIONS (6 to 2 DAYS) and EXCLUSIONS

Certain types of behaviours are unacceptable and responses can include the most extreme step of exclusion, or long term suspension. These consequences would only be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered. For example, students involved in selling or supplying drugs, violent assaults or use of weapons could expect to be recommended for exclusion. Our CHOICES and STEP plan provides documentary evidence that may lead to long term suspension if negative behaviours are not changed for the positive, within a reasonable timeframe.



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The network of student support

A team approach to behaviour support includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies including behaviour management teachers, Youth Support Coordinators, Alternative Education facilities (Kingaroy and Murgon – secondary students only).

Our school is a key player in the P10 cluster whereby we have a strong focus on the development of student leadership. Camps for cluster school leaders and for all student leaders (year 3 to year 10) are facilitated. Our RAPP values are central to these camps and skill development of our young leaders. We train PEER MEDIATORS at these camps, who begin their mediation with younger students in term 3 each year.

Consideration of individual circumstances

When all processes to ensure an individual's behaviour meets reasonable expectations have been unsuccessful, negotiations with parents must occur. Such a process must ensure that educational outcomes for the diverse needs of students are maximised. Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances, and the needs and rights of all school community members. Such negotiations may result in the following:

- ◆ managed attendance within a reasonable timeframe, with regular reviews
- ◆ access to Alternative Education facilities for secondary students and on-line courses
- ◆ specific skills training for both the child and family, where necessary/appropriate

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 (to be amended as

- 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.valuededucation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)



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APPENDICES

- "sample only" provided with this RBP for approval purposes (see * and BOLD)
- complete set being prepared ready for use by community from January 2007

AREA	No.	ITEM	DESCRIPTION
RAPP	1	Deal cards (template)	Large sized "RAPP" cards for use in classrooms
	2	RAPP awards (template)	Teachers – to issue at monthly RAPP parades
	3	RAPP awards (template)	P&C - for volunteers supporting our students
	4	RAPP posters *	Teachers - classrooms, and around the school
	5	RAPP ladder of success	Primary example
	6	RAPP ladder of success *	Secondary profile – outlines clear links between positive (RAPP On) behaviours and positive consequences, AND similarly for negative
	7	GROWTH *	Overview of P10 school social skilling program
	8	Dreamtime Personalities	Overview of emotional intelligence program for students, to be introduced in primary school in 2007.
	9		
	10		
LEADER-SHIP	11	Camp overviews	
	12	Peer mediation	
	13	Student Council	Handbook for Student Council procedures, including meeting format, record keeping etc.
	14	Class meetings/circle of courage processes	Class meetings/circle of courage materials – how to conduct these effectively
CHOICES	15	Choices slips	Forms for teachers to use with students.
	16	Choices - database	Database sample page
STEPS	17	Step 1	Warnings – eg. Laminated "ears", individual charts
	18	Step 2 form	Primary and secondary samples
	19	Step 3 form	Primary and secondary samples
	20	Steps 4 and 5 forms	Samples
	21		
	22		
ANTI-BULLYING	23	Policy *	Summary for Parents and Students
	24	Reporting form	Format – students to use when reporting bullying
	25	Investigation Report	Report – use by staff when dealing with reports
	26	Debugging Poster	Poster – for use in classrooms
	27		
STAFF	28	Staff Matters	Promotion of available resources to support all staff
	29	Teacher and school Profiles	Profiling of teachers (individuals, groups, whole school) – support available through RBTeacher
	30	Employee Advisor	Contact details, schedules of visits.
	31	Support resources	Resources, links, references (including QTU)
PARENT	32	Support resources	Resources, links, references (including QCPCA, P&C, support specialist in area, Families Matter)



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