THORNLANDS STATE SCHOOL

Parent information
Responsible Behaviour Plan for Students
2013-2015

(based on the Department of Education and Training Code of School Behaviour)
Responsible Behaviour Plan for Students

Purpose
At Thornlands State School, programs focus upon ensuring that each student is a motivated, respectful, resilient, life-long learner who is able to be responsible for their own behaviour and achieve their potential. The school environment is structured to be supportive, tolerant and safe and to promote effective teaching and learning. Mutual respect is fostered among all members of the community with shared responsibilities and shared values being promoted. The encouragement of positive relationships between all stakeholders allows them to work together and build a strong, vibrant community. At Thornlands State School, there are consistent processes, focused professional development and resourcing for behaviour management. These processes, expectations and programs are based on *The Code of School Behaviour*. All members of the school community are to abide by *The Code of School Behaviour*

Learning and behaviour statement
At Thornlands, our focus is on development of the whole child. This is accomplished in a teaching – learning environment where positive behaviour is encouraged and facilitated and children develop self-responsibility. This is supported with the Thornlands Values and Social Skills Program.

**SCHOOL BELIEFS ABOUT BEHAVIOUR AND LEARNING**

- All members of the school community feel respected, valued and safe.
- The educational potential for students and teachers is developed and maximised in an environment where teaching and learning are valued.
- All areas of the school are teaching and learning environments.
- Students are encouraged to make positive choices about their behaviour and demonstrate self-responsibility while acknowledging the rights of others.
- School strategies for supporting behaviour and learning involve a planned continuum from Affirming to Preventative to Corrective to Crisis Plan.
- Developed rules, routines and practices cater for the needs of the community and enhance school tone.
- Positive non-discriminatory and non-violent practices are modelled and reinforced by all members of the community.
- Effective partnerships between home, school and community optimise learning opportunities for students.
- At Thornlands State School the 5 School Rules promote and teach high expectations of behaviour. The rules are:

  1. Follow adult directions straight away
  2. Keep hands, feet and objects to yourself
  3. Always show courtesy and respect to everyone in our school
  4. Be in the right place at the right time with the right equipment doing the right thing.
  5. No hat, no play

Our school rules have been agreed upon and endorsed by all staff, students and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s code of School Behaviour.

Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour
At Thornlands State School, behaviour support ranges from positive preventative action for all students, through to intensive intervention for specific individuals or groups, as required.

At Thornlands State School, positive behaviour is a primary focus in every classroom. The behavioural expectations are communicated at whole school assemblies and this is then followed up in classrooms.

Teachers are inducted in Behaviour Management Strategies which are employed in classrooms to maintain positive, on-task behaviour.

### RIGHTS AND RESPONSIBILITIES AT THORNLANDS STATE SCHOOL

#### Teacher rights:
- Each teacher has the right to be treated with respect.
- Each teacher has the right to be able to teach without undue disruption.
- Each teacher has the right to expect that they are in charge in a class and that they will be obeyed.

#### Student Rights:
- Each student has the right to be treated with respect.
- Each student has the right to learn without disruption.
- Each student has the right to learn in a safe and caring environment.

#### Student Responsibilities:
All students have a responsibility to:
- Allow others to work without being bothered.
- Obey school rules and guidelines.
- Treat others with courtesy and consideration.
- Co-operate with other students, teachers and student teachers and show common sense.
- Take care of property. This implies:
  - Leaving other people’s property alone
  - Using school property with care and respect.
- Show pride in school grounds, buildings and uniform.
- Complete homework and projects by the due date.
- Complete all school work to the best of their ability.
- Attend school every day being punctual and on time for all classes.
- Practise good personal habits in health and cleanliness.
- Enable good communication between school and home. This means that students will deliver home all messages: newsletters, etc.
- Uphold the good name of the school. This means:
  - That students wear their uniform with pride.
  - That students will treat members of the public with courtesy and respect.
  - That students will represent their school well when in and out of school.

### Targeted behaviour support

#### Playground Rules and expectations

To ensure consistency the following will be observed as the school’s playground rules

1. Follow adult directions straight away
2. Keep hands, feet and objects to yourself
3. Always show courtesy and respect to everyone in our school
4. Be in the right place at the right time with the right equipment doing the right thing.
5. No hat no play.
• Students may only bring special items to school if it is part of the classroom program. If a special item, such as a toy or an electronic devise is brought to by a student at any other time, staff may temporarily remove the item until the end of the school day. The item can then be collected by the student. Mobile phones and electronic devises are to be handed to the class teacher or the office at the beginning of the day and collected at the end of the day.

• Staff may remove objects being deemed inappropriate for school and parents will be contacted.

• Please note: the school will not be held responsible for any inappropriate or special object if it is to go missing or is damaged.

• Inappropriate on line behaviour which affects the school’s good order and management will be referred to Administration. Parents will be contacted and the matter will be referred to the Guidance Officer if deemed necessary.

Recognition of Appropriate Behaviours
• In managing student’s behaviour, it is essential that a balanced approach be followed.
• We believe that acknowledging appropriate behaviour is not only a proactive strategy to prevent inappropriate behaviour, but also a tool that encourages and builds a student’s self-worth and self-esteem.
• A combination of individual, group/whole class recognition will be implemented
• A Year Level reward day will be held at the end of each Semester supporting the Whole School Positive Behaviour Reinforcement System

Time Out Room
A Time Out Room will operate in every break, Mondays to Thursdays, as a consequence for inappropriate behaviour. It aims to:
• Operate as a positive reactive strategy for students requiring removal from the playground.
• Where appropriate, assist student in developing a personal plan to manage or modify their behaviour in the playground.

If a student receives a Time Out Slip in the playground, it is their responsibility to:
• Go to the Time Out Room in the next break.
• Fill out a Reflection sheet, which promotes the Responsible thinking Process.
• Take home a letter informing parents to be signed (See Appendix 10)
• Return the letter to their class teacher the following day.

If a student chooses not to complete the Time Out, they will attend two sessions. If they continually choose not to complete the Time Out at the designated time they will be referred to Admin, parents will be contacted and additional time out will be imposed. If a student does not return the parent letter the day after Time Out they will receive two warnings after which time Admin will contact parents if necessary

Classroom Management
Within the first week of the school year each teacher will prepare a class management plan in consultation with students. The plan will consist of rules, positive reinforcements and disciplinary consequences. After being approved by the Administration, the plan will be sent home to parents.

Each class plan is based on the premise that teachers have the right to teach and students have the right to learn in a safe and supportive environment.
Network of Student Support

At all times students, classroom teachers, teacher-aides, administrators, other support personnel and parents adopt a team approach to all aspects of the school plan—whether this be the proactive end of the spectrum, or at the responsive/problem solving end. According to needs, other school and regional based Department of Education and Training personnel augment the implementation of our plan, by providing support for students, as do the staff of a range of external support agencies.

Intensive Behaviour Support

Administrator’s Management Plan

Bullying, fighting, the deliberate use of abusive language to supervisors or an ongoing pattern of disruptive, non-compliant behaviour are serious as they infringe on the rights of others to learn, work or play in a safe, supportive environment. Offending students will be referred to the Office to be dealt with by an Administrator. Parents will be contacted usually by phone and/or letter informing them of the issues of concern.

Students may:
- Be severely reprimanded and counselled
- Complete unfinished work in play time
- Receive a number of days out of play
- Plan for behaviour change
- Be given an Individual Play Plan
- Have a period of community service imposed upon them
- Be removed from class for a period of in-school detention time
- Be warned of the possibility of suspension if the behaviour continues
- Suspension and/or exclusion.

Students identified as having serious behavioural difficulties will be put on an Individual Behaviour Management Plan which will be determined collaboratively by the class teacher, administrators, behaviour management personnel and parents.

Consideration of individual circumstances

The expectation is that the ‘Responsible Behaviour Plan for Students’ at Thornlands applies to all students. Individual adjustments must be planned, approved by administration, documented and reviewed on a regular basis. In any instance the needs and rights of the individual must be balanced with the needs and rights of all students to learn, of teachers to teach and the rights of all to be safe, as per The Department of Education’s ‘Code of Behaviour’.

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
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
- 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