Rangeville State School
Responsible Behaviour Plan for Students
based on *The Code of School Behaviour*

CONTENTS PAGE

- Vision Statement
- Rationale
- Rangeville School Values
- School beliefs about behaviour and learning
- Role statements
- Whole school behaviour support
- Targeted behaviour support
- (incidental and minor behaviour issues)
- Intensive Behaviour Support
- (major behaviour issues)
- The Network of Student Support
- (services teachers can access)
- Responding to Bullying and harassment in a supportive school environment
- Consequences for unacceptable behaviour
- Strategies to implement supportive, fair, logical and consistent consequences
- Consideration of Individual Circumstances
- Rangeville Teaching Tools and resources
- Related Legislation
- Related Policies
- Some related resources (websites)
- Appendices:
  - *School Rules – The Three Be's*
  - *Behaviour Management Action Flow Plan*
  - *Acknowledgement of Good Behaviour*
  - *GOTCHA Cards*
  - *Teacher Card System (yet to be reviewed)*
  - *Break time Rules and Map*
  - *Happy Square and Happy Gram*
  - *Responding to Bullying & Harassment in a Supportive School Environment*
  - *Playground Scaffolding for Support*
  - *Our School Values*
  - *Behaviour Benchmark Observation Tool*
  - *Classroom/Playground Behaviour Plan*
  - *Student Plan to Improve Behaviour*
  - *Parent Letter Home*
  - *Major and Minor Infringements*
  - *Peter Miles Cueing System*
  - *Essential Skills for Classroom Management*

VISION STATEMENT

"Learning, Achieving, Growing Everyday "

PURPOSE

The purpose of our school community is to establish a supportive school environment to ensure effective teaching and learning to take place, ensuring students achieve their maximum potential in all areas of their development - academic, cultural, sporting, social and emotional.

A supportive school environment is one in which the rights of all members of the school community are respected and where the values of the community are upheld and encouraged. It is one in which everyone knows that they will have the opportunity to achieve their goals in a safe, nurturing environment conducive to learning.

A supportive school environment will be successful when a partnership exists between home and school with parents, teachers and students working together with a common understanding of the Code of School Behaviour and Rangeville State School's Responsible Behaviour Plan for Students.

It is therefore the responsibility of the whole school community to promote responsible behaviour ensuring the rights and responsibilities of all are upheld.

RANGEVILLE STATE SCHOOL VALUES & RULES

At *Rangeville State School*, we expect our students to demonstrate the following values:

1. **Acceptance** – *tolerance, belonging, social justice, compassion, inclusion, acceptance of individual differences*
2. **Respect** – *courtesy, honesty, trust, integrity, team ethic, self- worth, mutual respect, professionalism*
3. **Self-discipline** – *personal responsibility, reliability*
4. **Self-belief** - r*esilience, perseverance, confidence, innovation, creativity, excellence, self-determination, inner-self, personal attributes/qualities, self actualisation*
5. **Co-operation** - *team building*

These values are reflected in our 3 school rules.
1. **Be safe**
2. **Be respectful**
3. **Be a learner**

SCHOOL LEARNING AND BEHAVIOUR STATEMENT

The Rangeville State School community believes that a strong emphasis on the use of positive, pro-active practices will assist students to develop the ability to accept responsibility for their behaviour, make appropriate choices and to show concern and respect for others. In addition we have the following beliefs about behaviour and learning:

- responsible behaviours need to be taught, modelled, encouraged and developed.
- education is a lifelong process nurtured by the whole community
- the school is a valued part of the community
- it is important to cater for different rates of learning and learning styles
- we value the contributions of our diverse student population and believe that its needs are best met through responsive curriculum and flexible teaching strategies.

We have processes for facilitating standards of positive behaviour and responding to unacceptable behaviour. These protect students and ensure that children's behaviour is of an acceptable standard, so that the school environment can be a pleasant, secure place for all.

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

Students exhibiting appropriate behaviours are recognised through a variety of ways including:

- verbal acknowledgement
- awards on parade
- class celebrations
- notification of family

Students who exhibit inappropriate behaviour are supported through a clear process of least to most response (see Consequences for Unacceptable Behaviour) with constant support and acknowledgement when better choices are made.

ROLE STATEMENTS

All stakeholders at our school contribute to the management of excellent behaviour at Rangeville. It is important that all members of our school community are aware of their role within the process of maintaining a strong and positive learning environment.

ROLE OF STAFF
1. Teach and revise the contents of the Behaviour Management Plan
2. Establish class rules that support the Behaviour Management Plan
3. Enhance and maintain self esteem and self discipline
4. Promote, reinforce and encourage acceptable behaviour by providing a positive role model
5. Praise and reward positive behaviour displayed by children
6. Provide a stimulating learning environment that caters for individual differences
7. Be aware of the background of each student and endeavour to provide support as necessary and appropriate for students in all aspects of school life (refer to student files for personal information)
8. Develop and maintain respect
9. Maximise a student's choice over behaviour
10. Maintain a judicious sense of humour in the classroom
11. Be consistent by following through discipline
12. Utilise wide support – peers, administration, parents, Chaplain, Guidance Officer
13. Accept responsibility for maintaining whole school discipline by supporting and assisting colleagues in relation to student behaviour and management
14. Identify SHRO (Sexual Harassment Referral Officer)

ROLE OF ADMINISTRATION (all of the above, plus):
1. Accept responsibility for monitoring the school
2. Provide a positive collaborative and supervisory role model, including specific support for First year teachers at negotiated meeting times
3. Provide an induction program for experienced teachers who are new to the school
4. Be sensitive to, and respect teacher requests for help
5. Mediate when required
6. Provide leadership and direction within the school
7. Provide opportunities for the professional development of staff
8. Liaise with the department, staff and community
9. Provide a safe work environment for staff and students
10. Make regular reference to rules in the newsletter / parades
11. Assist parents with student preparedness

ROLE OF STUDENTS
1. Follow the Behaviour Management Plan
2. Be responsible for individual behaviour and know the school rules
3. Get the most out of learning, and allow others to do the same
4. Be co-operative and courteous
5. Come to school ready to learn
6. Be an appropriate role model for young students
7. School leaders need to mirror all of the above
   (NB: If leaders are unable to meet their obligations and responsibilities, or are poorly behaved and do not maintain a high calibre of behaviour, the direct consequence will be the loss of their badge)
8. Students are responsible for their own property and show respect for school and others' property

ROLE OF PARENTS / GUARDIANS
1. Support, accept and follow the Behaviour Management Plan including recommendations upon return from suspension
2. Demonstrate a positive attitude towards the school
3. Encourage self discipline by providing a positive role model
4. Encourage acceptable community behaviour of their children
5. Notify the school of the absence of their child (note or phone)
6. Act in a courteous and polite manner towards school staff
7. Support the systems that teachers have in place in the classroom
8. Present your child, ready and prepared for the school day
9. Access the Positive Parenting Program, as required, to support children

UNIVERSAL BEHAVIOUR SUPPORT

Our whole school approach provides a supportive learning environment through:

- open, honest, consistent 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 developed through communications via Newsletter, Parades, in class messages and modelling.
- focused teaching episodes that support self management and positive behaviour choices through the "You Can Do It Program" 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 incidents through clear and well-understood processes that are clearly communicated and consistent
- supporting students and building strong community relationships through parent/community engagement

STRATEGIES FOR UPHOLDING THE CODE OF SCHOOL BEHAVIOUR

1. CLEAR RESPONSIBLE BEHAVIOUR EXPECTATIONS:

- reflect the values of the wider school community
- reflect and model the three school rules
- embody the key messages and a common language
- recognise and focus on positive practices and behaviours
- are fair, clear and framed in a positive way
- are developed collaboratively and continually revisited
- are modelled by staff and parents on school premises
- are implemented in a consistent, fair and just manner.

The process for developing an understanding of the expected behaviours involves:

- working collaboratively with the whole school community
- modelling of expected behaviours by all staff at all times
- systematically teaching and reinforcing the expectations at the whole school level (assemblies, newsletters, special events, foyer displays, school notice boards etc) and at the classroom level (focussed lessons on relevant topics and using a common teaching framework along with incidental but focussed learning situations)
- staff re-teaching expectations and correcting students as part of their everyday practice.
- mentoring - staff to provide strategies and ongoing support

2. RESPONSIVE CURRICULUM, SCHOOL SUPORT AND FLEXIBLE TEACHING STRATEGIES

To promote self esteem our school maintains a wide array of program opportunities and continually works to extend these:

- **Alternative lunchtime activities:** eg. organised sport, Lego club, Art classes, Opti-minds, Maths Olympiad, SEP Activity Room, lunch time programs with the Chaplain, library activities, ICT lab

- **Flexible staffing:** to utilise skills especially in art, craft, ICTs and drama, use of SEU teachers for Life Skills programs, use of the Chaplain for socialisation activities
- **Ongoing professional development:** sourcing ideas and programs to build capacity for managing diversity, and behaviour management
- **Unit Planning:** Cooperative and Team planning sessions.
- **Staff Sharing:** of effective strategies and programs during staff meetings and pupil free days.
- **Social Skills** and **Self Esteem Programs**
- **Parent/student workshops**
- **Camps**, **excursions** and **interschool activities**
- **Proactive/reactive approaches to Bullying and Harassment in a supportive school environment**

1. EFFECTIVE CLASSROOM MANAGEMENT PLAN
On display in every classroom will be the school vision statement, the school rules, values and the foundations from the You Can Do It program.

Teachers:
- **Devise a simple, concise plan for positive behaviour choices that reflects the school values/rules in consultation with the class and display in classroom.**
  It is important for students to be familiar with the classroom expectations and consequences – link these to whole-school strategies and principles
    - Students are more likely to respect a classroom plan if they have been involved in its creation
    - Revisit the plan on a regular basis throughout the year
    - Explicitly teach, through role play, the school values/rules

- **Teach targeted behaviours**
  It is acknowledged that teachers are responsible for providing learning experiences where students are able to explore the:
    - 3 Be's
    - school values & beliefs
    - targeted behaviours

  This can be achieved through:
    - lessons that target specific information (See Appendix)
    - role play, scenario work and application of learning in a structured setting
    - class meetings
    - accessing community groups/experts

- **Engage in quality teaching and learning**
    - Ensure learning experiences are relevant and meaningful
    - Ensure that there is an appropriate level of challenge for each student
    - Match learning experiences and assessment techniques with student interests and learning styles
    - Encourage co-operative learning
    - Provide opportunities for students to be engaged in decisions about their own learning
    - Clearly communicate fair and reasonable expectations
    - Encourage students to set goals and persist in problem solving situations
    - Assist students to develop time management and study skills
    - Use explicit teaching and learning framework in a safe, inclusive and connected curriculum

- **Staff, Parents and Students develop supportive interpersonal relationships**
  - Acknowledge students being good
  - Communicate a genuine interest in and care for the students
  - Establish rapport with students and develop positive partnerships with parents and carers
  - Develop a sense of responsibility for students' own progress and personal behaviour goals
  - Be prepared to look behind the behaviour for the underlying issue

- **Provide feedback and positive reinforcement**
  - Acknowledge students being good
  - Provide verbal/visual feedback when students display positive behaviour
  - Utilisation of a wide array of positive reinforcement
    - verbal acknowledgement
    - awards on parade (citizenship, behaviour, academic, social and You Can Do It awards on parades)
    - class celebrations
    - notification of family

- **Develop self esteem**
  - Plan for success by breaking tasks into manageable steps which ensure individual success and scaffold learning episodes.
  - Acknowledge success – use praise, notes, awards and certificates to make students feel special and communicate success to parents
  - Minimise criticism and accept mistakes as part of the learning process. Feedback needs to be constructive.
  - Communicate regularly with all students
  - Create a sense of belonging to the classroom group
  - Give students responsibility and provide opportunities for them to own their behaviour

4. STRATEGIES FOR TEACHERS/STAFF

Rangeville State School recognises that the teacher-student relationship is paramount and that the power to change/modify/re-educate/encourage appropriate behaviours is most effective when it matches context and setting and occurs with both teacher and student involvement.

After developing work that is appropriate, relevant and based on ability, teachers will deliver their program using a variety of teaching strategies and resources that support learners of a variety of styles/preferences.

Rangeville State School uses the School Wide Behaviour Management Plan to encapsulate suggested strategies for supporting student behaviour.
Rangeville State School has identified the following areas that need to be targeted in order to restore appropriate behaviour:

- Share responsibility with all staff for all students – work collaboratively to meet with colleagues to solve difficult situations.
- Show genuine regard for all through use of positive voice
- Communicate openly and honestly with students and parents.
- Ensure effective communication using verbal and non-verbal cues at all stages including prevention, intervention and follow-up.
- Remain calm and in control.

- Publish in all classrooms vision statement, values and school rules and establish classroom rules with clear expectations and follow through with logical consequences. Classroom rules should be based on school vision statement, values and rules and teachers will need to discuss how this reflects in the playground.
- Ensure children understand and are familiar with all aspects of the Code of School Behaviour and the Responsible Behaviour Plan for Students.
- Know your students, their patterns of behaviour, needs, and triggers for misbehaviour (including changes in home circumstances). Ensure this information is shared with all staff working with the student.
- Reinforce, reward and praise appropriate behaviours
- Address children's concerns in a timely manner and/or at an appropriate time and place, recording when necessary.
- Avoid confrontation at all costs.
- Use fair and consistent strategies that are in line with the school's rules and values.
- Scaffold learning in order to allow children to have new experiences and encourage them to stretch beyond their comfort zone of learning, to acquire new skills and knowledge of self and others.
- Communicate information via daily notice, emails, staff meetings
- Develop clearly displayed classroom protocols including:
  - Bookwork policy
  - Diary use
  - Homework expectations and monitoring
  - Communication processes with home

TARGETTED BEHAVIOUR SUPPORT

1. TEACHER SUPPORT

Teachers implement planned and incidental strategies in the classroom and the playground to:
- Teach effective work and play habits (YCDI/values)
- Develop a positive and supportive school environment (classroom and playground)
- Develop social skills
- Build a good rapport with students

Breaches of behaviour are dealt with by teachers and Administration dependent on severity of breach.

Teachers support students through the following targeted interventions:
- Follow through the '**Consequences for Unacceptable Behaviour'** (consequences for not being responsible in the classroom)
- Contact with parents when problems persist, using a polite and positive approach with the aim of building a productive partnership
- More specific and targeted implementation of whole school behaviour support strategies
- Relationship building with student through one on one support with curriculum work, proximity in the classroom
- Working with student on behavioural goals using specific teaching episodes
- Visual support for expectations to enhance understanding
- Working with school personnel on curriculum engagement issues and inclusive curriculum practices
- Use of 'You Can Do It' certificates, GOTCHAs to reward students and encourage on-task and positive behaviour.
- Teachers record students' behaviour on One School, consequences and targeted support in order to gauge when more intensive support is warranted.

Our school supports students through:
- Supporting Class and Specialist Teachers class rules and processes
- Clear consequences (positive and negative)
- Consistency of consequence application (with consideration of individual circumstance and complexity)
- Timely communication of behaviour related information and updates to staff

2. EXTENDED SCHOOL SUPPORT

When a student's minor infringements continue to disrupt the class, or when minor infringements move to more serious breaches of the school's plan, more extensive targeted support is put into place.

At this point the teacher may take advantage of:

- Support from other teachers and school personnel (ST-L and N, GO, HOSES, Principal, Deputy Principal, Chaplain
- Alternative lunchtime activities: eg. organised sport, Lego club, Art classes, Opti-minds, Maths Olympiad, SEP Activity Room, lunch time programs with the Chaplain, library activities, ICT lab
- Small group/classroom programs (social skills, self esteem, anti bullying) targeting individual or groups of students with specific needs
- Peer Mentoring
- School Buddy System
- Supervised Play Area

INTENSIVE BEHAVIOUR SUPPORT

Intensive behaviour support is required to support students who continually demonstrate chronic and/or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others.

INDIVIDUAL BEHAVIOUR SUPPORT PLANS
For these students, the development of an Individual Behaviour Support Plan is implemented through a collaborative process involving the class teacher, student, parents/caregivers and other school personnel (including STL and N, Behaviour Support Teacher, GO, DP, Principal).

This process of developing a plan expects:
- Positive relationship building
- Shared responsibility (School personnel, students, parent)
- Understanding and communication of the key issues and concerns
- Consensus regarding behavioural and educational goals for the student
- Collective accountability for the outcomes and monitoring and reviewing of plan

PROCESS FOR SUPPORT:

1. Student Identified
- Teacher or support staff referral to the SSS
- Identification by Administration because of consistent referral on One School or intervention by administration

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2. Data Gathering
Background information and data is collected on the student including:
- Family information
- History and pattern of problem behaviours
- School behaviour history (One School)
- Academic information
- Student's strengths, competencies and weaknesses, and social interactions
- Health and medical information

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3. Development of Individual Behaviour Support Plan
The class teacher, parents/caregivers, other school personnel (STLN, Deputy Principal, Guidance Officer, Behaviour Support Teacher) collaboratively develop a plan so that the student's needs are met and behavioural goals are set.
In association with this there may also be a process of identification and management, transition to alternative sites, managed attendance or return to FTE. (All staff need to be aware of the Risk Management Plan)

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· 4. Intervention Implementation and Review
The Individual Behaviour Support Plan is implemented and timelines are put in place to:
- Monitor outcomes
- Collect data on outcomes
- Modify where necessary (All staff need to be aware of the Risk Management Plan)

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5. Involvement of more intensive support

If a student is still exhibiting severe and challenging behaviour, Rangeville State School may engage the support of the Guidance Officer, the Toowoomba Behaviour Management Team and where necessary, agencies such as CYMHS, Department of Child Safety (Refer to Network of Student Support)

6. Monitoring and Reviewing

Through the Case Management Committee, the student will be monitored regularly and carefully, to ensure that modifications of the plan are made where necessary.

Support and Strategies for all Stakeholders

- **Teachers** can access support within the school (STL and N, GO, Principal, Behaviour Support Teacher, Deputy Principal, HOSES and other staff). Examples include:
  - working on positive behaviour strategies
  - developing/improving inclusive and engaging curriculum
  - essential skills practices
  - work shadowing and mentoring opportunities training and professional development

- **Students** are given opportunities to work with various school personnel in order to make improvements with their behaviour including:
  - One on one sessions working on positive behaviour strategies
  - Counselling
  - Relationship building with staff in school
  - Peer mentoring opportunities

- **Parents/Caregivers** are given opportunities to access support from within the school or may be referred to outside agencies

THE NETWORK OF STUDENT SUPPORT

Rangeville State School is committed to ensuring the needs of our students are met. When needed, Rangeville State School works closely with Education Queensland and other community and government agencies to provide more intensive support.

SCHOOL BASED SERVICES	DISTRICT & OTHER EDUCATION QUEENSLAND SERVICES	COMMUNITY SERVICES
- Experienced staff members or the staff involved in previous years - Parental discussion - Student Mentors - Staff Mentors - Administration - Special Needs Committee - Special Education Teacher - Guidance Officer	- District Behaviour Team - Senior Guidance Officers - Access to District Behaviour Management Funding - Management of Young Children Program - Parenting Programs - Professional Development at local, district and state level - Web based resources - Advisory Visiting Teacher support for students with low incidence impairments	- Department of Child Safety - Juvenile Aid Bureau - Police Liaison Officer/Adopt a Cop - Qld Health Services (Nurse) - Psychologists - Child / Youth and Mental Health Services - Developmental Assessment Clinic

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6. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

In alignment with **The Code of School Behaviour** when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

CONSEQUENCES OF NOT BEING RESPONSIBLE IN CLASSROOM &/or PLAYGROUND

1. INITIAL STRATEGIES (Least intrusive)
• **Application of ESCM** *refer to ESCM in Appendix*
   - Establishing expectations
   - Giving instructions
   - Waiting and scanning
   - Cueing with parallel acknowledgement
   - Body language encouraging
   - Descriptive encouraging
   - Selective attending
• **Tactical Ignoring** *refer to Peter Miles least to most intrusive in Appendix*
• **Simple Direction**
• **Question and Feedback**
Rule reminder
   - What am I doing?
   - What should I be doing?
   - Can I do it?
   - What support do I need?
• **Child is given an opportunity to demonstrate better choice of behaviour**
	IMPROVED BEHAVIOUR
	
	⟶ **Praise**

Irresponsible behaviour continues	

2.
REDIRECTION/ WARNING (verbal – in a calm manner)
• **Take student aside**
• **Reiterate questions again**
   - Student informed of possible consequences of continu[ed] poor choice and
   - asked to return to work and exhibit more positive behaviour
• moving/relocating children to help them refocus
• **Application of ESCM** *refer to ESCM and/or Peter Miles least to most intrusiv[e]*
   - Redirecting to the learning
   - Giving a choice
   - Following through
	⟶ **Return to own seat (classroom)**
	
	⟶ **Returns to playground**

Irresponsible behaviour continues	

3.
STUDENT isolated
• **Student**
   - Completes work at isolated location
   - *Classroom/Specialist teacher records on One School*
   - Walks with teacher or sits in designated area in playground
   - *Playground teacher* to communicate with classroom teacher any on-going concerns via *One School referral*
• ***Class Teacher makes contact with parent/s in a timely manner if concerned with behaviours***
	⟶ **Go to isolation area**
	
	⟶ **Walk with teacher**
	⟶ **Sit in visible spot playground**

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2. ***If there is no improvement in behaviour***, send to
   - Buddy Teacher for in-class behaviour
   - Administration for playground behaviour
- Teacher and Student write plan for behaviour improvement and restitution during next break (to include behaviour rubric)
- Plan written down and sent home to parents to be initialled and returned
  Formal contact to go home
- If behaviour continues, Admin to be informed

ALL STAGES TO BE ANECDOTALLY RECORDED ON ONE SCHOOL BY CLASSROOM TEACHER
(or playground duty staff member)

⟶ **Send to Buddy Teacher**

⟶ **Administration**

⟶ **Complete Plan a** provide to parents initial and return.

(Copy to be placed child's file)

Irresponsible behaviour continues
(continue documentation on One School)

5.
ACTIONS BEYOND THE CLASSROOM
- **Support to be given to classroom teacher with difficult students by administration, SEU, Support Staff**
- **Withdrawal from play**
- **Exclusion from Arts Council, excursions, visiting performances**
- **Withdrawal from sport**
- **Exclusion from camps or any other activities which the Principal in consultation with staff deems appropriate**

Irresponsible behaviour continues

6.
STUDENT'S CASE REFERRED TO ADMINISTRATION FOR PLAN TO BE PUT IN PLACE
- **Parents / Guardians contacted by Administration to review**
- **Guidance Officer involvement**
- **Assessment made of any/all contributing Factors influencing behaviour**
- **Alternative programmes/support discussed**
- **Family access to support agencies explored and Encouraged**
- **Written record**
- **Plan monitored and revised regularly**
- **Principal may invoke 'student supervision form'**
- **Restitution actions discussed**

IMPROVED BEHAVIOUR

Individual Behaviour Management Plan

⟶ **Return to classroom**

Irresponsible behaviour continues

7.
ALL PROCESSES FOLLOWED BUT STUDENT SHOWS CONTINUING REFUSAL TO TAKE RESPONSIBILITY FOR ACTIONS

- **Suspension recommended**
- **Further action as deemed by Education Queensland which may include counselling and support from outside agencies.**

STRATEGIES TO IMPLEMENT SUPPORTIVE, FAIR, LOGICAL AND CONSISTENT CONSEQUENCES *detail*

1. Classroom Management
The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non verbal messages to alert or cue the student.

2. Restatement, Rule Reminders
The teacher adds a combination of the following strategies to address the student's behaviour: restatement of the rule, giving a specific direction, giving the student a choice eg to work/play appropriately or move to a different area/activity.

3. Time Away/Time Out
The student is sent to a different part of the current classroom, another classroom or a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, non-punitive manner. Teachers to work together to problem solve good solutions. (Refer to Consequences for not being Responsible in the Classroom)
Continual or serious disturbances may result in the student being referred to the Administration/Behaviour Committee and parents/carers being notified.

4. Teacher and Student Plan of Action
If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher, student and parent/carer. Parents/carers are contacted. If additional support is required to implement the plan, the teacher will make a referral to the school's Case Management through Special Needs Committee. Behaviour Rubrics, behaviour self management charts/books or more detailed individual behaviour plans are examples of the processes that may be utilised.

5. School Intervention and Recording of Student's Inappropriate Behaviour
The student is referred to Special Needs Committee and a Case Manager (usually the class teacher) will be appointed. The school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded in the school's Student Management System (Anecdotal Notes).

6. External Assistance
An Individual Behaviour Support Plan is completed in consultation with the relevant people such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies. This is likely to include accessing the Toowoomba Behaviour Team.

7. Monitoring and Review
Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.

In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.

8. Suspension Procedures
This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences.*

9. Recommendation for Exclusion
This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences.*

CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

Rangeville State School uses strategies that take into account the different abilities, skills and life experiences of students through the school curriculum, interpersonal relationships and organisational practices. A range of significant factors is considered when choosing responses to student behaviour, including: context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses. To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Factors to consider include:
- Age of child
- Previous behaviour record
- Severity of the incident
- Honesty and perceived level of genuine remorse

When gathering information regarding the incident, factors to take into consideration include:
- Amount of reliable evidence
- Degree of provocation
- Intent of the action

RANGEVILLE STATE SCHOOL TEACHING TOOLS AND RESOURCES

- School Rules
- School Values
- Confronting Bullying and Harassment in a Supportive School Environment
- Playground Duty Procedures

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 Act 1995
- 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

SOME RELATED RESOURCES

- National Safe Schools Framework (**http://www.deewr.gov.au/Schooling/NationalSafeSchools/Pages/nationalsafeschoolsframework.aspx**)

- 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! (**http://www.bullyingnoway.com.au/**)

- Mind Matters (**www.curriculum.edu.au/mindmatters**)

- School Wide Positive Behaviour Support (**www.learningplace.com.au/deliver/content.asp?pid=24668**)

- Code of Conduct for School Students Travelling on Buses **http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome**

- Cyber bullying
http://raisingchildren.net.au/articles/cyberbullying_teenagers.html/context/1109?s_kwcid=TC|14513|cyberbullying%20laws||S|b|11519688211&gclid=CNi56Me0jgoCFQZLpgodVSUIyg

- Michael Carr-Gregg **http://www.michaelcarr-gregg.com.au/**

- You Can Do It program **http://www.youcandoit.com.au/**

Date: _____

_____ _____ _____
Mike Ludwig **Sean Needham** **Don Grobbe**
Principal **P&C President** **Executive Director (Schools)**