



BEHAVIOUR MANAGEMENT PLAN 2006

**Springwood Road State School
endeavours to promote Quality, Caring Education
addressing the unique needs and individual abilities
of all Pupils, in a supportive environment which
engenders self-esteem and mutual respect.**

MISSION STATEMENT

Springwood Road State School promotes quality, caring education addressing the unique needs and individual abilities of all pupils in a supportive environment which engenders self-esteem and mutual respect.

PREFACE TO BEHAVIOUR MANAGEMENT PLAN

The members of the Springwood Road State School Behaviour Management Review Committee have developed this Behaviour Management Plan in 2004 in accordance with the Development of Behaviour Management Plan as outlined in the Department of Education Manual, (hereafter referred to as D.O.E.M.) S.M. – 06 “Management of Behaviour in a Supportive School Environment Schools and Discipline”.

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SCHOOL PROFILE

Springwood Road State School aims to provide quality, caring education that addresses the unique needs and individual abilities of all students in a supportive environment that engenders self-esteem and mutual respect. In doing so our school caters for those with special needs as well as the learning needs of mainstream students.

Teaching and learning proceed from collaboratively developed school programmes based on syllabus documents that focus on the productive pedagogy strategies of Intellectual Quality, Connectedness, Supportive Classroom Environment and Recognition of Difference. These programmes are implemented by qualified and experienced classroom teachers and by specialist teachers of music, instrumental music, physical education, learning support, English as a second language and languages other than English (Japanese and German).

Although in the minority, our student population does include students from a variety of ethnic backgrounds including non-English speaking backgrounds. Students come from a range of family situations including dual-income families and low socio-economic backgrounds. Inclusion of a small number of students with intellectual impairment, learning difficulties and physical impairment promotes a socially aware and caring environment.

Our school is 30 years old, having been established in a growing urban fringe area approximately 20 kilometres south of Brisbane. The area is part of a well-established residential and commercial corridor stretching between Brisbane and the Gold Coast. Our school is a Band 9 school of approximately 700 students. Although a part of Education Queensland, management is school based.

SUPPORTIVE SCHOOL STATEMENT

A supportive school environment is one in which:

- All members feel safe, supported and valued
- Social and academic learning outcomes are maximized
- Acceptable behaviour is defined, modeled and reinforced by all members of the school community.

Behaviour management within a supportive school environment should foster a positive attitude that encourages and allows all participants to benefit from effective teaching and learning and allows them to choose to behave appropriately in accordance with the values of the wider school community. Relationships should be based on sound values and mutual respect for the rights and responsibilities of self and others

Springwood Road State School community has developed an effective program for managing behaviour that comprises preventive, supportive and corrective elements and is co-ordinated with the school structure so that together parents, students, staff and students understand, accept and implement the principle stated herein that leads students towards the ownership of and responsibility for their own behaviour.

VALUE AND BELIEF STATEMENTS

Springwood Road State School Community believes that effective teaching caters for individual's needs and abilities.

We strive to achieve this by:

- Ensuring teachers have the skills to recognise the students' stages of development and provide and match learning experiences to these
- Aligning curriculum with student needs
- Developing and implementing specific school programs in all key-learning areas.
- Ensuring accountability for learning outcomes through focus on planning, assessment, evaluation and reporting

Springwood Road State School Community believes in a well-resourced learning environment that is safe, enjoyable and supportive.

We strive to achieve this by:

- Ensuring that every day, every student will experience success in something
- Providing explicit teaching in co-operative learning skills
- Eliminating potential risks in the physical environment
- Ensuring supportive structures exist for staff and students
- Providing a futures perspective through access to technology

Springwood Road State School Community believes all children can learn well.

We strive to achieve this by:

- Encouraging active participation
- Emphasizing how to learn
- Assisting students to see the connection between 'school' learning and 'life' learning
- Providing relevant and meaningful learning activities

Springwood Road State School Community believes everyone is responsible for their own behaviour.

We strive to achieve this by:

- Providing instruction regarding making choices
- Ensuring structures exist to promote responsibility for personal actions
- Choosing a positive focus

Springwood Road State School Community believes in the significance of positive partnerships.

We strive to achieve this by:

- Recognising that the partnerships consist of student, teachers, parents and community
- Promoting effective communication
- Ensuring that all interaction consider dignity and respect
- Respecting all points of view
- Celebrating diversity (valuing differences)
- Encouraging activity that celebrates collegiality and promotes professionalism

ROLES, RIGHTS AND RESPONSIBILITIES OF OUR SCHOOL COMMUNITY

ADMINISTRATORS

IT IS THE ROLE OF AN ADMINISTRATOR:

- To manage and supervise all aspects of the effective functioning of the school in accordance with Departmental Policy, Government Legislation and the needs and aspirations of the local school community.
- To model quality leadership
- Ensure the Behaviour Management Plan is consistently implemented across the campus
- Follow procedures of D.O.E.M. SM – 16 on School Disciplinary Absences
- To ensure all requirements of the current Education Queensland's Curriculum is implemented
- To ensure appropriate and effective deployment of staff
- Provide for appropriate professional development for all stakeholders.
- To ensure appropriate and effective acquisition and management of material resources and facilities throughout the school
- To respect the rights of all members of the school community

IT IS THE RIGHT OF ALL ADMINISTRATORS

- To expect all members of the school community to respect the authority of the position of the administrator
- To expect that all school based avenues will be explored in a positive manner as the first stage of conflict resolution
- To expect all members of the school community to display loyalty to and pride in their school and its achievements
- To work co-operatively with others in an environment which is pleasant, safe, secure and healthy
- To expect that teachers exercise their responsibilities at all times in a professional manner
- To expect the members of the P&C Association to model to the greater community co-operation with the Administration Team, engage in meaningful participation in the decision making process, be involved in the effective functioning of the school, display an interest in and an awareness of current issues influencing the education of their children and support all school personnel in the execution of their duties

IT IS THE RESPONSIBILITY OF ALL ADMINISTRATORS

- To fulfil the defined role of the administrator in a manner which is in keeping with the stated Mission of the school
- To lead in the creation of an environment which values people and is conducive to open and sincere communication
- To demonstrate loyalty to and pride in the school and its achievements
- To foster the creation and maintenance of an environment which engenders pride and ownership
- To model co-operation in the workplace
- To ensure that the provisions of the workplace Health and Safety Act are implemented
- To ensure consistent implementation of the school's code of Behaviour Policy
- To exercise the responsibilities of an administrator at all times in a professional manner
- To respect the professionalism of teachers
- To value teachers' expertise and support their decision making ability
- To support and encourage the effective operation of the P & C Association
- To provide meaningful opportunities for parent participation in the decision making process through effective channels of communication, representation on school committees, having a knowledge of and an opportunity to contribute to the review process, making available financial information related to all school accounts

STAFF

IT IS THE ROLE OF ALL STAFF MEMBERS:

- To value students and their diverse characteristics and acknowledge barriers that can impede some students' achievements
- To ensure children's needs, abilities and interests are catered for
- To provide quality and varied learning programmes / experiences
- To provide a safe and caring environment
- To work co-operatively with all members in the school community
- To model appropriate behaviour
- To establish appropriate expectations and procedures and to ensure students and parents are familiarised with them
- Ensure the Behaviour Management Plan is consistently implemented
- To respect the rights of all members of the school community

IT IS THE RIGHT OF ALL STAFF

- To expect students to understand that school is a place of learning
- To expect students and other members of school community to respect the authority of their position
- To expect support and co-operation from all staff members and other members of the school community in an environment which is pleasant, safe, secure and healthy
- To expect parents to be courteous and interact appropriately
- To expect parents to share any concerns about students, directly with relevant staff
- To expect students to respect and follow school/class rules and observe Springwood Road State School's Code of Acceptable Behaviours
- To be informed of all school and professional matters relating to them

IT IS THE RESPONSIBILITY OF ALL STAFF

- To provide quality programmes allowing children to develop individuality through positive attitudes and sound work habits
- To encourage children to take pride in their school, classroom and themselves
- To participate in professional development
- To set a good model for children to follow
- To apply consistent, fair and appropriate disciplinary measures as outlined in the school's Code of Acceptable Behaviours
- To ensure classes are not necessarily disrupted
- To co-operate with and support other staff members
- To demonstrate respect for parents, care givers and students
- To be ready to communicate with partners and children
- To monitor children's habits in the playground by moving around the area constantly
- To ensure that all available literature is perused
- To use inclusive language
- To reflect the principles of Social Justice to ensure all students participate in the benefits of schooling (It must be noted however, Social Justice is not about accepting anti-social or disruptive behaviour)

PARENTS

IT IS THE ROLE OF ALL PARENTS:

- To ensure children are properly prepared for a school day
- To be involved in the learning process of their children
- To be supportive of the school’s Code of Acceptable Behaviour
- To establish and maintain communication with relevant school personnel
- To respect the rights of all members of the school community

IT IS THE RIGHT OF ALL PARENTS	IT IS THE RESPONSIBILITY OF ALL PARENTS
<ul style="list-style-type: none"> • To expect their children to learn and be involved in quality programmes of instruction • To expect to be informed of their child’s progress through appropriate assessment • To expect their child to have access to all the resources of the school • To be informed about matters involving their child’s academic and social behaviours • To expect their child to be safe at school, protected by a behavioural management process • To expect their child’s property to be safe • To expect respect and support for their child’s education 	<ul style="list-style-type: none"> • To provide requisites for classroom use throughout the year • To stay informed by reading Newsletters and attending information sessions • To ensure their child’s regular attendance and punctuality • To ensure that homework tasks are completed • To attend Parent/Teacher interviews • To consult the school for clarification when problems arise • To support the school in providing necessary personal requisites and pay the resource levy • To encourage their child to take care of school property eg library books, other reading materials, sporting equipment • To maintain effective communication with their child’s teacher and administration • To provide written notification regarding absences • To inform the school of changes of address or telephone number, medical information and family situation • To reinforce our school’s Code of Acceptable Behaviours that includes our Rules of Conduct and Uniform Rules • To accept and support the school’s management of behaviour incidents • To collect children from office when out of normal school hours • To always sign in presence on school grounds at Administration when out of

IT IS THE RIGHT OF ALL PARENTS	IT IS THE RESPONSIBILITY OF ALL PARENTS
	<p>school hours</p> <ul style="list-style-type: none">• To stay away from classrooms when waiting for children by meeting children only in the designated areas as defined in our school newsletters• To have all property clearly named• To demonstrate respect for teachers and other members of the school community• To participate in school functions designed to involve and/or help parents

STUDENTS

IT IS THE ROLE OF ALL STUDENTS

- To regularly attend school and be an active participant
- To accept responsibility for learning
- To interact positively with other students and adults
- To abide by the school's dress rules
- To model the school's Code of Acceptable Behaviour
- To respect the rights of all members of the school community

IT IS THE RIGHT OF ALL STUDENTS	IT IS THE RESPONSIBILITY OF ALL STUDENTS
<ul style="list-style-type: none">• To have every opportunity to learn and experience success and a sense of achievement• To feel safe at school• To work in pleasant and healthy environment• To be respected• To know which behaviours are acceptable and to know the consequences of unacceptable behaviours	<ul style="list-style-type: none">• To complete set tasks to the best of their ability by being fully prepared for lessons, co-operating with staff and allowing others to work without disruption• To abide by the school's code of Acceptable Behaviour by following our Rules of Conduct.

CODE OF ACCEPTABLE BEHAVIOURS

RULES OF CONDUCT

Community and Friendship Rules - Co-operating Rules - Safety Rules - Rules of Respect - Dress Rules

These Rules of Conduct will be reinforced continuously on school assembly and discussed regularly in the classroom. Non-compliance of these rules will NOT be tolerated and will result in consequences.

Acceptance of rules depends not only on one's knowledge of them but an understanding of, and empathy for, the need for that rule.

COMMUNITY AND FRIENDSHIP RULES

We will ensure we will

- Never bully, frighten or hurt other people
- Use conflict resolution to solve problems
- Be kind and polite to others

CO-OPERATING RULES

We will ensure we will

- Follow our classroom rules
- Stand/sit quietly on Assembly and when in line
- Walk between classrooms quietly and without delay
- Follow eating and play rules
- Be on time

SAFETY RULES

We will ensure we will

- Be on school premises only during the hours of 8:00am to 3:00pm unless permission has been granted to the contrary
- Be in the correct area at the correct time
- Walk on concrete paths and in the undercover areas
- Leave sticks, stones, sand, gum nuts etc on the ground
- Stay away from fences and designated out of bounds areas
- Climb only on designated apparatus
- Never talk to strangers **and always** report strangers to staff
- Use only tennis balls in covered areas
- Only ride a bicycle to and from school with a knowledge of bicycle road rules and wearing an appropriate helmet
- Not ride any wheeled recreational device in the school grounds
- Maintain personal hygiene
- Wear the broad brimmed school hat (NO hat=NO play - even in under-covered areas) during all outdoor activities (eg play time, outside eating areas)

- Wear soft soled jogging shoes to play
- Comply with our school's dress rules
- No tackle or other games that involve pulling to the ground or deliberate hitting with a ball eg Red Rover, Rugby League or other tackle football (unless closely supervised by qualified instructor), Brandy

RULES of RESPECT

We will ensure we will

- Use polite, non-offensive language, body language and gestures
- Use good manners and display courteous behaviour at all times
- Follow staff instructions
- Leave other people's property alone as any damage will be unacceptable
- Always ask permission to use property of others, return it promptly and in the same condition in which it was loaned
- Take care of school physical and natural environment as any damage will be unacceptable
- Not annoy or touch property of neighbours of our school
- Put rubbish in the bin and show we care about others and the environment by not littering the school

UNIFORM RULES

BOYS

- Gold Polo style shirt with SRSS logo
- Blue Year 7 Polo style shirt is optional in Year 7 only
- Royal blue shorts
- Blue-check shirt until phasing out is completed
- Gold Polo style shirt with SRSS logo
- Blue Year 7 Polo style shirt is optional in Year 7 only
- Royal blue shorts
- Blue-check shirt until phasing out is completed

GIRLS

- Gold Polo style shirt with SRSS logo
- Royal blue Year 7 Polo style shirt is optional in Year 7 only
- Royal blue shorts, culottes, or netball style skirt
- Blue-check dress until phasing out is completed

ALL STUDENTS

- Royal blue **broad brimmed** hat
- Closed in shoes with socks
- Royal blue and gold zippered Tazlon top with SRSS logo or
- Royal blue rugby style jersey with SRSS logo or
- Royal blue track top (as required)
- Royal blue track pants (as required)
- For health and safety purposes
 - Jewellery **WILL ONLY BE** wrist watch, sleepers or studs worn in the ear lobe, medical bracelet or appropriate religious items when requested in writing
 - Long hair **will be** tied back away from the face and secured
- Make-up and nail polish **ARE NOT** acceptable

BEHAVIOUR MANAGEMENT STRATEGIES

POSITIVE REINFORCEMENT

Springwood Road State School Community believes that the underpinning of the Behaviour Management Programme is with a whole school focus on the implementation of proactive strategies of instruction in making choices, responsible thinking, self esteem, anger management, conflict resolution and specific teaching of social skills.

It is an expectation that each class will focus on set lessons each week with the implementation process at the discretion of the class teacher. The skill for the week will be reinforced by;

- Focus skill addressed on Year 3 –7 Assembly
- P – 2 to address focus skill in classroom setting
- Article for families through the school's weekly newsletter
- Schoolwork and Co-operation Awards presented at weekly assembly – Students are acknowledged for class and/or playground efforts in these areas
- Playground Awards – Students are nominated by playground duty staff who observe students demonstrating the focus skill specifically in the playground.

BEHAVIOURAL CONSEQUENCES

When students choose to behave in an unacceptable or disruptive manner, the following whole school procedures are implemented to assist students to be self-managing in terms of their behaviour.

Implementation of Individual Classroom Management Plan

Each teacher outlines their classroom management plan after referring to “Points to be considered when formulating a Classroom Management Plan” and provides **a copy for Administration on the Classroom Management Proforma**. An outline is provided to parents at the Parent / Teacher meeting held early in Term 1

Time out of the classroom/playground with an Administrator

When a student reaches the classroom behaviour management plan final step, which is a referral to an Administrator, he/she **must bring** a completed proforma referral form. Two copies of the referral form with Administrative action will be made. One will be forwarded to the class teacher for filing in the student's classroom file and the other will be kept in a central administration behaviour register.

Repeated referrals to an Administrator

When a student is repeatedly reaching the final step of the classroom behaviour management plan and accumulating referrals to the Administration, written contact may be made with the parents using Form Letter A.

If no improvement or changes are made in the student's choices of behaviours and/or referrals continue to be made to an Administrator

When misbehaviours continue despite contact with parents written contact will be made with parents using Form Letter A. On this occasion a formal interview will be requested with an Administrator and/or Classroom Teacher.

Further continuation of poor choices of behaviours

Any continuation of poor choices of behaviours may result in formal Administration Procedures being implemented ie a formal warning of a Restricted Behaviour Level or imminent suspension using Form Letter B or, if the situation warrants, immediate suspension



Threatening or physical violence towards another student/s, staff member/s or other member/s of our school community OR wilful damage of property belonging to student/s, staff member/s or other member/s of our school community MAY RESULT in suspension and possible legal action

POINTS TO BE CONSIDERED WHEN FORMULATING A CLASSROOM MANAGEMENT PLAN

Proactive and Preventive Behaviour Management Strategies

Preparation and thought can pre-empt difficulties. When preparing activities, materials, resources, etc consider areas where disruption could occur and be prepared. This can be achieved through small group co-operative learning where the product, rules, resources and space to work in, are all planned to maximize group cohesion and on task behaviours.

Establish a Thinking Area that is relatively withdrawn from the group and as free from stimulation as possible.

Flexibility. If a lesson is not working to plan, be prepared to change. Continuing may lead to behaviour problems.

Sense of humour. Be aware of how students feel about what is happening in the classroom. Early intervention may prevent problems occurring.

Be fair. Don't make an issue out of minor incidents. Reprimand and move on.

Consider factors that may have triggered the incident. Is the incident worth making into a major issue?

Build on strengths and recognise weaknesses. Ensure all students experience success in their work. Adjust activities, curriculum and expectations to the needs of the child.

Use encouragement rather than criticism. Be quick to praise good behaviour and make comments about positive social interactions. Keep feedback constructive.

Keep lessons interesting and of an appropriate time span. Keep students' attention focused. Change the activity if it appears to be dragging on too long.

Model appropriate behaviour. Always model the behaviour you expect from your students.

Keep sarcasm, threats and intimidation out of the school

Vary teaching strategies. This helps cater for various learning styles.

Check for students' learning and motivational styles and cater for these.

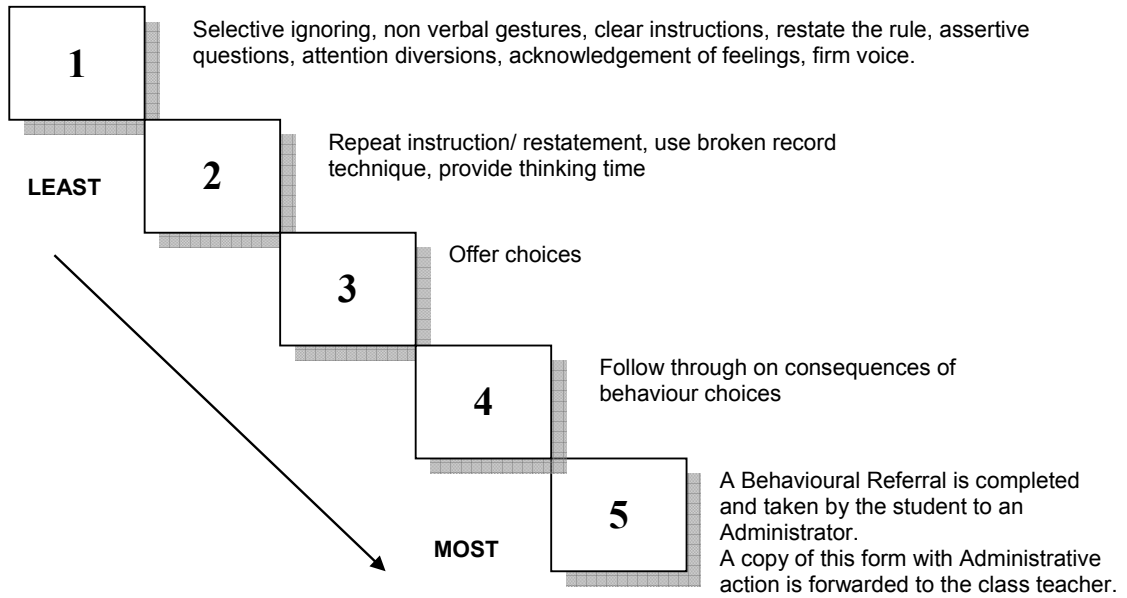
Look for causes not just symptoms. Sometimes misbehaviour is a result of outside influences. These DO NOT EXCUSE misbehaviour. (This may be an explanation – it is not an excuse but it does help to develop positive rapport with behaviourally difficult students) Remember to focus on the behaviour being unacceptable rather than the student being “bad”. It is important for these students to know that when they are being co-operative you value their efforts.

Use a variety of behaviour management techniques. Giving choices can help students take responsibility for a situation e.g. *You can put your game in your bag or on my table.* Make students aware of their behaviour by asking questions eg *What are you doing? Is that okay? What should you be doing?*

Reflective Thinking Questions. Encourage student self-evaluation of behaviours.

- **Give instructions clearly.** Make sure students know exactly what they should be doing. Review instructions to check they are understood and clarify if necessary.
- **Put the preferred before the reward.** e.g. *When you have finished this task you may have free time.*
- **Create an environment that is conducive to good behaviour.** Be supportive, caring, warm and friendly. Take an interest in the students' home life and family circumstances but don't pry. Take time to talk to parents. If rapport has been developed with parents it is often easier to discuss any concerns.
- **Be interested.** Make sure your behaviour and attitude reflect interest, support and encouragement. Avoid confrontation if possible but still be assertive.
- **Explore with and support students** in gaining success with individual behaviour management plans where appropriate.
- **Encourage the use of conflict resolution strategies,** especially assertive language and active listening.

Reactive Behaviour Management Strategies



STUDENT BEHAVIOUR IN THE CLASSROOM



At the beginning of each year, teachers are required to submit a Classroom Management Plan which reflects and supports the School's Code of Acceptable Behaviours focusing on Rights, Responsibilities and Rules of Conduct in a supportive classroom / school environment.

DEVELOPMENT OF CLASSROOM MANAGEMENT PLAN

- Formulate the plan with the students in the first week of school
- Communicate and discuss plan with an Administrator for support and endorsement
- Communicate plan to parents via class meeting and /or newsletter

IMPLEMENTATION OF CLASSROOM MANAGEMENT PLAN

- Be consistent
- Have plan displayed for student and visitor reference
- Discuss plan with class at regular intervals
- Recognise and acknowledge positive behaviours
- Follow through on consequences

Most behavioural incidents should be covered under these guidelines and thus will be addressed in the classroom setting between teacher and student.

However, there may be occasions when the following may occur

- Serious misbehaviour or
- Continuation of inappropriate/disruptive behaviours or
- Refusal to follow teacher's repeated directions

When this occurs the students have indicated through their choice of behaviour that they have chosen to be referred to an Administrator.

Teachers will contact parents to discuss continual inappropriate/disruptive behaviours and formulate a proactive plan in consultation the parents/Administrators/ support staff to address the misbehaviours.

STUDENT BEHAVIOUR IN THE PLAYGROUND



On Assembly and during class discussion at the beginning of and throughout the year, students will be informed of the expectation of acceptable playground behaviour and Playground Awards will be presented on Assembly to those students who best demonstrate these acceptable behaviours.

The following procedure is to be used in response to inappropriate playground behaviour.

1. Person on duty gives an **informal warning** for a minor breach of school rules or misbehaviour. Appropriate rule is reinforced.
2. Person on duty instructs the student **to walk around with them** while on duty.
3. Person on duty instructs the **student to sit out of play** for a specified time. Again the appropriate rule is revisited and reinforced.
4. Person on duty issues a **formal warning** and completes a **Behaviour Referral Proforma** (kept in the duty bag).

For this situation

- The student is instructed to **leave the playground** with the completed proforma and a student escort to the Administration area to report to an Administrator for follow up.
 - On arrival at the Administration area, the student will sit quietly in a designated area until seen by an Administrator. A copy of the referral form and Administrative action will be forwarded to the class teacher.
 - **If the student refuses** to go to the Administration area, the person on duty will deliver the form personally at the end of their designated duty and an Administrator will ensure it is followed up or use the walkie talkie to call an Administrator for immediate assistance.
5. If the person on duty **requires urgent assistance** to manage serious/violent misbehaviour he/she will
 - Use walkie talkie for immediate assistance
 - Remove bystanders to ensure their safety
 - Remain calm
 - Try not to inflame the situation further by taking an aggressive stance
 - Not place self in danger
 - Make an informed judgement as to the nature of the intervention that is required ie verbal instructions /reasonable physical restraint
 - Remove involved student/s from the playground to the office with the assistance of an Administrator or assisting staff member
 - Write a detailed report of the incident and submit it to an Administrator

PROCEDURES AND CONSEQUENCES FOR SCHOOL BEHAVIOUR LEVELS



A 4 tier system of Behaviour Levels will operate throughout the year. Each level will have privileges and exclusions attached to it. Students will be formally notified at the end of each term with their Behaviour Level. **Teachers will complete the prescribed Behaviour Criteria Sheet in consultation with Specialist and other teachers and information from the Administration Register of Behaviour Referrals BEFORE** issuing the students with their formal notification. The only exception to this is the Restricted Level, which can be issued at any time during the term by an Administrator.

If at any time a student in a leadership position (School Captains, School Vice-Captains, House Captains, House Vice-Captains Student Councilors) fails to maintain a Gold Level, that position will be relinquished.

PROCEDURES FOR ALLOCATING SCHOOL BEHAVIOUR LEVELS

To ensure consistency across the Year Levels, allocation of Student Behaviour Levels teachers will need to ensure they have completed the Behaviour Criteria Sheet checklist that is compiled from Springwood Road State School's Code of Acceptable Behaviours and the Roles and Responsibilities for Students.

LEVELS and ASSOCIATED CONSEQUENCES

GOLD (HIGH) Yrs 3-7 ☺ ☺ Two smiley faces (HIGH) Yrs 1-2

Gold OR Two Smiley Face level students display a **HIGH commitment** to Springwood Road State School's Code of Acceptable Behaviours and Student's Roles and Responsibilities by achieving 80% overall on the prescribed criteria sheet.

➡ **Only these students will be entitled to hold all leadership and /or monitor roles and have NO restrictions on school activities,**

BLUE –SATISFACTORY- Yrs 3-7 ☺ One smiley face –SATISFACTORY- Yrs 1-2

Blue OR One Smiley Face level students display a **SATISFACTORY commitment** to Springwood Road State School's Code of Acceptable Behaviours and Student's Roles and Responsibilities by achieving between 50% - 79% overall on the prescribed criteria sheet.

➡ **These students may hold classroom monitor positions_(eg Library, Tuck-shop, Banking, Roll)**

RED –UNSATISFACTORY- Yrs 3-7 ☹ One sad face – UNSATISFACTORY- Yrs 1-2

Red OR One Sad Face level students display an **UNSATISFACTORY commitment** to Springwood Road State School's Code of Acceptable Behaviours and student's roles and responsibilities by consistently demonstrating deliberate disregard for the Springwood Road State School's Code of Acceptable Behaviours and Student's Responsibilities by achieving less than 50% overall on the prescribed criteria sheet.



These students will have discretionary participation in excursions, camps and Arts Council. These students will be excluded from all extra curricular activities (eg discos, aerobics, Wakakirri, choir, band excursions, leadership and/or monitor roles)

RESTRICTED LEVEL All Levels

At any time any student who demonstrates a major disregard for the Springwood Road State School's Code of Acceptable Behaviours and Student's Responsibilities and / or is a safety risk to others requiring immediate notification by Administrators will be allocated a **RESTRICTED LEVEL for a period of two weeks to a term based on the discretion of the Administrators.**



These students will be isolated at eating and playing times and will not participate in any extra curricular activities, sports days, camps or excursions during their Restricted Level period.

Major disregard and or breaches of the Springwood Road State School's Code of Acceptable Behaviours and Student's Responsibilities include offences which **may make them liable for suspension and / or exclusion.**

SCHOOL BASED and ADMINISTRATIVE PROCEDURES FOR:

ABSENTEEISM – DOCUMENTING - TRUANCY - BULLYING / HARASSMENT - SEXUAL HARASSMENT - VIOLENCE - ABUSE - NEGLIGENCE AND DRUG RELATED MATTERS

PUPIL ABSENTEEISM

- A note should be provided by the parent for each absence
- Notes from parents should be retained in the students classroom file
- Rolls are checked on Monday of each week. If a child has been absent for three or more days and no contact has been made with the school, the teacher will notify an administrator who will contact the parents to obtain a reason.
- Long term absences will be investigated by an administrator

MANAGEMENT OF TRUANCY

Truancy can occur for a wide variety of reasons and often relates to social pressures on children or as a result of single events.

- Suspected truancy – teacher will contact administrator who will contact the parents
- Truancy – a meeting will be arranged with parents and administrators
- Discussion – will take place to determine causes and provide support and ongoing monitoring
- Administrator makes notes on student's central file
- All notes (including those relating to absenteeism) should be filed in student's classroom file. To be returned to Administration for filing in central file at the end of the year.

Some possible causes for truancy are as follows:

- Home problems – parents counseled and referred to appropriate support services
- Guidance Officer may be consulted
- Bullying – investigated and support given to student
- Classroom problems – work related eg peer interaction, teacher conflict

PARENT'S RESPONSIBILITY

Parents are required to advise the school as to the reason for any absence by their child

SEXUAL HARASSMENT

Mechanisms exist through the Administration and/or Sexual Harassment Referral Officer based at the school for the reporting of concerns and/or claims of sexual harassment. The name of the sexual harassment referral officer is advertised on campus.

HARASSMENT / BULLYING, VIOLENCE AND DRUG RELATED MATTERS

Any evidence of physical or verbal harassment, bullying, violence or drug use should be reported to any teacher or administrator as a matter of urgency. Teachers should refer serious or continuing cases to the administrators. Instances dealt with by administrators will be recorded on the Student's Central Administration Behaviour Register.

When necessary administrators will refer the student behaviour to relevant agencies for intervention, monitoring or support services in accordance with the following D.O.E.M. Procedures

ADMINISTRATIVE PROCEDURES IN ACCORDANCE WITH THE D.O.E.M.

- SM – 06 Management of school in a supportive school environment
- SM - 16 School Disciplinary Absences
- SM – 05 Physical Restraint and Time Out Procedures for students with disabilities
- HS - 17 Student Protection Procedure
- Principal’s Action Flow Chart – School Plan and Practice Section 27 Education Act
- Minor Incident Reporting Form

ANTI-BULLYING STRATEGIES

Bullying is when a person or group of people repeatedly try to harass, hurt, threaten, intimidate or embarrass another person

ANTI-BULLYING INFORMATION SESSIONS

At the commencement of every new school year, the Administrators will visit every class across all year levels and present information sessions for the students.

During these sessions the Administrators will discuss bullying and outline strategies for students to use when confronted with bullying. School procedures concerning the reporting of incidents of bullying will also be outlined for students. In conducting these sessions the Administrators will utilise the video and information contained in Education Queensland’s “Bullying – No Way” Kit, as well as other anti-bullying resources available in the school. Classroom teachers throughout the year will revisit these sessions.

Also during these sessions, the Administrators will outline our school’s Behaviour Level Management System and the associated privileges and restrictions that apply to each level. Consequences for not following the school’s Code of Acceptable Behaviours will also be addressed during these sessions...

Throughout the year, class teachers will continue to monitor and assist students in the development of appropriate social skills through the implementation of the Social Skills Programme.

ANTI-BULLYING INFORMATION SESSIONS

Conduct Safety Survey Years 3 - 7

At the commencement of Term 2, the Administrators will conduct a confidential safety survey with students in Years 3-7, so as to gather information as to the extent of bullying within the school.

Parents will be informed, prior to the Safety Survey being conducted, via an article in the school newsletter.

Teachers will also be provided with opportunities to be involved with proactive in servicing conducted by groups such as Logan Learners for Life.

OUT OF SCHOOL SUPPORT

Should the need arise, a broad range of supplementary support services exist as options that may assist in the management of a student’s behaviour. These agencies and/or personnel operate in a consultative and/or interventionist basis to provide support and skills to both the student and the student’s family and teachers where necessary. Usually a strict referral process exists to ensure that services are directed to students most in need.

AGENCY / PERSONNEL able to be accessed include-

ROLE

Guidance Officer Assists students with behavioural needs, social skills instruction, assessment, diagnosis, counselling

Advisory Visiting Teacher for Behaviour Adjustment (A.V.T.)

Provides consultative services and support for school personnel in order to provide services for children and families with behaviour and adjustment difficulties
Trains parent / student in Behaviour Management Strategies

Family Services Provide intervention and support services for families

Juvenile Aid Bureau (JAB) Provide intervention and/or support services in extreme cases and/or emergencies that go beyond the school’s jurisdiction

Various Support Groups Logan Learners for Life

Run proactive workshops for whole classes of student eg drama workshops re bullying, conflict resolution, anger management etc

CLASSROOM MANAGEMENT PLAN FORM

This Classroom Management Plan reflects and supports the School's Code of Acceptable Behaviours focusing on Rights, Responsibilities and Rules of Conduct and will be submitted to an Administrator in Term 1 Week 2.

TEACHER _____ **CLASS** _____ **DATE** _____

CLASS RULES

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

ACTION PLAN

For students who **demonstrate responsible behaviour** by following class rules, I / we will use the following strategies.

- 1.
- 2.
- 3.
- 4.

For students who **demonstrate inappropriate behaviour** by not following class rules, I/we will use the following strategies.

- 1.
- 2.
- 3.
- 4.

If inappropriate behaviour continues or escalates, I / we will. as the **FINAL STEP** of my / our Classroom Management Plan,

- Refer the student **with a completed Behavioural Referral form** to an Administrator AND
- On return to classroom invite the student to re-establish a working relationship by discussing the expectations for future successful participation in classroom activities.