1. Purpose
Algester Primary School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.
This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review
Algester Primary School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during Term 3 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents including inappropriate online behaviour and inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.
The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in November 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement
All areas of Algester Primary School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.
Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Algester Primary School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.
Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

School Rules
- Respect for Self – Be engaged in learning and take part in school activities
- Respect for Others – Keep hands, feet and other objects to yourself
- Respect for Place – Keep the school environment tidy and clean

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour
At Algester Primary we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.
## Behaviour Level

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<tr>
<th>Behaviour Level</th>
<th>Indicators</th>
<th>Action</th>
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| **A. Excellent** | Students at this level display commitment to their education. They are actively involved in their school and accept their rights and responsibilities. They always follow the Code of Behaviour and Respect Values. | - A student at this level:  
  - always follows the code of behaviour  
  - completes class work and homework  
  - always abides by school dress code  
  - values respect for self, others and place  
  - displays courteous and respectful behaviour  
  - Makes positive contributions to the school  
  - Student will be eligible for awards and reward recognition  
  - Student may be eligible to hold positions of trust:- School Captain, House captain, Sports Team Captain, Peer Mediator, Student Council Rep, class responsibilities  
  - Student is eligible to participate in school sport, excursions, camps, extra-curricular activities  
  - The student’s report card will acknowledge ‘consistently good’ behaviour |
| **B. Good** | Students at this level always accept their responsibilities and almost always follow the Code of Behaviour and Respect Values. | - A student at this level:  
  - always follows code of behaviour  
  - generally completes class work and homework  
  - always abides by school dress code  
  - respects the rights of others  
  - displays courteous and respectful behaviour  
  - Student will be eligible for awards and reward recognition  
  - Student is eligible to participate in school sport, excursions, camps, extra curricular activities  
  - The student’s report card will acknowledge ‘usually good’ behaviour  
  - Warning may be used for in class redirection of disruptive behaviour |
| **C. Satisfactory** | Students at this level generally accept their responsibilities and usually follow the Code of Behaviour and Respect Values. | - A student at this level:  
  - generally follows code of behaviour  
  - displays acceptable classroom effort  
  - usually abides by school dress code  
  - generally respects the rights of others  
  - displays acceptable behaviour  
  - Student may be eligible for awards and reward recognition  
  - Student is eligible to participate in school sport, excursions, camps, extra curricular activities  
  - The student’s report card will acknowledge ‘usually acceptable’ behaviour  
  - Targeted Support may be used for in class reflection of disruptive behaviour |
| **D. Developing** | Students at this level are not consistently following the Code of Behaviour and Respect Values and are engaging in behaviour that is inappropriate on a regular basis. | - A student at this level continues to display unacceptable behaviour. Examples include:  
  - disruption in class  
  - inappropriate language  
  - disrespectful behaviour  
  - unsafe behaviour directed at others  
  - disobedience  
  - refusal to complete work  
  - continued non-compliance with school dress code  
  - an Individual Behaviour plan may be put in place by Admin  
  - Parents will be notified  
  - Reflection time used for Targeted Support in Buddy class  
  - Probable loss of any leadership title – Captain, Council Rep, classroom responsibility  
  - Possible restrictions on playground access  
  - May be restricted from off campus activities  
  - In school suspensions may result depending on individual circumstances |
| **E. Support Required** | Students at this level are rarely following the Code of Behaviour and Respect Values and demonstrating behaviour that is continually inappropriate or serious in nature. The student is at risk of disengaging with the education system. | - A student at this level has failed to respond to targeted approaches and may need more intensive support. Examples include:  
  - continual disruption in class  
  - abusive language directed at others  
  - disrespectful behaviour  
  - dangerous behaviour leading to injury of others  
  - illegal behaviour  
  - continual refusal to comply with directions  
  - An Individual Behaviour plan will be put in place by Admin and Behaviour Support Staff  
  - Parents will be notified  
  - Student may be excluded from off campus activities  
  - Formal suspension or exclusion may result depending on individual circumstances  
  - Alternative education programs may be considered for the student  
  - A Behaviour Improvement Condition may be implemented  
  - Other agencies may be notified – Police, KIMs |
Universal behaviour support

Algester Primary School implements the following proactive and preventative processes and strategies to support student behaviour:

- open communication with the school community on *The Code of School Behaviour*, the school’s *Responsible Behaviour Plan for Students, School Values* and *Keys to Success*
- establishment of agreed programs and procedures that are known and understood by all members of the school community
- professional development for all members of the school community
- managing of incidents through clear and well-understood processes
- supporting students and building strong community relationships
- modelling of expected behaviours by all staff at all times

The process for developing an understanding of the expected behaviours in relation to the school’s code involves following the School’s Behaviour Program. The program includes:

- discussing the *Code of School Behaviour* and our *School’s Values* with all students
- signing of an enrolment agreement form for all students at enrolment
- establishment of classroom rules in consultation with the students of each class at the start of each year and subsequent communication to parents
- using our school’s Social Skills Program “Program Achieve – You Can Do It”
- using the Behaviour Management Toolkit for staff – contains all the relevant forms and procedures to ensure consistency across the school
- using the school’s proactive whole school reward strategies which include - Gotchas, Success Key Cards, class awards on parade, Positive Behaviour Awards, Principal’s Afternoon Tea awards and Behaviour Certificates for desired behaviour
- the use of Warning slips, Infringement letters, Time – Out and Buddy systems, in-school suspensions and formal suspensions and exclusions for unacceptable behaviour
- using the school’s Bullying Prevention Program to discuss and deal with bullying (including cyberbullying) issues (appendix 2)
- processes and procedures for use of personal mobile phone and electronic devices (appendix 1)
- procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (appendix 3).
- using Yr 7 Peer Mediators and House Captains in the Junior play areas at lunchtimes
- promoting Leadership program for all Year 6&7 students

Reinforcing expected school behaviour

At Algester Primary School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Targeted behaviour support

At Algester Primary School, it is important that all relevant staff are involved in the support of students who may need more targeted behaviour support. Individual class, year level or specialist teachers will be primarily responsible for dealing with targeted behaviour support. Generally, school Behaviour Support Staff and/or the relevant school Administration member will be responsible for responding to students who exhibit persistent unacceptable behaviour or extreme unacceptable behaviour. When applying consequences, they should be supportive, fair, logical and consistent.
In implementing targeted behaviour support staff will:

- Identify students in class at Behaviour levels below Satisfactory ‘C’ level
- Follow the processes outlined in the Responsible Behaviour Plan for Students.
- Ensure children understand and are familiar with all aspects of the Code of School Behaviour
- Use the class Behaviour Diamond/Chart to indicate the level of behaviour students are at for the day and the appropriate consequence for unacceptable behaviour
- Use ‘Time Out’ reflection area and ‘Buddy class’ reflection time for continued unacceptable behaviour
- Discuss any further concerns with relevant Administration staff – an in-school Behaviour Plan may be put in place
- Refer any further concerns about a student to the Student Services Team
- Liaise with SEP staff for supported students

### Intensive behaviour support

Algester Primary School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. The Student Services Team:

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
- works with the School Administration to achieve continuity and consistency.

### 5. Consequences for inappropriate or unacceptable behaviour

Algester Primary School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

**Consequences are to be applied to:**

- provide the opportunity for all students to learn
- ensure the safety of staff and students
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. An appropriate response for those students who breach The Code of School Behaviour and the School’s Responsible Behaviour Plan for Students is targeted and/or intensive behaviour support. Students who display chronic problem behaviour are supported using a range of individual strategies and consequences, if necessary in the context of an individual behaviour support plan. For consequences to be most effective, students must be able to see a connection between the behaviour and the resulting consequence. This type of consequence is termed a logical consequence. Logical consequences, for both positive and negative behaviours, should be applied consistently, calmly, firmly and without prejudice towards individual children.
Processes for Dealing with Unacceptable Behaviour

Classroom Management (Proximity / Praise / Reward)
Where a student is exhibiting low level misbehaviour, the teacher will use one of the following strategies.
- Ignore inappropriate behaviour where possible.
- Restate clear directions to student.
- Praise the student when they return to appropriate behaviour.
- Praise another student who is behaving appropriately.
- Prompt or redirect the student to return to the appropriate behaviour using gesture or eye contact.

Restatement, Rule Reminders
The teacher responds with a combination of the following strategies to address the student’s inappropriate behaviour:
- restatement of the rule,
- giving a specific direction,
- giving the student a choice eg to work appropriately or move to a different area

Time Out/Buddy Class
The student will be sent to a specific part of the classroom or another classroom to reflect on their behaviour. The student should complete a ‘responsible thinking reflection sheet’ and return to the classroom when the student is willing and able to comply. Re-entry to the class will be supported in a planned, solution focussed, non-punitive manner. Continual or serious disturbances will result in the student being referred to the relevant Administration member and parents/carers being notified.

Student Self-Managing Reflective Plan
If a student’s behaviour continues to infringe upon the rights of others in the classroom, an individual self-managing reflective plan is developed by the teacher, student and Administration member. The plan is a daily reflective chart containing expectations, goals and rewards. Parents/carers are contacted throughout the process and informed of weekly accomplishments until the plan is no longer required. The student may be referred to Administration for internal withdrawal suspensions if inappropriate behaviour continues as part of the reflective plan. Incidents of inappropriate behaviour are recorded in OneSchool. If additional support is required the teacher will make a referral to the school’s Student Services Team.

Yellow Slip - Warning (Playground) or Infringement Letter - Major Offence (Class/Playground)
A student may be issued with a Yellow Warning Slip from a Teacher on Duty in the playground. The teacher will explain the reason for the warning to the student/s and then complete the Yellow Warning Slip for minor offences. This slip is given to the student’s Class Teacher to be compiled in the Class Behaviour Folder. If a student receives 4 Warning Slips in a month this should be brought to the relevant Administrator’s attention for further action. This may involve the distribution of an Infringement letter sent home to the parents and possible playground restrictions put in place. If a student is involved in a serious offence in the classroom or the playground, the Class Teacher or the Teacher on Duty will immediately bring it to the attention of the relevant Administrator for further action. This may involve the distribution of an Infringement letter sent home to the parents and possible class or playground restrictions.
Support Staff Intervention
The student is referred to the Student Services Team and the Behaviour Support Staff will be appointed to liaise with the Teacher to formulate the most appropriate course of action. A functional behaviour analysis may be completed by the Behaviour Support Specialist in consultation with parents/carers, teachers, the student, and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.

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

Suspension/Exclusion
Suspension (including In-School Suspension) and exclusion will be used where the behaviour is serious and/or persistent. Serious or persistent inappropriate behaviour is that which threatens the good order of the school and/or safety of people within the school. Suspension and exclusion will only be used where other processes have been put in place previously or the incident is of a serious nature. Consideration will be given to the specific circumstances in each case. Where suspensions occur, an appropriate re-entry plan will be used. In case of exclusion, the school will attempt to find a suitable alternative location for the student to continue their education.

Relate inappropriate or unacceptable behaviour to expected school behaviours
When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Ensuring consistent responses to inappropriate or unacceptable behaviour
At Algester Primary School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training including Essential Skills in Classroom Management training for all staff. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student’s behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:
- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.