Pormpuraaw State School
Responsible Behaviour Plan for Students

1. Purpose

Pormpuraaw State 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.

2. Consultation and data review

Pormpuraaw State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through community meetings held early 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009 – 2011 also informed the development process.

3. Learning and behaviour statement

All areas of Pormpuraaw State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours. Preventing a problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are transparent to everyone, assisting Pormpuraaw State 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 community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be Safe
- Be Responsible
- Be Respectful
- Be a Learner

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

- Universal behaviour support

<table>
<thead>
<tr>
<th>BE SAFE</th>
<th>BE RESPONSIBLE</th>
<th>BE RESPECTFUL</th>
<th>BE A LEARNER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL AREAS Inc. Out of school activities</strong></td>
<td><strong>CLASSROOM</strong></td>
<td><strong>OVAL/PLAYGROUND BASKETBALL COURT</strong></td>
<td><strong>COMPUTER LAB LIBRARY</strong></td>
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</tr>
<tr>
<td>Listen to and follow directions carefully.</td>
<td>Seek permission before leaving the room.</td>
<td>Follow instructions given to you.</td>
<td>Attend to school business and make good use of your time.</td>
</tr>
<tr>
<td>Keep hands, feet and objects to yourself.</td>
<td>Keep the room neat and tidy.</td>
<td>Be a good listener.</td>
<td>Be kind and polite.</td>
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<tr>
<td>Walk on all concrete areas.</td>
<td>No inappropriate language or jokes.</td>
<td>Follow instructions until completion.</td>
<td>Play fair in all school activities.</td>
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<tr>
<td>Report inappropriate behaviour.</td>
<td>Use appropriate equipment.</td>
<td>Always try to improve yourself.</td>
<td>Give your best to the best of your ability.</td>
</tr>
</tbody>
</table>

**PORMPURAAW STATE SCHOOLWIDE EXPECTATIONS**

**ALL AREAS**
- Listen and follow directions carefully.
- Use equipment appropriately.
- Keep hands, feet and objects to yourself.
- Walk on all concrete areas.
- Report inappropriate behaviour.
- Ask permission to leave the room.

**CLASSROOM**
- Use equipment appropriately.
- Complete tasks.
- Follow school rules.
- Be a good listener.
- Follow instructions until completion.

**OVAL/PLAYGROUND BASKETBALL COURT**
- Complete tasks.
- Use appropriate equipment.
- No inappropriate language or jokes.
- Follow instructions until completion.

**COMPUTER LAB LIBRARY**
- Use equipment appropriately.
- Complete tasks.
- Use appropriate equipment.
- Follow instructions until completion.

**TOILETS**
- Use toilets during breaks.
- Use quiet voices.
- Always wash hands before leaving the room.

**COMING TO & FROM SCHOOL**
- Follow school business and make good use of your time.
- Be a problem solver.
- Be kind and polite.
- Be a good listener.
- Always try to improve yourself.

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**COMING TO & FROM SCHOOL**
- Follow school business and make good use of your time.
- Be a problem solver.
- Be kind and polite.
- Be a good listener.
- Always try to improve yourself.
• **Targeted behaviour support**

These expectations are communicated to students via number of strategies, including:

- Behaviour lessons/social skilling lessons conducted by classroom teachers.
- Reinforcement of principles on school assembly by the Principal
- Social skilling skits performed by the teachers, for the students to demonstrate positive peer pressure.
- Active supervision by staff during classroom and non-classroom activities.

Provide educational support, intervention and adjustments in responding to students demonstrating higher than average rates of problem behaviour.

• **Intensive behaviour support**

The Intensive Behaviour Support Team has a simple and quick referral system in place. Following referral, the Principal contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family and district-based behavioural support staff.

5. **Emergency responses or critical incidents**

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

6. **Consequences for unacceptable behaviour**

Pormpuraaw State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences (Step and Star Chart). Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

7. **Network of student support**

Support for students start at the school with the principal and local teacher aides, followed by the GO that visits once per term. Extension from this is the clinic who provide the school with excellent support. The RFDS are available to support as well as the social worker who regularly visits community.

8. **Consideration of individual circumstances**

Outline any processes that aim to ensure that educational outcomes for diverse needs of students are maximised.

9. **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 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related departmental procedures

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

List any related resources identified. This could include:

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

Endorsement

[Signatures]

Principal

P&C President or Chair, School Council

Principal's Supervisor

Date effective:

from ........................................... to ...........................................