Binjour Plateau State School

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Our school plan is aligned with The Code of School Behaviour by setting expectations of behaviour for all stakeholders of the school, including students, parents and staff. Our school has a code of its own, which is aligned with The Code of School Behaviour and has four main areas; Respect, Effort, Safety and Self-Responsibility. Upon enrolment of each child, an agreement is entered into that binds staff, student and parents to abide by the code.

This code is the basis of our Behaviour Management Plan. Benchmarks for each of the code areas have been established that move along a continuum from beginning, developing, competent and excelling, which are used to map out each child's behaviour.

A key concept of our plan is to focus predominantly on encouraging children to make positive and constructive choices through acknowledgement. Consequences for negative behaviour is within our plan and is available should it be needed. Considering that our students will be future citizens in our society, it is important to engender the characteristics of self responsibility, helping them to make positive decisions for themselves.

School beliefs about behaviour and learning

At Binjour Plateau State School we believe that the welfare and development of all students attending Binjour Plateau State School is of prime concern to parents and teachers alike.

A key ingredient to maximising a child’s learning potential is to provide a learning environment that is safe, supportive and positive.

It is important to recognise the good behaviour of those children who, day in day out make sensible and responsible choices and apply themselves diligently. It is also important to recognise and acknowledge the efforts of children to improve their behaviour. In addition, it is important to have consequences for those children who make inappropriate choices in relation to behaviour.

Optimum performance is achieved through constructive motivation (you want to do it), as opposed to restrictive motivation (you have to do it). Consequently it is important that the behaviour management plan focuses on acknowledging and encouraging children in a constructive manner. (arm bands, weekly reports, school awards)
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Our Behaviour Management Plan encompasses the whole school and is applicable to behaviour at all times – in class, at break times, before school after school, while on school grounds. All staff work with the plan to acknowledge good behaviour and correct inappropriate behaviour.

Respect, Effort, Safety and Self Responsibility are the four organisers/rules for behaviour in our school. Each of these rules has a set of descriptors in four different phases of development; Beginning, Developing, Competent, Excelling. These rules, descriptors and phases are organised into a continuum, which is used to monitor and report on student achievement in relation to behaviour.

We support and encourage children to move along the continuum towards Competent/Excelling through acknowledgement of good behaviour and through the provision of learning environment that is engaging and achievable but challenging. A range of consequences for inappropriate behaviour are available to administer to encourage children to move toward responsible decisions.

Acknowledgement of good behaviour is given personal time each day, which is earned by demonstrating good behaviour. Children who make inappropriate choices reduce their personal time for each incident and depending on the severity of the incident. Children may reduce their personal time as a result of inappropriate behaviour in the classroom or on the school grounds at any time.

Children have a range of negotiated activities to choose from to engage in during their Personal time. Children who have lost some of their time, will need to continue working for that duration. This is a way to acknowledge the efforts of individuals.

Simultaneous to this we have a system that nurtures peer support to make good decisions. School grades are awarded play money for the good efforts of its members. This money is tallied at the end of the week to identify the winning grade, who negotiates a form of acknowledgement as a result of their efforts. Peer support can often have a more effective influence than teacher redirection / encouragement and can help to change inappropriate behaviour patterns.

The effectiveness and administration of the Behaviour Management Plan is regularly evaluated and discussed at staff meetings. We also review particular children who are experiencing difficulty in moving from Beginning level to Developing level and establish individual strategies, complementary to our Plan, to assist them in their progress.

Whole-school behaviour support

To achieve success with our Supportive School Environment we all implement our school motto ‘Grow with Binjour’

- Behaviour Specific lessons which cover the Roles, Rights and Responsibilities of all members of Binjour Plateau State School;

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Develop an understanding of what is considered to be inappropriate behaviour at Binjour Plateau State School and the consequences of such behaviour.

Comparisons of School, Classroom, Home, Community, and Society Rules;

Modelling and encouragement of positive strategies for building friendships, working together and solving conflicts.

Protective Behaviours;

All children attending Binjour Plateau State School will be aware of general school rules. These rules are formulated in the best interest of all concerned and include ideals of manners, courtesy, sensible and safe play. Each class has its own particular set of rules. Those who are unable to work to these rules will be dealt with in accordance with the Responsible Behaviour Plan.

Binjour Plateau State School Rules:

1. Property
   a) Other people’s property should not be touched.
   b) Dangerous items (knives, etc) are not to be brought to school.

2. Playing around school
   a) Play must be sensible and safe
   b) Running around on concrete or paved areas, in classrooms or along verandas is not permitted.
   c) Keep out of gardens and trees
   d) Swinging is only permitted on appropriate playground equipment.
   e) Throwing objects other than balls, tackle games, fighting and unnecessary running are unsafe play.

3. Uniforms
   a) Shoes must be worn when outside playing in any areas around the school (unless participating in a supervised activity).
   b) No Hat – No Play.
   c) Appropriate dress should be worn to school (sleeved shirts)
      The children must wear full school uniform when:
      - Engaging in school activities out of school hours.
      - Attending or representing their schools
   d) Only appropriate jewellery is to be worn. Jewellery is limited to signet rings, sleepers or studs. Dangling earrings and necklaces pose a safety risk. If there is special significance (i.e.: religious or emotional), this can be negotiated with the Principal.

Appropriate and reasonable dress is expected at all times.

Appropriate and reasonable can be defined as clothing or apparel that would normally be acceptable, although it might not confirm with the usual school uniform standard.

Inappropriate dress refers to clothing or apparel worn by students that are deemed to be:

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• Offensive (slogans, words or pictures);
• Likely to disrupt, or negatively influence normal school operations;
• Unsafe for students and or others; and
• Likely to result in a risk to health and the safety of others. (e.g.: Singlet shirts, backless shirts, and clothing with dangling attachments that could cause harm).

In any cases of non-compliance one of the following actions will be carried out by school:
• Inability to attend or participate in any activity in which the student is representing the school until compliance with dress code;
• Parent will be contacted regarding the issue in an effort to resolve it.

The school can provide a school shirt in the case of an emergency but only after parental contact.

4. Courtesy
   a) Good manners and courteous behaviour are expected at all times.
   b) Spitting and swearing are not permitted.

5. Litter
Keep our grounds neat and tidy, put paper, scraps and other rubbish in the appropriate bins.

6. Eating
   a) Children are to remain seated whilst eating or drinking.
   b) Bubble gum and chewing gum are not permitted.

7. Classrooms
   a) Classroom rules must be followed.
   b) No one is permitted in rooms without the permission of a teacher.
   c) Movement in and out of rooms must be in a quiet and orderly manner.
   d) Keep the area around your desk and the classroom areas tidy.

8. School Grounds
Permission must be gained before entering into the school grounds outside of school hours.

9. Electronic Devices
We do not encourage students to bring Ipods, Gameboys, MP3 players or any other electronic game or device to school. If students choose to do so it is completely at their own risk. The school will take no responsibility for damage, loss or theft of any of the above objects.

All students have access to the school phone or the Principal’s phone if they need to contact a parent for any reason. If you wish your child to have their own mobile phone, this can be sent along to school and kept in the office for safe keeping until the child needs to use it. Make sure it has the students name clearly labelled.

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Positive Behaviours will be acknowledged regularly through the giving of arm bands, awards at parade, parent interviews, and report cards.

Failure to comply with these and other rules of common sense will cause the student to be subjected to consequences and should student continue to ignore school rules they will be suspended with the possibility of exclusion if the matter cannot be resolved.

Cyber bullying

Cyber Bullying?

Bullying is usually defined as any offensive or aggressive behaviour directed at another person, repeated over time. It may be physical, emotional or social.

Cyber bullying, as it has become known, includes text or images posted on personal websites or transmitted via email or cell phones.

Most often, cyber bullying is just another tool for the person who bullies face-to-face. However, it is becoming more common for those who are being bullied in the playground to retaliate online.

Sometimes cyber bullying happens as a result of a relationship break up. It can also be based on fear or prejudice. And sometimes, some young people just think it is a “fun game”.

What's the issue?

Young people have fully embraced the use of information and communication technologies to maintain contact with friends and make new ones. They send emails, create their own websites, post intimate personal news in blogs (online interactive diaries), send text messages and images via cell phone, message each other through IMs (instant messages), chat in chatrooms, post to discussion boards, and seek out new friends in teen community sites.

While most interactions are positive, there are increasing reports of these technologies being used to harass and intimidate others. This has become known as cyber bullying.

Whether it's cyber or face-to-face, bullying is not acceptable!

If you are aware that this is happening to someone or it is happening to you then the best thing to do is to tell someone. See Appendix B for more information.

Appendix B: Cyber Bullying information and contacts.

Consequences for unacceptable behaviour

Should children be unresponsive to the constructive motivation and acknowledgment, and make inappropriate decisions as a result, we have a range of consequences to administer depending on the severity of the incident. These include but are not limited to:
Nonverbal cues
Verbal direction/re-direction
State choices & consequences
Complete work at alternative time
Time Out
Parent contact/conference
Ensure class safety remove class or student (whichever is best for the situation)
Removal from school by parent
Loss of personal Time for day/s
Suspension
Exclusion

The network of student support

People in Our Support Plan
Teacher Aides: Madonna Meyers
Key Teacher: Kim Coster
Chaplain: Lexie Callahan
Principal: Andrew Goldie

Consideration of individual circumstances

Responses to inappropriate behaviour must consider the particular situation, context, the individual circumstances and actions of the student and the needs and rights of school community members.

To ensure that educational outcomes are maximised, Binjour Plateau State School aims to ensure that individual behaviour plans reflect the diverse needs of students and are created through a collaborative approach between Principal, school staff, Parents and Student.

Related legislation

- *Education (General Provisions) Act 1989*
- Section 21 of the *Education (General Provisions) Regulation 2000*
- *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*
- *Freedom of Information Act 1992*

Related Policies

- SM-06: Management of Behaviour in a Supportive School Environment - Schools and Discipline
- SM-16: School Disciplinary Absences
- HR-07-1: Code of Conduct

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Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
Acknowledgement Plan
- Praise / encouragement
- Arm bands – rewards
- Weekly report to parents
- Individual acknowledgment personal time, daily times for younger years
- Student awards on parade
- End of term celebration activities

Correctional Plan
- Nonverbal cues
- Verbal direction/re-direction
- State choices & consequences
- Enforce consequences
- Complete work at alternative time
- Time Out
- Loss of personal time
- Parent contact/conference

Crisis Plan
- Ensure class safety remove class or student (whichever is best for the situation)
- Contact parent
- Removal from school by parent
- Loss of Free Time for day/s
- Time-Out
- Suspension
- Exclusion

People in Our Support Plan
Teacher Aides: Madonna Meyers, Angela Goldie, Karen Maddern, Noel Thompson
Teachers: Deb Moorrees
Principal: Andrew Goldie

Note: The individual circumstances of each case should be taken into account when deciding and applying consequences of behaviour

Binjour State School Behaviour Management Plan
Values: Every person has the right and responsibility to ensure a safe, friendly, inclusive and supportive learning / work environment.

Restitution Plan
- Complete a reflection plan
- Apology to specific person
- Replace broken/stolen item
- Complete missed work
- Alternative management strategies

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## Binjour Plateau State School Behaviour Benchmarks

**Name:** Term 1, 2014

<table>
<thead>
<tr>
<th>Behaviour Code</th>
<th>Beginning</th>
<th>Developing</th>
<th>Competent</th>
<th>Excelling</th>
</tr>
</thead>
</table>
| **Respect**    | • Demonstrates poor listening skills  
                 • Rarely considers the feeling of others  
                 • Shows little understanding of manners  
                 • Fails to care for own or others’ belongings  
                 • Often fails to follow teacher instructions  
                 • Communicates inappropriately  
                 • Bullies – Teasing/Stealing/Bad Touches | Sometimes:  
                 • Displays respectful behaviour  
                 • Cares for own and others’ property  
                 • Demonstrates awareness of others’ feelings  
                 • Follows instructions  
                 • Communicates appropriately in various settings with prompting. | Usually:  
                 • Respects others’ and own belongings  
                 • Respects other’s rights and feelings  
                 • Interacts appropriately  
                 • Shows respect for self  
                 • Shows respect for school property  
                 • Follows school / class expectations  
                 • Communicates appropriately in various settings with minimal prompting. | Always (and encourages others to):  
                 • Respects others’ and own belongings  
                 • Respects other’s rights and feelings  
                 • Interacts appropriately  
                 • Shows respect for self  
                 • Shows respect for school property  
                 • Follows school / class expectations  
                 • Communicates appropriately in various settings and situations. |
| **Effort**      | • Lacks punctuality  
                 • Needs prompting to begin set tasks.  
                 • Rarely completes work.  
                 • Avoids doing written work  
                 • Participates reluctantly  
                 • Demonstrates little interest in subjects  
                 • Produces little satisfactory work | Sometimes:  
                 • Attempts tasks  
                 • Attempts to manage time  
                 • Completes tasks to a satisfactory level  
                 • Attempts to contribute to discussions and activities. | Usually:  
                 • Stays on task  
                 • Attempts all tasks and completes activities  
                 • Participates actively in class  
                 • Works to best ability  
                 • Completes work. | Always (and encourages others to):  
                 • Stays on task  
                 • Attempts all tasks and completes activities  
                 • Participates actively in class  
                 • Works to best ability  
                 • Seeks extension activities or supports classmates. |
| **Safety**      | • Often uses playground equipment in an unsafe manner.  
                 • Demonstrates little awareness of personal space of others.  
                 • Rarely follows rules and routines.  
                 • Frequently resolves conflict with aggression (verbal / physical abuse)  
                 • Sometimes/frequently Bullies – Teasing/Stealing/Bad Touches | Sometimes:  
                 • Leaves the classroom without permission.  
                 • Uses equipment correctly.  
                 • Follows school routines  
                 • Demonstrates awareness of personal safety. | Usually:  
                 • Plays in a safe manner  
                 • Uses equipment on the playground and in the classroom safely.  
                 • Moves safely through the school.  
                 • Keeps hands and feet to self (no bullying).  
                 • Acknowledges and respects personal space of others.  
                 • Resolves conflict in a calm and rational manner. | Always (and encourages others to):  
                 • Uses equipment safely  
                 • Moves safely through the school environment.  
                 • Never bullies.  
                 • Follows directions.  
                 • Acknowledges and respects personal space of others.  
                 • Resolves conflict in a calm and rational manner. |
| **Self-Responsibility** | • Often lacks required equipment  
                 • Ignores instructions  
                 • Avoids dealing with problems  
                 • Fails to adopt procedures/routines  
                 • Denies responsibility for own actions  
                 • Is rarely organised  
                 • Fails to wear uniform  
                 • Reacts poorly to changes in teacher/routine | Sometimes:  
                 • Completes tasks in given time  
                 • Makes appropriate choices without supervision  
                 • Copes with minor changes  
                 • Is organised and prepared  
                 • Accepts responsibility for own actions  
                 • Wears uniform  
                 • Seeks help with problems | Usually:  
                 • Thinks independently  
                 • Adheres to dress code  
                 • Accepts responsibility for own behaviour  
                 • Works and plays independently  
                 • Is prepared and organised  
                 • Displays time management skills  
                 • Conforms to routines and procedures  
                 • Relates honestly to others | Always (and encourages others to):  
                 • Thinks independently  
                 • Adheres to dress code  
                 • Accepts responsibility for own behaviour  
                 • Works and plays independently  
                 • Is prepared and organised for each day  
                 • Displays time management skills  
                 • Conforms to routines and procedures  
                 • Relates honestly to others |

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At Binjour Plateau State School, we value the following baseline behaviour for all members of our school community.

Respect
Our school community members treat each other with courtesy and consideration at all times, being mindful of the rights and differing responsibilities of each person. Such courtesy is reflected in both action and communication. We show respect for ourselves and others as well as the rights and feelings of each person. We demonstrate respect for personal belongings as well as those of others.

Effort
School community members are mindful of the fact that the primary aim of schooling is student learning. Each member actively fulfils their role in this process to the best of their ability. Each person contributes and demonstrates an interest in the life and activities of the school.

Safety
Our school community members act in a responsible manner that presents no danger to the physical, social or emotional security of themselves or others. We safely use equipment as appropriate, move safely through the school environment, resolve conflicts peacefully without anger and acknowledge the personal space of others.

Self-responsibility
School community members endeavour at all times to make appropriate behaviour choices and accept accountability for the outcomes of their actions.

Student undertaking: I have read the school community expectations and am willing to follow the guidelines of the Code of Behaviour to the best of my ability as a student of this school.

Signed __________________________ Date __________________________

Parent/Guardian understanding: I/We have read the school community expectations and am/are willing to follow and uphold the Code of Behaviour in my/our interactions with the school.

Signed __________________________ Date __________________________

Principal/Teacher commitment: I am familiar with the school community's Code of Behaviour and will strive to promote and model this Code in my teaching practice and at any other time while I am representing the school.

Signed __________________________ Date __________________________
So what can we do?
Because most incidents of bullying occur off adults' radar screens, it’s important that young people learn to protect themselves online and respond to cyber bullying among peers when they encounter it.

Prevention
Cyber bullying is everyone’s business and the best response is a proactive or preventative one. To be proactive you can:

Guard your contact information. Only give your cell phone number, instant messaging name or e-mail address to trusted friends, and keep a note of who you’ve given it to. Consider using caller ID blocking to hide your phone number when making calls. Similarly, don’t leave your name on your voicemail. Don’t give your details to people you don’t know – or don’t want to know!

Take a stand against cyber bullying. Speak out whenever you see someone being mean to another person online. Most people respond better to criticism from their peers than to disapproval from adults.

“I can PERFECTLY well say that bullying is not fun without trying it!”

Action
If you are being harassed online, take the following actions immediately:

Tell an adult you trust. This can be a teacher, parent, older sibling or grandparent – someone who can help you to do something about it.

Leave the area or stop the activity. People who bully get their kicks from knowing they’ve upset their target. Don’t let them know they’ve upset you, and you’ve taken away half their “fun”. Easier said than done when it’s face-to-face, but if it’s on your mobile or the Internet — easy!
Block the sender’s messages. If you are being bullied through e-mail or instant messaging, block the sender’s messages. Never reply to harassing messages.

Keep a record. Save any harassing messages and record the time and date that you received them.

Advise your Service Provider. Most service providers have appropriate use policies that restrict users from harassing others. They can respond to reports of cyber bullying over their networks, or help you track down the appropriate service provider to respond to.

Report to police. If the bullying includes physical threats, tell the police. Some people think that they can get away with it because they believe it is anonymous. They are wrong. Most can be traced and it’s a criminal offence to use a mobile phone or any form of communication to menace or harass or offend another person.

Support services

**Kids Help Line** (1800 55 1800) is a free and confidential, telephone counselling service for 5 to 25 year olds in Australia.


**Lifeline** (13 11 14) is a free and confidential service staffed by trained volunteer telephone counsellors who are ready to take calls 24-hour a day, any day of the week from anywhere in Australia.


NetAlert is part of the Australian Government’s ongoing commitment to providing a safe online environment for all families, especially children.

**Help**

- Internet content filters
- Frequently asked questions
- Internet complaints
- Enquiries and feedback
- Helpline: 1800 880 176 (Interpreters available)

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Advice about protecting children online

The Cybersmart website (www.cybersmart.gov.au) provides practical information and advice on how to keep children, and your family, safe online.

Frequently asked questions (FAQs)

Answers to questions about online safety and internet content filters.

Internet content filters

Information about internet content filters for you and your family.

Internet complaints

How to complain about content on the internet, or report internet activity that is inappropriate or illegal.