

Discouraging Inappropriate Behaviour

Inappropriate behaviours are considered as either minor or major. Minor behaviours are generally dealt with by the class teacher or staff member dealing with the matter. Major behaviours are referred to the office for further support. Any minor behaviour that is repetitive and stops another person from teaching, learning or feeling safe becomes a major behaviour and is referred to the office.

Minor behaviours include, but are not limited to the following-

ignoring staff directions / misuse of equipment / being in the wrong area / refusing to engage with tasks
Consequences may include-

Rule reminder / practice appropriate behaviour / apology (written or verbal) / buddy class

Major behaviours include, but are not limited to the following-

Continuous failure to follow instructions / stealing with intent / bullying / continual refusal to complete set tasks in class

Consequences may include-

contact with parents / loss of privileges / referral to Guidance Officer or external agency / internal suspension / external suspension / exclusion

Stanthorpe State School

Where everyone has a right to teach, learn and feel safe.

To access more of our school documents visit www.stanthorpe.ss.eq.edu.au



Stanthorpe State School

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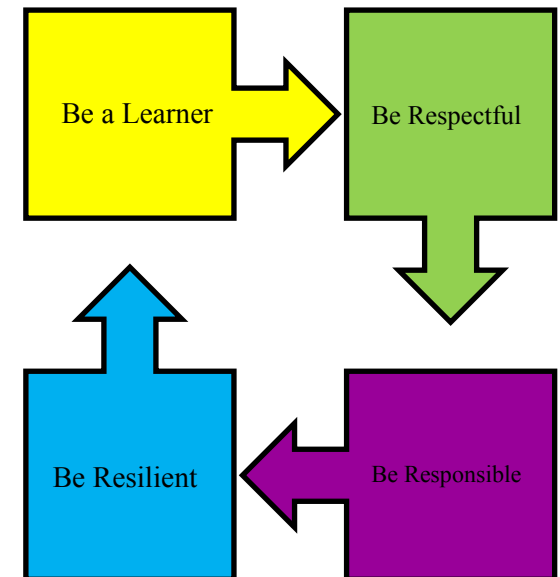
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Our Positive Behaviour for Learning Framework



Our Behaviour Expectations

What is Positive Behaviour for Learning Framework?

PBL

Positive Behaviour for Learning is also known as SWPBS. It is a framework that focuses on increasing the rate of appropriate behaviours being displayed and decreasing the rate of student engagement with inappropriate behaviours.



Explicit teaching of behaviour and curriculum go hand in hand. With out both wings the plane won't fly.

Explicit Teaching

Teaching expected behaviours is an important part of a supportive behaviour framework.

Research tells us that the explicit teaching of acceptable behaviours is as important as the explicit teaching of the curriculum. The Explicit teaching of behavior expectations is a

weekly expectation and practice at our school. Staff and students focus on a behaviour expectation for the week. This behaviour is taught and reinforced throughout the week.

Positive Reinforcement

Staff reinforce key behaviours by presenting students with Gotcha Bands. These Gotcha Bands are then stored in the classroom. Once the class has earned 100 Gotcha Bands the whole class is rewarded. Individual students are also rewarded when they earn 25 Gotcha Bands. The student is awarded a certificate and acknowledged on parade.

Behaviour Expectations

Our school behaviour expectations are also known as the Fabulous Four. The Fabulous Four are displayed in every class and activity room throughout the school-

- ⇒ Be Respectful
- ⇒ Be Responsible
- ⇒ Be Resilient
- ⇒ Be a Learner

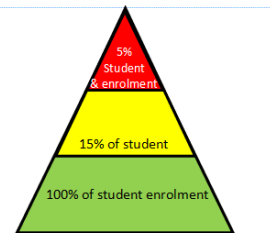
The behaviours are explicitly taught each week in class and reinforced on parade.

Support

The first tier of support focusses on 100% of the student population.

- Explicit teaching of the behavior expectations
- Whole school approach to the recognition and awarding of individual and class rewards

The second tier of support focusses on the 15% of students who require extra support to display the school behaviour expectations. Some of the support structures might include, but not limited to the following:



- Use of Buddy Class
- Implementing Individual Responsible Behaviour Plans with specific goals
- Communication/ meetings with Parents/ Caregivers
- Limited and or supported playground access
- Directed and structured lunchtime activities
- Behaviour referrals to Stanthorpe State School Student Support Services
- Behaviour referrals to Head of Department Student Services
- Referral to community services i.e. CDS/ CYMHS/ Granite Belt Support Services

The third tier of support focuses on the 5% of students who require extra individualised support to display the school behaviour expectations. Some of the support structures might include, but excluded to the following-

- All support mechanisms outlined above
- G.O. counselling / guidance services
- Modified curriculum, assessment and reporting
- Restricted Playground access
- FBA (Functional Behaviour Assessment)
- IBSP (Individual Behaviour Support Plan)