

## MAJOR BEHAVIOURS

**Major** behaviours are those that:

- Significantly violate the rights of others
- Put others/self at risk of harm
- Require the involvement of school Administration

Major behaviours will result in an immediate referral to Peace Room/Administration. At Waterford West major behaviours would, at the discretion of Administration, result in participation in Peace Programs and/or suspension. Major behaviours may also prevent the student from attending special school functions e.g. school discos, end of year activities. With extreme major incidences, suspension pending exclusion may be necessary.

## MINOR BEHAVIOURS

**Minor** behaviours are those that:

- Are minor breaches of the school rules
- Do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any other serious way
- Are not part of pattern of problem behaviours
- Do not require involvement of specialist support staff or Administration

## CLASSROOM PROCEDURES

<b>Step One</b>	Warning
<b>Step Two</b>	Time out in classroom
<b>Step Three</b>	Buddy Class Time Out (10 minute maximum)
<b>Step Four</b>	Peace Room
<b>Step Five</b>	Administration Referral

- ◆ Administration will contact parents when a student has been to class time peace more than 2 times.
- ◆ Behaviour Key Teacher/Deputy Principal will contact parents when a student has had multiple behaviour referrals that have resulted in several lunch time peace visits.

## THE NETWORK OF STUDENT SUPPORT

For students who are experiencing difficulty in self managing their behaviour, there is a network of support that is readily available.

As well as our proactive programs such as Peace Reflection Room for the whole school and Rainbow Room for lower school play, the Guidance Officer and Behaviour Advisory teachers as well as outside agencies are able to support those students.

Aboriginal and Torres Strait Islander students also have a network of support which is co-ordinated by our Liaison Officer.

## WEEKLY RULE

Teaching rules is most holistic approach to preventing violence and ensuring a happy, safe environment. This creates a culture of character, an atmosphere of inclusive friendliness, mutual trust, caring and kindness where behaviours are valued as much as academic achievement.

## SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT

The Schoolwide Positive Behaviour Support (SWPBS) program assists schools to create positive learning environments by developing proactive whole-school systems to define, teach and support appropriate student behaviours.

For any information about our Responsible Behaviour Plan please contact the school and ask for either the Deputy Principal or the Principal (07) 3442 0333.

Full details are on our website.

<http://www.watwestss.eq.edu.au>

# Waterford West State School

## Responsible Behaviour Plan



**At Waterford West we strive to provide an inclusive, supportive environment that enhances every child's belief in his/her self to be lifelong learners and active members of society.**

**Waterford West State School is a School Wide Positive Behaviour Support (SWPBS) school to guide students to develop effective self-management practices.**

## THE CODE OF SCHOOL BEHAVIOUR

At Waterford West State School we are committed to following Education Queensland's new *Code of School Behaviour*.

The code defines the responsibilities that all members of the school community are expected to uphold and recognizes the significance of appropriate and meaningful relationships.

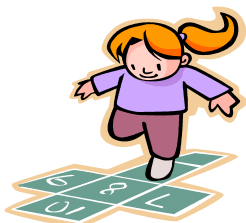
All members of school communities are to abide by the *Code of School Behaviour* in accordance with the following standards

All members of the school communities are expected to:

- Conduct themselves in a lawful, ethical, safe and responsible manner that recognizes and respects the rights of others.

Students are expected to:

- Participate actively in the school's education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Cooperate with staff and others in authority



Parents/Carers are expected to:

- Show an active interest in their child's schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, well being and behaviour
- Contribute positively to behaviour support plans that concern their child

Schools are expected to:

- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self management

Principals are expected to:

- Play a strong leadership role in implementing and communicating the Code in the school community
- Ensure consistency and fairness in implementing the school's Responsible Behaviour Plan for Students
- Communicate high expectations for individual achievement and behaviour
- Review and monitor the effectiveness of school practices and their impact on students learning
- Support staff in ensuring compliance with the Code and facilitate professional development to improve the skills of staff to promote responsible behaviour.

## SCHOOL REWARD SYSTEM FOR POSITIVE BEHAVIOUR

### Classroom Teacher Rewards

- As determined by individual teachers
- School rule 'Gotcha' vouchers

### Weekly Parade

- 2 'Gotcha' awards drawn per class– ice block award

### Monthly Parade

- Student of the Month

### End of Semester Awards

- 'A' grade for behaviour certificate
- 'B' grade for behaviour certificate
- 'C' grade for behaviour certificate



BE SAFE



BE A LEARNER



BE RESPONSIBLE



BE RESPECTFUL

