

## The RLPS Plan For Positive Student Behaviour

Our plan provide students with safe and productive learning and playing environments. It improves student engagement, and social competence in order to prevent negative behaviour incidents and to provide clear and consistent structures to help staff and students to respond to negative behaviour events. Our approach ensures students are good citizens and are able to build and maintain respectful relationships as they grow into adults and engage in the world beyond school.

We acknowledge all students are valued and are equally deserving of our care and respect irrespective of their varying behaviour needs. We understand the factors that influence student behaviour are complex and can be influenced by disability, trauma, family circumstances, identified and unidentified diagnoses and psychosocial circumstances, as well as the school and classroom environment. All students are at different levels with their behaviour capacity as they are with their academic learning. Although we should strive for consistency with our strategies, we need to take into account the social and emotional capacity of each child. This means adjustments reflecting individual circumstances will be made for some students.

As a school we believe children need to receive consequences in order to take responsibility for their actions and learn how to do better. Consequences are provided not as punishment but to give students increased capacity to understand and reflect on their actions. We acknowledge the importance of clear expectations and the collaboration of staff, parents and students to consistently meet these expectations. Our success in improving behaviour and maintaining safe and productive learning environments is dependent on how collective and consistent we are with our efforts. Without shared vision, action and ongoing collaboration we will have less impact than we are capable of.

Student engagement is a significant influence on student behaviour. Students who have strong connections to school, belief in themselves and have opportunities to positively apply their strengths are less likely to engage in negative behaviours. Given this the school environment should support student engagement, seek to understand the reasons why some students are more vulnerable to disengagement and respond accordingly. This plan favours positive behaviour which results from strong engagement and well developed social and emotional competence over behaviour which is purely a result of the exercising of control and positional authority. While teacher and executive authority and control needs to be exercised it is not prioritised over efforts to build student engagement and social competence. We have achieved more success if students are enjoying safe and productive learning environments with minimal exercising of teacher control and positional authority.

Our plan includes the following components:

- Overview
- Strategies to promote positive behaviour including expectations
- A behaviour response flowchart including a level system
- Prevention strategies
- Targeted intervention
- Individual support
- Parent collaboration



## Level System

- The purpose of the level system is to ensure an appropriate response is applied to cumulative incidents of negative behaviour and to enable students to understand if they are tracking upwards and need to be more reflective of their behaviour.
- Each class teacher maintains a register that allows them to know when a student needs to move up or down a level.
- Individual students (and parents where required) are made aware of any movement up and down levels. This information is not shared or displayed with the class. The class teacher will share with staff at the Monday staff meeting if a student is on Level 3 or above and note the behaviour the student is needing to improve upon.
- The principal may move a student up more than one level for a particular event if warranted. This may be because the student is not complying with the consequence or has not reflected and taken responsibility for their behaviour.
- Consequences are applied for all recorded incidents. These consequences are considered separate to time out and suspension. Teachers will refer to a bank of preferred consequences when deciding on a consequence.
- Students move numerically down to the level which reflects their behaviour during the week following their elevation to the higher level. For example if they are on Level 3 and the following week have one recorded minor incident in that week they are then placed on Level 1. This is an important part of the level system as students need to get timely positive feedback about improved behaviour.
- Students who are receiving individual support or targeted intervention may have a plan that overrides the hierarchy described in the level system.

Level	Incident Category	Incident Response
0	No recorded negative incidents.	Respond by prompting, redirecting, reteaching or giving a choice.
1	One minor incident recorded in a week.	Time out within the classroom/playground and reflection sheet completed (classroom). Recorded on SchoolBytes by class teacher.
2	Two minor incidents recorded in a week.	Time out in Stage AP classroom/reflection room and reflection sheet completed. Recorded on SchoolBytes by class teacher.
3	Three or more minor recorded incidents in a week or one major incident.	Teacher contacts parents (following executive consultation).
4	High level, repeated major incidents or multiple weeks of > 3 minor incidents.	Parent conference organised by Stage AP and attended by the principal. A warning of suspension to be issued.
5	High level or repeated major incidents while on level 4. Determined by executive and principal. Suspension	Parent conference organised by Principal suspension issued.