Morayfield State School
A learning community achieving success for every child

Responsible Behaviour Plan for Students
Student Agreement

Rationale
At Morayfield State School we believe that children learn best in a supportive environment that caters for their individual needs.

Supportive School Environment includes:
- Supportive Structure
- Quality Curriculum
- Effective Teaching
- Positive Outcomes

We want our learners to be:
- Happy confident self-managed individuals;
- Socially responsible citizens.

School beliefs about behaviour and learning
Staff and students at Morayfield State School have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. To enable this productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed. To facilitate this, a set of rules has been developed for students at our school. Ultimately, each individual must be responsible for his/her own actions.

Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour
There are three levels of responses to student’s behaviour. These are proactive to reactive in nature.
1. Whole-School Behaviour Support (100% of students)
2. Targeted Behaviour Support (approximately 10 - 15%)
3. Intensive Behaviour Support (approximately 2 - 5%)

Consequences for unacceptable behaviour
Strategies to implement supportive, fair, logical and consistent consequences include the following steps:
1: Classroom Management
2: Restatement, Rule Reminders
3: Time Out, Buddy Class, Reflection Room.
4: Teacher and Student Plan of Action
5: School Intervention and Recording of Student’s Inappropriate Behaviour
6: External Assistance
7: Monitoring and Review
8: Suspension Procedures
9: Recommendation for Exclusion

The network of student support
A team approach would include the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies.
- School Based Services
- District and other E.Q. Services
- Community Services

Consideration of individual circumstances
Factors that may be taken into account when viewing a particular student’s behaviour could be:
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse

Please tick each box to acknowledge

CHILD’S NAME: __________________________________________

☐ I have read and understood The Responsible Behaviour Plan for Students
☐ I am aware of the expected standard of behaviour of this school
☐ I will support the implementation of the Code of School Behaviour
☐ I understand the school’s processes for consequences of unacceptable behaviour.

Parent/Caregiver’s Name: __________________________________________

Parent/Caregiver’s Signature: __________________________________________ Date: __________________

Enrolment/Enrolment package/responsible behaviour plan agreement