



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.

Wanpa-rda Matilda Outback Education Centre in conjunction with the Australian Workers Heritage Centre works towards providing every visitor with a memorable experience. We strive to provide a warm, caring and supportive environment where students feel safe and happy.

The learning environment recognises and accepts individual differences and all students have an opportunity to participate in centre programs.

The centre believes in cooperative and joint responsibility with the visiting school to maintain acceptable student behaviour that ensures the well being of each person for the achievement of learning outcomes.

Centre beliefs about behaviour and learning:

The Wanpa-rda Matilda Outback Education Centre believes in:

- A learning environment which is interesting, relevant, challenging and fun.
- A supportive environment where all feel safe and valued.
- A positive, preventative approach to managing behaviour which recognises each school's established responsible behaviour plan for students.
- The establishment of clear expectations for acceptable student behaviour.
- The recognition of the rights and responsibilities of all visitors to the Centre.
- The acceptance of consequences relating to responsibilities.

Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

In general, the Centre will support the Responsible Behaviour Plan for Students of the visiting school. In turn, the visiting school will need to be aware of the requirements of the centre and therefore schools should note that when visiting the centre, they are under the direction of the centre staff and visiting teachers are expected to be supportive of this plan.



Whole-school behaviour support

Wanpa-rda Matilda's strategies focus on our 5 Cs of personal behaviour:

- ❖ Caring – for the environment, others and self
- ❖ Considering – the environment and others
- ❖ Cooperating – with others
- ❖ Communicating – with others
- ❖ Courtesy – to others

To this end, it is expected that both centre staff and visiting schools work towards achieving these behaviours.

Visiting teachers and/or the school are provided with pre-visit Information before a visit, and are expected to be familiar with their responsibilities outlined in the pre-visit booklet.

Visiting teachers are expected to discuss with their class the centre's expectations and rules prior to visiting.

Targeted behaviour support

Prior to a school visiting the centre, visiting teachers are encouraged to alert centre staff to students who may exhibit challenging behaviour. Centre staff will also ensure they are made aware of students who require consideration because of their particular individual differences.

Intensive behaviour support

Contact will be made with the visiting school's administration in the case of serious breaches of conduct. Centre staff will work with the school for the most appropriate action.

Consequences for unacceptable behaviour

Categories of Unacceptable Student Behaviour

- Unknowingly transgress rules/expectations/social norms.
- Knowingly transgress rules/expectations/social norms.
 - Disruptive behaviour e.g. calling out, minor interference with others' belongings
 - Verbal abuse to others
 - Physical abuse of self or others
 - Disobedience of direction by teacher/aide/volunteer helper
 - Damage/Destruction to property or environment.
 - Theft of property
 - Possession of prohibited items or substances.

Consequences

- Verbal warning of transgression and/or disapproval – reiterate rule/highlight relevant code of behaviour.
- Verbal rebuke – reiterate rule/highlight relevant code of behaviour and/or warn of further consequences.
- Student given to visiting teacher for one to one supervision, while still participating in the activity.
- 'Time out' to quiet place away from the group.



- Exclusion from all activities and student to remain on site under supervision of a teacher.
- Exclusion from all activities and school is contacted to arrange removal of student from centre back to the care of the school. Note, this strategy is a last resort and the centre may use this strategy where there have been wilful and persistent transgressions or gross immoral conduct. Examples may be continued verbal or physical abuse of others, or wilful destruction of property or the environment.

In the case of prohibited items or substances, the student will immediately be excluded from activities and contact with the school will occur. Negotiation will take place with the principal of the visiting school to initiate action in accordance with their school plan.

Students may display a combination of behaviours and the severity and frequency may vary. Strategies employed may therefore vary accordingly to meet the given situation.

Consideration of individual circumstances

The individual circumstances of students will be considered through obtaining information on students when planning their visit to the centre. Communication with schools occurs through pre-visits to schools by centre staff. Where this is not possible telephone contact is made with the school prior to visit.