



Albany Hills State School

Responsible Behaviour Education Program

At Albany Hills State School we value and are committed to providing a safe, respectful and disciplined learning environment for students and staff. In this environment students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. We establish high expectations of our students' conduct and behaviour and believe that for them to have the best opportunity to meet or exceed these expectations they need explicit instruction on what these expectations look and feel like.

This series of lesson overviews is based around our three overarching school rules:

- Be a learner
- Be safe
- Be respectful

This ties in with our *Responsible Behaviour Plan for Students* in that the desired level of behaviour that we aspire for all our students to be at is Level 1. Some students may be unaware that their behaviour isn't indicative of Level 1 standards and therefore need explicit instruction on what Level 1 students look like. This program is designed to explicitly teach what Level 1 behaviour looks like so all students can aspire to meet these expectations.

Program Expectations

To maximise the success of students meeting these behavioural expectations, teachers should:

- display *Levels 1, 2 and 3* in their classroom, including the *Level*, the *Behaviour* of students at these levels, and the *Consequences* of student behaviour at these levels;
- explicitly teach the three school rules at the beginning of each semester;
- explicitly teach the three school rules as needed throughout the rest of the year if their formally recorded and anecdotal behavioural data indicates a drop in adherence to a particular rule;
- ensure that they follow the *School Procedure for Disruptive Students* to ensure school-wide consistency of approach.

For consistency of approach, it is important to note that the *Consequences* for the inappropriate *Behaviours* for Levels 2 – 5 are specified in the *Responsible Behaviour Plan for Students*. The consequences for students who remain at Level 1 are documented also but rewards and incentives may be different in each classroom.

Rule 1: Be a learner

For a student to remain at Level 1, they must maintain the expected behavioural indicators for this level.

Students at this level:

- Are helpful and cooperate with others
- Follow instructions and work well with staff
- Respect their own rights and the rights of others
- Make reasonable effort on tasks
- Are self-disciplined
- Follow directions and rules

For a student to *Be a learner*, they require an appreciation of what these 6 key indicators look like in a classroom. Some key questions you might ask your students are:

- What does a learner look and sound like?
- To be a learner, should you ask questions if you're not sure of what you're doing or you don't understand what the teacher is teaching?
- If all students are being cooperative, what might be happening in our classroom?
- What are some things that you might do if you were being helpful to others?
- What are your rights as a learner?
- What do you need to do to show that you respect the right of others to learn?
- What does self-discipline mean?
- What would it look and sound like if our classroom was full of self-disciplined learners?
- What does it mean to "make a reasonable effort on tasks"?
- Which adults do you need to follow the instructions of in school?
- What will happen if I don't follow instructions?
- What will happen if I break one of the rules?
- If everyone was being a learner in our classroom, what would it look, sound and feel like?

Be safe

For a student to remain at Level 1, they must maintain the expected behavioural indicators for this level.

Students at this level:

- Are helpful and cooperate with others
- Follow instructions and work well with staff
- Respect their own rights and the rights of others
- Make reasonable effort on tasks
- Are self-disciplined
- Follow directions and rules

For a student to *Be safe*, they require an appreciation of why these 6 key indicators are helpful in keeping everyone safe at school. Some key questions you might ask your students are:

- Why is it important to be safe at school?
- How can cooperating with teachers and students keep everyone safe?
- What are the safety rights of students at our school?
- If you behave unsafely around students, what might the consequences of your actions be?
- What does it mean to be self-disciplined when it comes to safety?
- What are the safety rules of the school?
- Why do we have those rules?
- Why is it important to follow instructions during any activities in school?
- If you don't make an effort to do your best during tasks at school, including PE and music, are there situations that could be unsafe?

Be respectful

For a student to remain at Level 1, they must maintain the expected behavioural indicators for this level.

Students at this level:

- Are helpful and cooperate with others
- Follow instructions and work well with staff
- Respect their own rights and the rights of others
- Make reasonable effort on tasks
- Are self-disciplined
- Follow directions and rules

For a student to *Be respectful*, they require an appreciation of how adhering to these 6 key indicators characterises respectful behaviour. Some key questions you might ask your students are:

- What does it mean to be respectful?
- Why is it important to show respect to staff and other students?
- What might happen if you don't show respect to others at school?
- How is cooperating with others and being helpful showing respect for those people?
- Is it your right as a learner to be treated respectfully by your teachers and other students?
- If you are self-disciplined, are you being respectful of your rights as a learner? Why?
- Is it disrespectful to not make a reasonable effort on tasks at school? Who are you being disrespectful to if you don't?
- What would a classroom look and sound like if everyone was being respectful?

