

Values affect the way people feel, think and act and therefore can impact students' behaviour, both positively and negatively. Nashville's Responsible Behaviour Plan promotes the following values from the *National Framework for Values Education in Australian Schools*:

### Values for Australian Schooling

- CARE AND COMPASSION –care for others
- DOING YOUR BEST- seek to accomplish something worthy and admirable, try hard, pursue excellence
- FAIR GO –pursue and protect the common good where all people are treated fairly for a just society
- FREEDOM-enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others.
- HONESTY AND TRUSTWORTHINESS-Be honest, sincere and seek the truth
- INTEGRITY-Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.
- RESPECT-Treat others with consideration and regard, respect another person's point of view.
- RESPONSIBILITY- Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life, take care of the environment.
- UNDERSTANDING, TOLERANCE, AND INCLUSION- Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.



## Nashville State School

- Children Come First-

Active, Participators, Engaged Learners  
Achieving Excellence



**Parents Guide to the  
Responsible Behaviour Plan for Students  
Based on *The Code of School Behaviour***

Dear Parent/Carers

At Nashville State School we are proud of the proactive programs that we provide to engage and enthuse all learners in our school. We create and present productive, real life and relevant learning opportunities in key learning areas and in extra-curricula activities. The core of our belief is that all children can learn and that learning comprises of many complex parts. Our proactive planning also includes reactive strategies to assist learning to be effective and for our students to be guided, nurtured and to grow as responsible members of the community.

We have developed the following plan to assist us, the students, staff and families to raise our girls and boys.

It is intended that this plan reflect the recommendations from 'The Code of School Behaviour-Better Behaviour Better Learning', The National Safe Schools Framework, The National Framework for Values Education in Australian Schools combined with maintaining a supportive school environment within an active and engaged learning environment. This plan reflects our belief in natural justice, fair and equitable treatment for all students. We recognise that equity does not always mean equal. Individual considerations may be made for all individual misdemeanours. It is our belief that we, together with families, are responsible for raising our children. It is our intent that School Disciplinary Absences are to be used after consideration has been given to all other responses.

The focus team met to review the current literature and theory on behaviour and to determine a plan of action for Nashville State School. During this time the school community was involved in a Triennial School Review where it was determined that the processes and systems for managing student behaviour needed to be reviewed, revised and re-designed. The team presented the 'draft' plan to the staff on Pupil Free Day, July 2006. Information was published in the school newsletter, teachers shared with their classes, a Room Parent Forum, P&C Meeting and Open Forum communicated the plan to our families.

### **Nashville's Levels System**

Nashville's level system operates on FIVE [5] levels- LEVEL 1 (student is able to manage their own behaviour).through to LEVEL 5 (student requires teacher/parent/carer, administration and support personnel intervention to manage behaviour). Each level is indicative of how many people are needed to manage the behaviour of the student.

- ALL students enter at Level 1
- Students may be put on to any level depending on the circumstances of the misbehaviour.
- Once put on a LEVEL, the student remains on that level for [2] two weeks- enduring the consequences of that level.
- If there is no further misbehaviour, the student drops to the next lowest level, working his/her way back to Level 1.
- If there is further misbehaviour while on the level, the student may
  - [a] *remain on that level for a further two weeks*
  - [b] *be put on the next highest level.*
- Parents will be notified when students are put on LEVELS three[3] to five [5]
- Students will be informed of the level they are on, the consequences of that level and the consequences of the next level should unacceptable behaviour persist.
- A register will be kept of students placed on this level. If warranted, teachers keep anecdotal records of student specific behaviour and subsequent teacher action.

### **Reflection Room**

Students are referred to the 'Reflection Room' when they have persistently failed to comply with the school rules, persistently disrupted the teaching and learning or violated the safety of others. This is the final step in the cycle of responses to remind students of the school rules and their responsibilities. Teachers in the classroom and the playground have strategies and processes to assist students to focus on learning and safety.

RIGHTS	RESPONSIBILITIES
5. Expect students to strive to do their best in all aspects of school life.	and the consequences of their behaviour. 5. Provide a learning environment which encourages all students to aspire to their full potential
<p><b>Administrative Staff</b> have the right to:</p> <ol style="list-style-type: none"> <li>1. Be informed of all background factors which influence student behaviour.</li> <li>2. Have the support of the whole school community in attempts to engender a positive school environment.</li> <li>3. Exercise discretionary rights when deemed necessary.</li> <li>4. Have an active involvement in student welfare and learning.</li> </ol>	<p><b>Administrative Staff</b> have the responsibility to:</p> <ol style="list-style-type: none"> <li>1. Ensure that all members of the school community are inducted into the school's Behaviour Management Policy and other school policies.</li> <li>2. Explore thoroughly the circumstances contributing to a student's inappropriate behaviours before making application for suspension and exclusion.</li> <li>3. Provide support and be sensitive to the whole school community.</li> <li>4. Provide a positive supervisory model.</li> <li>5. Affirm and encourage students who are actively involved in quality learning and behaviour.</li> <li>6. Provide a liaison or mediatory role between participants.</li> <li>7. Recognise when it is necessary to make final decisions.</li> </ol>

*School Beliefs and Philosophy About Behaviour and Learning at Nashville.*

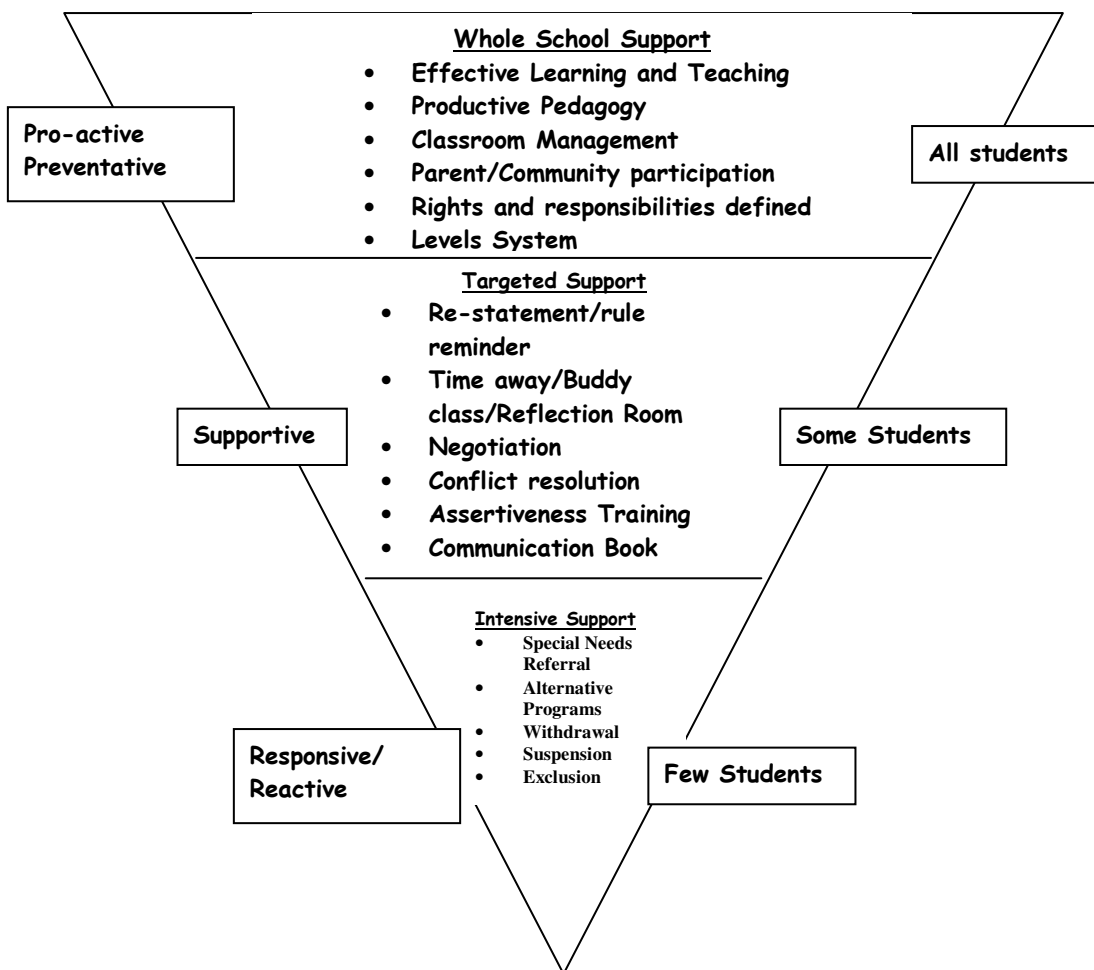
*All members of the school community acknowledge and encourage egalitarian practices whilst recognising the uniqueness of the individual, in a positive way.*

Our philosophy and beliefs are underpinned by the behaviour and practices of teachers and all adults within the school community to influence student behaviour and learning.

At Nashville we function within the following beliefs about behaviour and learning:

- Children are responsible for their own behaviour and learning and are accountable for their actions
- Children are expected to show respect and consideration for themselves, other members of the school community and school environment
- Children learn at different rates and in different ways in a safe and supportive learning environment that provides inclusive and engaging curriculum
- Children present in different and diverse backgrounds, gender, culture, race and ability and are encouraged to access all learning and social opportunities.
- Children, parents, teachers and non teaching staff are part of a team that provide support in a safe, respectful learning environment
- Education is a life long process and children are expected to actively participate in Nashville's education program.
- Personal safety and hygiene are encouraged.
- Everyone initiates and maintains constructive communication and relationships that promote the skills of responsible self management.
- Self esteem and interpersonal skills are meaningfully developed.
- Parents and carers display an active interest in their child's schooling.
- All members of the Nashville community display the integrity to ensure consistency between words and deeds.  
Nashville continues to be a focal point of the community.

Nashville State School's Responsible Behaviour Plan for Students involves the creation of a positive whole school culture, quality learning and teaching practices, relevant and engaging curriculum and a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices. They range from positive preventive action for all students, through to intensive intervention for specific



RIGHTS	RESPONSIBILITIES
<p><b>Students</b> have the right to:</p> <ol style="list-style-type: none"> <li>1. Be safe and free from threat</li> <li>2. Have property and belongings respected</li> <li>3. Be able to learn to their potential</li> <li>4. To learn without interruption in a positive learning environment</li> </ol>	<p><b>Students</b> should:</p> <ol style="list-style-type: none"> <li>1. Respect the needs and feelings of others</li> <li>2. Adhere to the school's Code of Conduct</li> <li>3. Follow the rules of the school</li> <li>4. Care for theirs and others belongings</li> <li>5. Work to the best of their ability</li> <li>6. Cooperate with others</li> </ol>
<p><b>Parents</b> have the right to:</p> <ol style="list-style-type: none"> <li>1. Be consulted regarding their child's development</li> <li>2. Be consulted on any areas of concern regarding their child.</li> <li>3. Have input into and knowledge of school policies and procedures</li> <li>4. Expect that school is a safe and educationally sound environment</li> </ol>	<p><b>Parents</b> have a responsibility to:</p> <ol style="list-style-type: none"> <li>1. Ensure the child is ready to learn.</li> <li>2. Be actively involved in a variety of capacities and to support the teacher and school in initiatives/programs with their child.</li> <li>3. Share information with the school regarding their child when appropriate</li> <li>4. Make the child aware of expectations and appropriate behaviour.</li> <li>5. Teach respect for others and their property</li> <li>6. Ensure the child is prepared and organised to facilitate learning outcomes.</li> </ol>
<p><b>Staff</b> have the right to:</p> <ol style="list-style-type: none"> <li>1. Be given an opportunity to pursue professional growth and development.</li> <li>2. Be given support in teaching by colleagues, other professionals and Education Queensland.</li> <li>3. Work in a clean, safe, healthy environment and to be treated with courtesy and respect.</li> <li>4. Expect students to adhere to the Code of Conduct and therefore teach with minimal disruption.</li> </ol>	<p><b>Staff</b> have a responsibility to:</p> <ol style="list-style-type: none"> <li>1. Assume shared responsibility for the updating of knowledge and skills and for their own professional development.</li> <li>2. Actively seek support when needed and provide support for others if requested.</li> <li>3. Communicate behavioural expectations and provide a good role model for students.</li> <li>4. Ensure students are aware of their rights and responsibilities</li> </ol>