

- Gympie South State School –
Responsible Plan for Students (RBPS) 2012-2015

Support Stages

Support Stage	Support Personnel	Support Strategies	Characteristics	Possible Logical Consequence
0 Universal Support	Nil	Recognition of Self Management	Respects to rights of others Completes set tasks Participates in classroom activities Consistently manages own behaviour and choices	Certificates Recognition at the end of Semester 1 and 2. Full participation in school activities.
1 Universal Support	Classroom Teacher	Classroom Strategies Behaviour Contract Parent Contact – Partnership Letter to Parents (Support Stage 1) Graduated return to previous Support Stage (4 weeks) Discuss with Administration Lower level of support	Exhibits low level classroom and/or playground difficulties	BEAR Room Behaviour Contracts Time Out Class Student Reviews – weekly meeting with identified students to monitor and prevent escalation. Participation in school activities may be jeopardised with recommendations from the Student Support Committee provided to Administration for final decision.
2 <i>Low Level Support (2a)</i> Targeted Support	Classroom Teacher Case Manager-Administration	Letter to parents (Support Stage 2) Graduated return to previous Support Stage (8 weeks) Individual Behaviour Management Plan (IBMP) optional for long term support.	Exhibits more severe inappropriate behaviours ie non-compliance, inappropriate language, leaving school ground without permission, physical behaviours, bullying, cyber bullying including mobile phone/websites, truancy, inappropriate use of IT.	Withdrawal from classroom to Time Out Class and/or BEAR Room. Participation in school activities may be jeopardised with recommendations from the Student Support Committee provided to Administration for final decision.
<i>High Level Support (2b)</i> Targeted Support		Refer above, in addition Individual Behaviour Management Plan (IBMP) mandatory for long term support.		Withdrawal from classroom and/or playground to Administration. Student Reviews – weekly meeting with identified student to monitor and prevent escalation. Participation in school activities may be jeopardised with recommendations from the Student Support Committee provided to Administration for final decision.
3 Intensive Support	Classroom Teacher Administration External Support (GO/BM)	Individual Behaviour Management Plan (IBMP) for long term support. Meeting prior to re-entry involving support personnel and parents. Letter to parents (Letter of Suspension: 1-5 days/6-20 days) Graduated return to previous Support Stage (10 weeks) Intensive support and monitoring	Exhibits high level of inappropriate behaviours ie disruptive behaviour affecting others, refusal to participate in program, verbal/non-verbal misconduct, physical misconduct, property misconduct inc knife possession, substance misconduct, absences, other conduct prejudicial to the good order and management of the school.	Suspension. Daily “check ins”. Student Reviews – twice weekly meeting with identified student to monitor and prevent escalation. Compliance with IBMP and re-entry plan. Involvement in school activities is jeopardised with recommendations from the Student Support Committee provided to Administration for final decision. SDA completed on <i>One School</i> when all other responses have been considered and the situation examined.
4	Classroom Teacher Administration Ext. Support (GO/BM) District Office	Identification of Alternative Education options	Via a risk assessment process the school is unable to ensure safety of the child, students and/or staff.	Recommendation for suspension pending exclusion, as suspension is not changing the behaviour of the student.