Processes to implement positive behaviour and respond to unacceptable behaviour

- Whole School Behaviour Support – “You Can Do It!”

The first step in facilitating standards of positive behaviour is communicating these standards to all students, parents and staff.

At Gympie South State School, we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school and in life. Communicating behavioural expectations is a form of universal behaviour support, designed to promote and practice appropriate behaviours, prevent problem behaviours and respond to unacceptable behaviours.

Our behavioural expectations have been aligned with the 5 Foundations of the “You Can Do It!” Program – Confidence, Persistence, Organisation, Getting Along and Resilience. [http://education.qld.gov.au/studentservices/protection/ser/you-can-do-it.html](http://education.qld.gov.au/studentservices/protection/ser/you-can-do-it.html)

- Maintain the school’s good name and image in public.
- Wear your school uniform with pride.
- Care for your classroom, school and environment.
- Display clean and healthy habits.

- Use your Common Courtesies.
- Do your school work to the best of your ability.
- Ask for help by raising your hand and waiting patiently if you require help.
- Actively participate in all school activities.

- Have all items ready to learn.
- Be on time.
- Complete set tasks.
- Play where it is safe.
- Remain in the school grounds unless you have permission.
- Protect yourself from the sun.
- Respect and care for your property and others.

- Resolve conflict peacefully.
- Respect and care for others’ learning and teachers’ teaching.
- Play fair by taking turns, inviting others and following the rules.
- Listen carefully and follow instructions promptly.
- Use polite language.
- Wait your turn.

- Remain calm in difficult situations.
- Take risks to learn new things.
Be a problem solver, inside and outside and a ‘critical mass’ built through our school community via a number of strategies including:

- Weekly SEL lessons facilitated by classroom teachers; from behaviour data
- Reinforcement and behaviour specific feedback to students embedded throughout the school;
- Reinforcement and acknowledgement of learning from SEL lessons on School Assemblies and School-wide awards;
- Celebration of student “success” stories and consistent reference to our expectations in our school newsletter
- School and classroom signage communicating our core behaviours;
- SEL curriculum (based on “Program Achieve”); and
- Integration of SELs in academic learning.
- Support for students in the playground to develop SEL competence.