Federal State School

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. The community of Federal State School is committed to learning, respect and optimism through a secure, supportive and cooperative environment, which recognises and accepts individual differences. Our school fosters a warm, supportive environment where students can be happy and where optimal learning can take place. A major part of the teacher’s role is to ensure that children will learn and develop within their school environment without disruptive behaviour hindering their success and enjoyment of learning. It is also expected that students will respect the teachers’ fundamental right to teach without disruptive behaviours hindering his/her success and enjoyment of teaching. We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions by both teaching explicitly and practising problem solving skills. The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school. During the process of developing this current plan we have held meetings with all interested stakeholders including staff and parents. We have reviewed the previous policy and have made suitable adjustments and added useful appendices.

School beliefs about behaviour and learning

We at Federal State School operate by the following beliefs about behaviour and learning:

- education is a life-long process
- gender is not a determinant of capacity to learn
- children with disabilities are encouraged to access all educational opportunities
- children learn at different rates
- students, parents and teachers are part of a team
- the school is a focal point of the community
- good manners and respect are encouraged
- children learn by a variety of activities
- our school community provides appropriate social role models
- an attractive environment enhances learning
- the child’s self-esteem is developed
- personal safety is encouraged.

Our Philosophy
Staff and students at Federal State School have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. To enable this productive learning to occur, we believe different learning styles and abilities must be catered for and
appropriate behaviours need to be taught, modelled, encouraged and developed. To facilitate this, a set of rules has been developed for students at our school. Ultimately, each individual must be responsible for his/her own actions. The behaviours we foster and promote include good citizenship, are fair and non-violent and encompass such qualities as respect, politeness, self-discipline and co-operation. We respect the importance of the individual's intellectual, social, emotional and physical growth whilst maintaining that the exercise of individual rights and responsibilities must contribute to a positive community spirit. Parental consultation, support and involvement are essential to the Supportive School Environment at this school.

Our “Code of Behaviour” is the written form of our behaviour beliefs and is posted in classrooms around the school and is simplified into some easy to remember statements in our “Fedkids Behaviour Policy” (see attached).

FEDERAL STATE SCHOOL
CODE OF BEHAVIOUR

CARE FOR OUR SCHOOL
• Place all litter in bins
• Look after buildings, trees and gardens
• Play only in play areas
• Look after school equipment and use responsibly

CARE FOR OTHERS
• Only use polite, acceptable language verbally, written and electronically
• Behave so that you do not interfere with other people
• Respect and care for others’ property
• Respect others’ privacy and personal space and display good body language

CARE FOR YOUR LEARNING
• Be ready and on time for school and school activities
• Take pride in your work and do your personal best
• Ask teachers for help when you don’t understand
• Listen carefully to instructions
• Participate fully in class activities
• Complete homework as required

CARE FOR YOURSELF
• Wear the school uniform and suitable shoes
• Wear a broad brim hat outside but not inside
• Use toilets quietly and cleanly
• Only be in classrooms/on verandas if a teacher has given permission or is present
• Walk on all verandas, stairs, and concrete areas
• Stay in the school grounds unless accompanied by an adult
• Leave mobile phones and other electronic items at the office for safekeeping
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Whole School Approach
Our whole school approach provides a supportive learning environment through:

- open communication with the school community on *The Code of School Behaviour* and the school’s Responsible Behaviour Plan for Students
- shared school values and a positive, inclusive culture
- establishment of agreed programs and procedures that are known and understood by all members of the school community
- staff, student and parent access to professional development, education or training
- managing of incidents through clear and well-understood processes
- supporting students and building strong community relationships.
- Trialing a reflective coping strategy for the whole school at parade times

Procedures For Upholding The Code Of School Behaviour and Responsible Behaviour Plan for Students

**Encouraging and maintaining positive behaviours**
Classroom rules and expectations:

- reflect the values of the wider school community
- embody the key messages and a common language
- recognise and focus on positive practices and behaviours
- are fair, clear and framed in a positive way
- are developed collaboratively with the class and continually revisited
- are modelled by staff
- are implemented in a consistent, fair and just manner.

**Teaching and understanding expectations**
The process for developing an understanding of the expected behaviours involves:

- working collaboratively with the whole school community
- modelling of expected behaviours by all staff at all times
- systematically teaching and reinforcing the expectations at the whole school level (assemblies, newsletters, special events etc) and at the classroom level.
- all staff repeatedly re-teaching the expectations and correcting students as part of their everyday practice.

**Bullying/Harassment**
At Federal State School we want all students to develop respect for others and their rights.

All students and teachers have the right to learn and work in an environment free from harassment and it is the responsibility of each of us to make sure this happens.

Through our social and emotional learning, students are guided through activities and strategies to deal with negative interactions and are empowered to ‘standby’ others when they witness bullying. The processes to report such behaviours are regularly discussed on parade and in individual and small group sessions.

Our school’s approach is to investigate every complaint of bullying in line with our procedures set out within this document.

Teachers work within agreed definitions of bullying when listening to concerns raised about this issue.
**Targeted behaviour support**

Due to the size of Federal State School, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher. The need for this level of support would arise as determined by the class teacher. Strategies used for targeted behaviour support include:

- curriculum adjustment
- verbal and non-verbal
- increased attention
- communication with the school community
- added responsibilities.
| **Curriculum Adjustment** | Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:  
- working with a teacher aide or learning support teacher  
- adjusted class work  
- working with a peer or older student. |
| **Verbal** | Verbal reinforcement, used every day in both the classroom and playground, includes:  
- specific reinforcement e.g. Thank you for sitting down.  
- Targeted direction giving. |
| **Non-Verbal** | Non-verbal reinforcement, used every day in both the classroom and playground, includes:  
- body language – smile, thumbs up  
- behaviour charts  
- privately understood signals  
- proximity to the child in terms of desk placement or where staff members are standing  
- awards  
- reflective coping strategy practised. |
| **Increased attention** | Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:  
- One on one curriculum support with the teacher  
- Teacher aide support  
- Work with another member of school staff  
- Curriculum support through an older classmate. |
| **Communication within the school community** | Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home. |
| **Added responsibilities - meaningful roles** | A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:  
- Peer tutoring  
- Working with a younger or older classmate  
- Classroom jobs  
- School jobs. |
**Intensive behaviour support**

At Federal State School, all students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach.

**Case Management:**
The case manager for each student who is identified as “seriously at risk” should be the class teacher. However a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of intensive management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

- collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc
- referral for discussion at the school special needs meeting
- referral to Guidance Officer for assessment and preliminary behavioural support
- referral to Advisory Visiting Teacher for Behaviour Support for consultation or support
- full team collaboration to undertake a functional behavioral assessment and develop an Individual Behaviour Support Plan.

Strategies used will be preventative, supportive and/or corrective.

**Preventative** – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

**Supportive** – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

**Corrective** – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances. This stage of the plan is cumulative and strategies from the other two sections may be implemented here. It is important to note that suspension/exclusion options will be implemented as a last resort and when all other avenues have been explored.
Consequences for unacceptable behaviour

This table has consequences for behaviour which build upon each other and are enacted based on professional judgement &/or staff discussion.

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Possible Consequences</th>
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</thead>
<tbody>
<tr>
<td>Level 1 (Class teachers)</td>
<td>At this level, students are on task and displaying positive behaviour so that no disciplinary action is required.</td>
<td>Positive reinforcement of good behaviours and achievements which could include:</td>
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<td></td>
<td>- verbal reinforcement</td>
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<td>- certificates on parade, “Key to the School”</td>
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<td>- phone calls/emails to parents.</td>
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<tr>
<td>Level 2 (Class teachers)</td>
<td>Inappropriate behaviours include:</td>
<td>Step 1 Ignore inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non-verbal messages to alert student.</td>
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<td>- minor incidents</td>
<td>Step 2 Restate the rule, give a specific direction, give student a choice eg work/play appropriately or move to a different area/activity. verbal negotiation</td>
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<td></td>
<td>- playing in inappropriate areas</td>
<td>Step 3 Student is sent to a different part of the room, another classroom or different area until student is willing to comply. Re-entry is supported in a planned, solution focussed way. Teacher may wish to issue an “Incident Review” sheet</td>
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<td>- ignoring instructions</td>
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<td>- littering</td>
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<td></td>
<td>- inappropriate use of technology</td>
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<td>- uniform/hat/shoes/excessive jewellery transgressions</td>
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<td>- disrespect for school resources</td>
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<td>- lateness to class (parents to fill in slip at office)</td>
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<tr>
<td>Level 3 (Class teacher &amp; Special Needs C.)</td>
<td>Inappropriate behaviours include:</td>
<td>Step 4 Plan of action developed between teacher and student with additional support if required. Parent/carer contacted. Incident Review sheet completed by student.</td>
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<td></td>
<td>- continued Level 2 behaviours</td>
<td>Step 5 Student referred to Special Needs meeting. Guidance Officer/ teacher offers counselling involving student and other parties with view to resolve issues. Incidents now recorded in schools Student Management System.</td>
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<td></td>
<td>- repeated defiance</td>
<td>Step 6 Individual Behaviour Support Plan – behaviour assessment and development of plan in consultation with teacher, student, parent, GO, Principal etc.</td>
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<td></td>
<td>- verbal abuse</td>
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<td></td>
<td>- all forms of bullying</td>
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<td></td>
<td>- repeated teasing</td>
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<td>- name calling</td>
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<td>- ostracising</td>
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<td>- derogatory comments</td>
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<tr>
<td>Level 4 (Staff and Principal)</td>
<td>Inappropriate behaviours include:</td>
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<td></td>
<td>- continued Level 3 behaviours</td>
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<td></td>
<td>- Stealing</td>
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<td>- Truancy</td>
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<td>- Unexplained absence</td>
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<td>- Physical aggression</td>
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<td></td>
<td>- Smoking</td>
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<td>- Pornography</td>
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<td>- Intimidation of staff</td>
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<td></td>
<td>- Vandalism</td>
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<td>- Sexual harassment/misconduct</td>
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<td>Police notification</td>
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<td>“In school withdrawal” where lessons and lunchtimes are separate from other students.</td>
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<td>Suspension</td>
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<td>Parent interview</td>
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<td></td>
<td>Individual Behaviour Plan</td>
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<tr>
<td>Level 5 (Principal)</td>
<td>Inappropriate behaviours include:</td>
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<td></td>
<td>- Extreme or repeated Level 4 behaviours.</td>
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<td>- Possession of drugs</td>
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<td>- Supply of drugs</td>
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<td>- Possession of a weapon</td>
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<td></td>
<td>- Use of a weapon</td>
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<td></td>
<td>- Violent assault</td>
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<td>Police notification</td>
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<td>Suspension</td>
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<td>Exclusion</td>
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<td>Parent interview</td>
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<td>Individual Behaviour Plan</td>
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The network of student support

A team approach to behaviour support includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies. Special Needs Meetings will usually include all teaching staff and the Guidance Officer, where possible, due to the small size of our school. The school is able to access support both within the Department of Education and the Arts and through the community. An outline of some of these include:

<table>
<thead>
<tr>
<th>SCHOOL BASED SERVICES</th>
<th>DISTRICT &amp; OTHER E.Q. SERVICES</th>
<th>COMMUNITY SERVICES</th>
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<tbody>
<tr>
<td>Guidance Officer</td>
<td>District Advisory Visiting Teacher for Behaviour Support</td>
<td>Department of Child Safety</td>
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<tr>
<td>Principal</td>
<td>Senior Guidance Officers</td>
<td>Juvenile Aid Bureau</td>
</tr>
<tr>
<td>Classroom teachers</td>
<td>Access to Behaviour Management Funding</td>
<td>Police Liaison Officer</td>
</tr>
<tr>
<td>Support learning staff</td>
<td>Management of Young Children Program</td>
<td>Qld Health Services (Nurse)</td>
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<tr>
<td>Teacher aides</td>
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</tbody>
</table>

Consideration of individual circumstances

Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members. Federal State School uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses. Consistency will be in responding to the behaviour, but not necessarily in the nature of the response.

Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.
An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

**Basic defusing strategies**

**Avoid escalating the problem behaviour**
(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

**Maintain calmness, respect and detachment**
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

**Approach the student in a non-threatening manner**
(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

**Follow through**
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

**Debrief**
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

**Physical Intervention**
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Federal State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a
hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report (Appendix 4)
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 5).
Related legislation

- Education (General Provisions) Act 1989
- Section 21 of the Education (General Provisions) Regulation 2000
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Freedom of Information Act 1992
- Transport Operations (Passenger Transport) Regulation 2005

Related policies

- SM-06: Management of Behaviour in a Supportive School Environment - Schools and Discipline
- SM-16: School Disciplinary Absences
- HR-07-1: Code of Conduct
- CS-01: Gender Equity in Education
- CS-05: Educational Provision for Students with Disabilities
- CS-10: Drug Education and Intervention in Schools
- CS-15: Principles of Inclusive Curriculum
- CS-16: Cultural and Language Diversity
- CS-17: Anti-Racism
- CM-15: Guidelines for Appropriate Use of Mobile Telephones by Students
- SC-09: Student Dress Code
- LL-14: Hostile People on School Premises, Wilful Disturbance and Trespass Issues
- SM-05: Physical Restraint and Time Out Procedures - Students with Disabilities

Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
FEDKIDS BEHAVIOUR POLICY

1. Hands Off!

2. Bully-free Zone!

3. Play Safe!

4. Being kind and responsible is cool!

5. Bins are best!

6. Healthy mind, healthy body!

7. Learn well, live well!