DURONG SOUTH STATE SCHOOL

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose
Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.
The community of Durong South 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.

2. Consultation and data review
This plan was developed in consultation with staff and community. Staff reviewed the previous plan to identify what was relevant and provided recommendations to the community for consideration.
The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director or Executive Director (Schools) in November 2009, and will be reviewed in 2012 as required in legislation. This review has taken place (2012) with input from the school community and has been endorsed by the Principal and the current President of the P&C, for 2012.

3. Learning and behaviour statement
Our strategy is grounded in the belief that the practices and behaviours of teachers and other adult staff at the school can, and do, influence student behaviours. The systems that constitute our strategy aim towards ensuring that staff practices include a range of approaches and are deliberately chosen in response to data based interpretations about the actual behaviours of students in the school.
There are four systems, as illustrated on the diagram below.
Durong South State School believes that in order for a program to succeed it must:

1. **Reflect the values of the community** within the guidelines of expected behaviour in the broader social and cultural context;
2. **Use the least to most intrusive** intervention in classroom and out of class management;
3. **Balance consequences with encouragement** and acceptance of appropriate behaviour;
4. Address the **immediate behaviour** and plan for long term support;
5. **Re-establish working relationships** as soon as possible (building bridges);
6. Reinforce that students **own their own behaviour.** (adapted from Bill Rogers, 1996) and
7. Address the issue of **accountability.**

Our school also believes through an effective behaviour management plan, **students should be given:**
- Opportunities to find their own parameters and boundaries and
- Appropriate support structures to allow them to do this.

**ASSUMPTIONS**

- All students are capable of learning.
- All students have the capacity to regulate their behaviour although it is recognised that for some students with specific medical conditions this may be more difficult and additional support may be required. A student’s Individual Management Plan details the processes used to assist these students to operate safely within our school. Parents, the principal, teachers and support personnel negotiate the student’s plan and review it regularly.
- Rewards and encouragement are a powerful tool in shaping behaviour.

**VALUES**

The community of Durong South State School supports the school in developing children to their fullest potential and in its endeavours to develop worthwhile citizens of the future. At Durong South we respect, encourage and promote the values of:

- Individualism and diversity
- Self-confidence
- Equal opportunity and fairness
- Mutual respect
- Honesty
- Tolerance
- Non-violence
- Problem solving and cooperation
- Innovativeness
- Care for the environment
- Literacy and numeracy skills

**GOALS**

The goals we aim to achieve through the effective implementation of our Behaviour Management Plan are:

- Develop students’ self-discipline and self-control
- Enable students to be on-task with their learning
- Enhance students’ self-esteem
- Encourage accountability for their behaviour
- Affirm cooperation as well as responsible independence in learning
- Promote the values of honesty, fairness, and respect for others
- Enable rational conflict resolution
- Promote a fair and just environment with equal opportunities for all
- Develop and show compassion and understanding for others
- Inform all children on what is considered appropriate play while at school on school grounds
- Develop students’ ability to be proactive
- Inform students’ to enable them to make good choices
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**Universal behaviour support**

At Durong South State School, proactive and preventative processes and programs will be used to facilitate expected standards of behaviour in all students. These programs may be run in class by the class teacher or by facilitators hired by the school.

A whole school approach means everybody committing to the provision of a safe and supportive learning environment.

**RIGHTS**

To achieve these goals for our school we believe a happy, safe supportive environment is achieved by everyone within the school community having:

- the right to respect from others
- the right to learn and teach
- the right to feel safe

We feel these rights are most likely to be achieved when clear rules and responsibilities concerning behaviour are negotiated, articulated and upheld throughout the school.

**RESPONSIBILITIES**

**The Teachers' Responsibility**

The teacher's main function is to help students accept responsibility for their own behaviour and to make good choices which assist in developing a success identity.

**The Parents' Responsibility**

Parents, in partnership with the school, should also encourage their children to accept responsibility for their own behaviour. This should occur in an environment which assists the development of a positive self image in the child.

**The Students' Responsibility**

The student role is to accept responsibility for his/her own behaviour and its consequences and to acknowledge the right to each individual to meet their basic needs without interference from anyone else.

**OUR SCHOOL RULES**

At the whole school level we expect and promote the following behaviours in our community:

<table>
<thead>
<tr>
<th>Expected Behaviours of all students at Durong South State School</th>
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</thead>
<tbody>
<tr>
<td><strong>Be a learner</strong></td>
</tr>
<tr>
<td>➢ Wear your uniform with pride.</td>
</tr>
<tr>
<td>➢ Be neat and tidy at all times.</td>
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<tr>
<td>➢ Complete all set tasks.</td>
</tr>
<tr>
<td>➢ Take pride in your bookwork.</td>
</tr>
<tr>
<td>➢ Demonstrate good sportsmanship.</td>
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<tr>
<td>➢ School equipment should be cared for and used appropriately.</td>
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</tbody>
</table>
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 Expected Behaviours
Understanding Expectations Process
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 (class meetings, newsletters, special events etc) and at the classroom level (focused lessons on relevant topics and using a common teaching framework along with incidental but focused learning situations)
- all staff repeatedly re-teaching the expectations and correcting students as part of their everyday practice.

Systematic Teaching of Expectations across the Whole School
- An integral facet of Durong South State School is the explicit teaching of expected behaviours. Our common values have been encapsulated under the banner of DSSS – Determination, Strength, Support, Success. The school expectations based on these values are detailed across all school contexts within the Behaviour Benchmarks.
Procedures For Upholding The Code Of School Behaviour and Responsible Behaviour Plan for Students

The Durong South State School Responsible Behaviour Plan for Students consists of three levels. Students move through the levels according to their behaviour choices.

The Principal and staff will decide on a student’s suitability to move through the levels by using the level expectations outlined below. In special circumstances the Principal may make a decision without reference to staff.

At the start of each new school year, all students commence on Gold. Students beginning at Durong South, at other times throughout the year, will also begin on Gold.

Each fortnight (or where negotiated) the Principal or staff will review the students levels to decide if their behaviour warrants progress to a higher level.

The Principal will monitor students’ progress through regular review of student profiles and discussion with staff.

Students may only progress up one level at a time but may drop more than one level for particularly serious behavioural incidents.

Students can move down a level at any time and students must remain on silver level for a timeframe, which is negotiated with the Principal, before they can move up to Gold. An exception may be made for students who have been enrolled for only 2 terms or less.

A Summary of the Behaviour Levels (Gold, Silver & Red) and Expectations is listed below

Gold Level

You are on GOLD level because you:
- wear school uniform with pride
- complete homework
- line up quietly
- complete work to the best of your ability
- listen to instructions and follow directions
- use your manners
- raise your hand to gain the teacher’s attention
- tell the truth
- respect yourself, your belongings and others.

Because you are on GOLD level you may:
- Be chosen to be a school leader
- Be able to attend excursions and camps
- Be able to participate in special school events
Silver Level

You are on SILVER level because you:
- usually wear your school uniform with pride
- usually complete homework
- usually line up quietly
- usually complete work to the best of your ability
- usually listen to instructions and follow directions
- usually use your manners
- usually raise your hand to gain the teacher’s attention
- usually tell the truth
- usually respect yourself, your belongings and others.

Red Level

You are on RED level because you:
- disrupt the learning of other students
- make children and staff feel unsafe
- receive time out
- have to be removed from the classroom
- misbehave on the bus

Because you are on RED level you:
- Will be on a behaviour management plan
- Will not be attending special school events
- Will not be attending camps and excursions
- May be suspended from school
- May be asked to leave this school
• **Targeted behaviour support**

Due to the size of Durong South 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.

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. |
| 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 Durong South 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.

A functional analysis approach to assessing behavioural problems is adopted involving a systems approach which looks at the ‘whole’ child. It covers such areas as:

**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 severe 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. time outs, withdrawals, suspensions etc
- referral for discussion at the staff meeting (held fortnightly)
- 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 an 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.
5. Emergency responses or critical incidents

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**
- **Maintain calmness, respect and detachment**
- **Approach the student in a non-threatening manner**
- **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 Durong South 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 –written
- OneSchool incident record
- Record of parent contact made
6. Consequences for unacceptable behaviour

In alignment with The Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Strategies to implement supportive, fair, logical and consistent consequences include:

1: Classroom Management
The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non verbal messages to alert or cue the student.

2: Restatement, Rule Reminders
The teacher adds a combination of the following strategies to address the student's behaviour: restatement of the rule, giving a specific direction, giving the student a choice e.g. to work/play appropriately or move to a different area/activity.

3: Time Away/Time Out
The student is sent to a different part of the current classroom, another classroom or a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed manner. Continual or serious disturbances may result in the student being referred to the Principal and parents/carers being notified.

4: Teacher and Student Plan of Action
If a student’s behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted.

5: Behaviour Card: The student carries a behaviour card throughout the day until a consistent improvement is seen in their behaviour. Staff record behaviour during lessons, eating times and play.

6: Withdrawal: The student is withdrawn from the playground for a specified number of days. They are not to play with other students at morning tea or at lunch.

7: School Intervention and Recording of Student’s Inappropriate Behaviour
The student is referred to the Principal and a Case Manager (usually the class teacher) will be appointed. The school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded on the Behaviour Incident Record Form and on OneSchool. If necessary, witness statements will also be collected and recorded on OneSchool.

8: In-School Suspension: The student is removed from contact with other students throughout the day. They are isolated from the other students during lesson times and are provided work that is to be completed. The withdrawal method is used during eating and play times.
9: Suspension Procedures - School Disciplinary Absences:
This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.

A student may be suspended on the following grounds:
- Disobedience
- Misconduct
- Other conduct that is prejudicial to the good order or management of the school.

The student is suspended from school for one to twenty days. Parents are informed immediately in writing. The student is not allowed at school throughout this period of time. The student and their parents are required to attend a re-entry meeting to outline ongoing support to manage the child’s behaviour.

10: Suspension with Recommendation for Exclusion:

This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.

Whilst proactive and preventative approaches are used mostly, certain types of behaviour are unacceptable whatever the circumstances and responses can include the most stringent step of exclusion. This is considered only when all other approaches have been exhausted. In particular, students selling drugs, violent assaults or using weapons can expect to be recommended for exclusion.

The Principal may suspend a student between one and twenty days (inclusive) when there has been a disobedience by the student, misconduct of the student, or other conduct of the student that is prejudicial to the good order and management of our school.

In cases of serious misbehaviour, the Principal may recommend exclusion, with or without previous suspension. The Executive Director (Schools) reviews exclusion recommendations.

Parents will be notified of the decision to suspend or exclude a child from school in writing.

As per the grounds outlined for suspension, but the student’s disobedience, misconduct or any other conduct is so serious that the suspension of the student is inadequate to deal with the behaviour. This is only considered as a last resort.

**Inappropriate behaviours, which may result in suspension or exclusion.**

- **Non compliance:** may include disruptive behaviours, refusing to follow instructions/directions, absence from classes, non-cooperation, breach of behaviour management strategy, lying
- **Assault:** may include hitting, kicking, punching, throwing objects at others
- **Verbal abuse:** may include offensive language or language that intimidates others
- **Substance abuse:** may include involvement with cigarettes, alcohol, drugs, substance sniffing
- **Harassment:** may include racial and sexual harassment, intimidation
- **Vandalism**
- **Unlawful behaviour:** may include theft, break and enter, possession of a weapon
- **Improper/indecent behaviour:** may include exposure, sexual intercourse, simulated sexual intercourse, involvement with offensive material – print, pictures, drawings
- **Being involved with, distributing, selling or using marijuana or other illegal drugs**
7. Network of student support
Durong South State School is able to access support both within the Department of Education and Training and through the community. An outline of some of these include:

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

Students will be supported in their learning in all aspects of their education. When behaviour is inappropriate, programs will be negotiated involving the support personnel listed above for support and guidance.

8. Consideration of individual circumstances
Durong South 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, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- 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
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. 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)

Endorsement

Mark Postle  Colleen Cauley  Regional Executive Director or Executive Director (Schools)
Principal  P&C President

Date effective:

From June 2012 until June 2015